

**Министерство образования и науки  
Российской Федерации  
Сибирский федеральный университет**

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**АНГЛИЙСКИЙ ЯЗЫК  
ДЛЯ ГУМАНИТАРНЫХ НАПРАВЛЕНИЙ  
БАКАЛАВРИАТА**

Учебное пособие

Красноярск  
СФУ  
2012

УДК 811.111.(07)

**ББК 81.432.1**

**А 64**

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А64 Английский язык для гуманитарных направлений бакалавриата: учеб. пособие / Е.В.Семенова, О. В. Вельзер, Я. Н. Казанцева, Г. К. Кеосиди, Н. В. Немчинова, Е. В. Петрова, М. Л. Ростова, А. В. Стриженко.– Красноярск: Сибирский федеральный ун-т, 2011.–353 с.

ISBN 978-5-7638-2298-4

Пособие содержит материалы, которые помогут студенту – будущему бакалавру гуманитарных направлений овладеть иностранным языком на уровне, позволяющем получать и оценивать информацию в области профессиональной деятельности из зарубежных источников. Представлены аутентичные материалы, способствующие формированию фонетических, грамматических, лексических навыков, развитию видов речевой деятельности, расширению кругозора в области культуры англоязычных стран, что необходимо в условиях актуализации идей компетентного подхода.. Наряду с материалами общего, универсального характера в пособии содержатся тексты и задания, учитывающие специфику отдельных профилей.

Для студентов и преподавателей педагогических вузов.

ISBN 978-5-7638-2298-4

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## **ПРЕДИСЛОВИЕ**

Одной из сущностных характеристик современной эпохи является ее мобильность, требующая от человека владения умениями и компетенциями, которые помогли бы ему быть востребованным в различных областях жизни, включая профессиональную деятельность.

Владение иностранным языком в этом контексте выглядит как основа, обеспечивающая возможность чувствовать себя адекватно в современном информационном пространстве, работать с зарубежными источниками, тем самым обеспечивая постоянный профессиональный рост и необходимый уровень коммуникативной компетентности.

Для будущего бакалавра гуманитарных направлений эта ситуация имеет свою особенность, поскольку от него требуется владение иностранным языком на уровне, позволяющем получать и оценивать аутентичную информацию уже на стадии обучения в вузе.

Предлагаемое учебное пособие призвано решить задачу обучения английскому языку будущих бакалавров гуманитарного направления. Авторы предлагают вниманию студента разделы, которые позволят ему скорректировать уровень владения фонетическими, лексическими и грамматическими навыками. Отдельный раздел посвящен культуре стран изучаемого языка, где информация представлена в формате PowerPoint. Студенты могут ознакомиться с теорией по теме «Стили», что поможет им сориентироваться в использовании различных стилей в устной и письменной речи на иностранном языке. Раздел, посвященный видам речевой деятельности, в значительной степени опирается на требования, которые в последние годы были реализованы в Интернет-тестовании по иностранному языку.

Авторы сознательно придерживались принципа избыточности и разноуровненности материала, что позволит преподавателю выбрать те задания и материал, который будет соответствовать реальным возможностям студента и в то же время поведет его к более высокому уровню. Глава 6 «Виды речевой деятельности» включает в себя задания для профилей 050300.62 «Филологическое образование», 050100.62 «Педагогическое образование», 050400.62 «Психолого-педагогическое образование».

## **CHAPTER 1. PHONETICS**

### **Articulation of consonant sounds.**

### Unit 1 [s-z]

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

1.[s]

seem, serious, most, soft, yes, waste, slow, miss, ask, skin, glass, sister, sweet, looks, sensible, city, wants, accents, cinema, nice, possible.

2.[z]

zebra, is, lazy, dizzy, was, zone, zeal, has, busy, easy, his, zero, zenith, buzz, rosy, nosy, breeze, zip, dozen, freeze, zoo.

3.[s]-[z]

rice-rise, race-raise, lice-lies, once-one's, false-falls, loose-lose, advice-advise.

**Exercise 2. Listen to the words and underline the letter s in each word that is pronounced [s]. Only one s in each word is actually pronounced [s].**

Example: surprse

1.suppose

6.salesman

2.Susan

7.season

3.diasaster

8.resist

4.easiest

9.presents

5.posters

10.business

**Exercise 3.Listen to the words. Underline the word in each group that is not pronounced with [z].**

Example: is was his this

1.eyes nose wrist ears

2.walls waltz wells ways

3.carrots apples peas raisins

4.pleasing pleasant pleasure please

5.deserve daisy serve design

6.cease seize size sings

7.Tuesday Thursday Wednesday Saturday

8.east ease easy tease

9.rose rice raise rise

10.fox xylophone clothes zero

**Exercise 4. Read the following phrases. Pay attention to the consonant [s] in the boldfaced words.**

1. **stop sign**
2. **small mistake**
3. **start and stop**
4. **Nice to see you.**
5. **Stand straight.**
6. The **swimmer** was **slow** and **steady**.
7. **Stan stopped smoking cigars.**
8. **Students study in school.**
9. I **rest** on **Saturday** and **Sunday**.
10. The **postman** likes to **ski** and **skate**.

**Exercise 5. Read the following phrases. Pay attention to the consonant [z] in the boldfaced words.**

1. **Easy** does it.
2. **zero** degrees
3. a cool **breeze**
4. a **dozen** eggs
5. **busy** as a bee
6. **Close** your **eyes**.
7. The **puzzle** is **easy**.
8. **His cousin** comes from New **Zealand**.
9. My **husband** gave me a **dozen roses**.
10. The **museum** is **closed** on Tuesday.

## Unit 2 [b-p]

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[b] At the beginning of words

be, best, boat, but, bat, back, bone, bank, begin, borrow.

[b] In the middle of words

obey, baby, table, habit, rubber, lobby, cabin, label, ribbon, neighbor.

[b] At the end of words

cab, rib, crib, bulb, rob, cub, rub, knob, robe.

**Exercise 2. Read the following words paying special attention to correct pronunciation.**

[b] At the beginning of words

pen, pig, person, pain, pet, pay, put, pot, pay, past.

[b] In the middle of words

open, apart, apple, people, airport, supper, pepper, happy, paper.

[b] At the end of words

lip, soap, camp, jump, stop, cap, pipe, map, top.

**Exercise 3. Read the following phrases. Pay attention to the consonant [b] in the boldfaced words.**

1. **bread** and **butter**
2. **above** and **bellow**
3. **baseball** game
4. **black** and **blue**
5. the **bigger**, the **better**
6. I'll **be back**.
7. **Bad habits** can **be broken**.
8. **Bill** is in the **lobby**.
9. **Bob** **bought** a **blue bathrobe**.
10. **Betty** was **born** in **Boston**.

**Exercise 4. Listen to the dialogue. Underline the words that contain the consonant [p].**

**Peter:** Paulette, I have a surprise! We're taking a trip tonight!

**Paulette:** I'm very happy. But I need more time to prepare.

**Peter:** That's simple. I'll help you pack.

**Paulette:** Who will care for our pet poodle?

**Peter:** Your parents!

**Paulette:** Who will pick up the mail?

**Peter:** Our neighbor, Pat.

**Paulette:** Who will water the plants?

**Peter:** We'll put them on the patio.

**Paulette:** Who will pay for the trip?

**Peter:** The company is paying every penny!

**Paulette:** Peter, you've really planned this.

**Peter:** Of course! I'm dependable, superior, and a perfect...

**Paulette:** "Pain in the neck!" Don't get carried away!

**Exercise 5. Listen to the rhymes and then read them yourselves.**

1. Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?
2. Betty bought some butter, but the butter Betty bought was bitter,

so Betty bought some better butter, and the better butter Betty bought was better than the bitter butter Betty bought before!

3. I bought a bit of baking powder and baked a batch of biscuits. I brought a big basket of biscuits back to the bakery and baked a basket of big biscuits. Then I took the big basket of biscuits and the basket of big biscuits and mixed the big biscuits with the basket of biscuits that was next to the big basket and put a bunch of biscuits from the basket into a biscuit mixer and brought the basket of biscuits and the box of mixed biscuits and the biscuit mixer to the bakery and opened a tin of sardines.

### Unit 3 [t-d]

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

#### [t]

time, what, between, water, late, torn, town, night, after, taxi, port, writer, empty, don't, telephone, stool, liked, trousers, tell, hoped, storm, twelve, asked, temptation, Anthony, passed, twenty, bite, Betty.

#### [d]

danger, dirty, dinner, daughter, date, drive, drab, dog, day, do, rider, ladder, already, ready, Monday, holiday, idea, lady, body, study, under, read, road, side, old, head, add, afraid, loaded, acted, waited, lived.

#### [t]-[d]

tie-die, trunk-drunk, time-dime, set-said, bet-bed, two-do, coat-code, mat-mad, ton-done, late-laid, mate-made, heart-hard, torn-dawn.

#### Silent t

christen, chestnut, Christmas, listen, glisten, exactly, soften, castle, wrestle, often, mustn't, ballet, croquet, cabaret, whistle.

#### Silent d

handsome, handkerchief, handcuff, grandmother, grandfather, Wednesday.

**Exercise 2. Read the words aloud. Underline the one letter t in each word that is pronounced [t].**

Example: thought

1. traction

2. that

3. patient

4. texture.

5. temperature

- 6.tooth
- 7.presentation
- 8.arithmetic
- 9.together
- 10.substruction

**Exercise 3. Listen to the sentences. Some words that should be pronounced with the consonant [d] will be said incorrectly. Underline C for Correct or I for Incorrect.**

Example: You hear I'm reading a good book. You underline C |  
 You hear Sat is the opposite of happy. You underline C |

- 1. C |
- 2. C |
- 3. C |
- 4. C |
- 5. C |

**Exercise 4. Underline the word which does not have the sound [t].**

Example: asked castle letter first

- 1.eight Thames whistle walked
- 2.Thomas needed time liked
- 3.listen winter eaten after
- 4.ended wished left hoped
- 5.whiter greater soften written

**Exercise 5. Listen to the rhymes and then read them yourselves.**

1. When a doctor doctors a doctor, does the doctor doing the doctoring doctor as the doctor being doctored wants to be doctored or does the doctor doing the doctoring doctor as he wants to doctor?

2. If you understand, say ""understand"". If you don't understand, say ""don't understand"". But if you understand and say ""don't understand"". how do I understand that you understand?

**Exercise 6. Read the rhymes and learn them.**

- 1. Little Miss Muffet,  
 Sat on a tuffet,  
 Eating her curds and whey.  
 There came a big spider,  
 Who sat down beside her,  
 And frightened Miss Muffet away.



2. Twinkle, twinkle, little star  
How I wonder what you are  
Up above the world so high,  
Like a diamond in the sky.

**Exercise 7. Pronounce the following sentences with aspiration.**

1. От топота копыт пыль по полю летит.
2. Трое трубачей т рубили в трубы.
3. Ткет ткач ткани на платки Тане.
4. Давай достанем деньги из деревянной шкатулки.
5. У пенька опять пять опят.

**Unit 4[k]-[g].**

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[k] At the beginning of words

correct, could, quick, come, keep, cold, key, car, can.

[k] In the middle of words

cookie, walking, become, because, mechanic, jacket, record, backward.

[k] At the end of words

make, clock, speak, black, work, sick, week, took, like.

Silent k before n

know, knife, knew, knock, knee, knight.

[g] At the beginning of words

go, get, girl, gone, great, gather, glass, green, guess.

[g] In the middle of words

forget, anger, begin, agree, cigar, bigger, hungry, beggar, cigarette.

[g] At the end of words

dog, beg, pig, egg, drug, bag, rug, flag, log.

Silent g

poignant, cognac, foreign, campaign, gnome, sign, gnat, gnaw.

[k]-[g]

coal-goal, cap-gap, back-bag, crow-grow, ankle-angle, coat-goat, clue-glue, curl-girl, class-glass, lock-log, pick-pig, could-good, cave-gave, cot-got.

**Exercise 2. Read the following sense-group.**

1. August; school in August; a language school in August; to go to a language school in August; great idea to go to a language school in August; it's a great idea to go to a language school in August.

2. awake; to keep me awake; coffee to keep me awake; cups of coffee to keep me awake; a couple of cups of coffee to keep me awake; I have a couple of cups of coffee to keep me awake.

**Exercise 3. Read the phrases and sentences aloud. The boldfaced words should be pronounced with [g].**

1. **good** night
2. I don't **agree**.
3. **begin** again
4. a **good** girl
5. a **big** dog
6. **Peggy** is **going** to the **game**.
7. There's a **big** **bug** on the **rug**.

**Exercise 4. Read aloud each four-word series. Underline the one word in each group of four that is not pronounced with [k].**

Example: rice rack rake wreck

1. course count choose chorus
2. can't can cent cone
3. Canada Texas Kansas Massachusetts
4. key keep keen kneel
5. celery corn carrots cabbage
6. mix box explain xylophone
7. knee back ankle cheek
8. Charles Carol Chris Michael
9. mechanic much chrome Christmas
10. milk cider coffee cream

**Exercise 5. Read the proverbs and learn them.**

1. To give as good as you get.
2. Curiosity killed the cat.
3. As good as gold.
4. To cut your coat according to your cloth.
5. A cat may look at a king.
6. Catch as catch can
7. All that glitters is not gold.

**Exercise 6. Pronounce the following sentences with aspiration.**

1. У кошки в лукошке пряники, коврижки, пироги да пышки.
2. Королева кавалеру каравеллу подарила.
3. Коваль колокол ковал, ковал и перековывал.

4. Кукушка кукушонку купила капюшон.

5. В нашей покупке крупы и крупки.

### Unit 5 [n]-[m]

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[n]-Sunday, send, offence, event, sunset, sunrise, unreal, tenth, snow, button, cotton, often, sun, noon, ten, learn, on, in, man, down, neither, north, nose, never, need, name, new, near, now, no.

[m]-mind, money, milk, mister, mess, miss, may, meal, my, more, me, smile, him, ham, smoke, hem, memory, bum, member, sum, woman, rum, family, room, tram, warm, remember, form, remarkable, farm, memorable.

[n]-[m]-new-mew, none-mum, need-meed, sun-sum, run-rum, bun-bum.

**Exercise 2. Read the following sentences.**

[n] 1. Nick is no genius.

2. No doubt Nickolas knows Nigel.

3. Naughty Nancy has bent the knitting needles and knotted Nanny's knitting.

4. Henry hands his nephew Nigel a brand-new pound note on Sundays.

[m] 1. If my money serves me...

2. Martha always makes a mountain out of a molehill.

3. The museum has many memorable monuments to the memory of some remarkable members of the Moslem community.

4. "They mustn't munch marmalade sandwiches at the moment", says Mummy.

[n]-[m] 1. No offence meant.

2. It's no concern of mine.

3. Money spent on the brain is never spent in vain.

4. Nick knows no more about the murder than the man in the moon.

**Exercise 3. Listen to the pairs of sentences. Underline S if both sentences in the pair are the SAME. If they are DIFFERENT, underline D.**

Example: You hear Is it Tim? Is it tin? You underline S D  
You hear I feel fine. I feel fine. You underline S D

1. S D

2. S D

3. S D

4.S D

5.S D

**Exercise 4. Listen to each three-word series. Only one word in each series will have [m] sound. Underline the number of the word with [m].**

Example: You hear some son sung

You underline 1 2 3

1. 1 2 3

2. 1 2 3

3. 1 2 3

4. 1 2 3

5. 1 2 3

### **Unit 6 Contrast and review of [ŋ], [m] and [ŋ]**

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[ŋ]-thing, song, king, wrong, young, ring, morning, evening.

[ŋg]-single, singular, linger, English, language, hungry, finger, anger.

[ŋk]-ink, sink, mink, link, wink, drink, think, rink, thank.

[ŋ]- [ŋ]: sin-sing, gone-gong, ban-bang, son-song, ran-rang, win-wing, kinking, thin-thing.

[ŋk]- [ŋ]:rink-ring, link-ling, wink-wing, think-thing, sink-sing.

[ŋg]- [ŋ]:longer-long, stronger-strong, hungry-hung, finger-thing, younger-young.

**Exercise 2. Read the following sense-groups.**

1. songs; spring songs; singing spring songs; birds singing spring songs; listening to birds singing spring songs; like listening to birds singing spring songs; nothing like listening to birds singing spring songs; there is nothing like listening to birds singing spring songs.

2.hungry; is hungry; Ben is hungry; Ben is hungry when he is hungry.

**Exercise 3. Listen to the pairs of sentences. One sentence in each pair has a word pronounced with [ŋ]. Underline the number of the sentence with the [ŋ] word.**

Example: You hear He's a **swinger**. He's a **swimmer**.

You underline 1 2

1. 1 2

2. 1 2

3. 1 2

4. 1        2  
5. 1        2

**Exercise 4. Listen to the words and then repeat them yourselves. Underline only the words that are pronounced with [ŋ].**

- |                 |              |
|-----------------|--------------|
| 1. <u>bring</u> | 11. along    |
| 2. anger        | 12. talking  |
| 3. hang         | 13. sponge   |
| 4. angel        | 14. grin     |
| 5. dancing      | 15. running  |
| 6. tangerine    | 16. engage   |
| 7. swing        | 17. stinging |
| 8. tangle       | 18. stingy   |
| 9. danger       | 19. lunch    |
| 10. sink        | 20. bank     |

**Exercise 5. Listen to the words. Underline the one word that you hear from each of the pairs below.**

Example: sing    sin  
                  foam    phone

- |           |        |
|-----------|--------|
| 1. thin   | thing  |
| 2. ban    | bang   |
| 3. sinner | singer |
| 4. comb   | cone   |
| 5. rum    | run    |
| 6. seem   | scene  |
| 7. some   | sung   |
| 8. hammer | hanger |
| 9. ram    | rang   |
| 10. gone  | gong   |

**Exercise 6. Listen to the sentences. One of the words will be used. Underline the word you hear.**

Example: Give me the (cone/comb).

1. I'll call (them / then).
2. He (ran / rang) twice.
3. That (bun / bum) is old.
4. We got (some / sun) at the beach.

5. I heard a (bam / bang).
6. You shouldn't (sing / sin).
7. The children like (swinging / swimming).
8. It's a small (ping / pin).
9. Get rid of the (gum / gun).
10. Buy another (hammer / hanger).

**Exercise 7. Read the tongue-twisters and learn them.**

1. Engine, engine number nine,  
Running on Chicago Line,  
If it's polished, it will shine,  
Engine, engine number nine.
2. Oh, swing the king and swing the queen,  
Oh, swing them round and round the green.

**Unit 7 [f]-[v]**

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

**[f]**-leaf, safe, life, knife, deaf, proof, half, calf, enough, rough, fit, fat, fort, farm, feel, fair, full, four, five, fee, different, sniffing, refuse, safer, sofa, telephone, Africa, fifteen, coffee.

**[v]**-village, vile, veer, view, veil, very, vast, vain, vicar, cave, save, wave, brave, grave, cave, divide, savour, cover, forever, ever, lover, over, rewire, rival.

**[v]- [f]**:van-fan, veil-fail, vine-fine, veal-feel, vast-fast, alive- a life, prove-proof, believe-belief.

**Exercise 2. Read the following sentences.**

- [f]** 1. The friends fight off the ruffians.  
2. Four oafs fall flat on the floor and the rest flee in fear.  
3. That's funny. Phillip is fifteen.  
4. I'm feeling fine.
- [v]** 1. Vera never eats liver.  
2. Move the TV over here.  
3. Seven evil devils have no virtue.  
4. Every evening Victor and Vivian visit Eve.
- [f]-[v]** 1. I love it. I've got friends I can visit in all five places.  
2. Five of the men were carrying knives.

3.1 grow flowers and vegetables in an old farmhouse outside the village.

**Exercise 3. Read aloud the paragraph about Florida. Underline the words that contain the consonant [f].**

Florida.

Florida was founded by Ponce de Leon in 1513. The famous explorer from Spain was searching for a fountain of youth. He named the land Florida, which means "full of flowers" in Spanish. He failed in his efforts to find the fountain. He finally died after fighting the Indians.

Unfortunately, no one has ever found the fountain in Florida or the formula for eternal youth. However, the fun and sun in Florida are enough to attract folks from every hemisphere to this famous state.

**Exercise 4. Listen to the words and indicate whether you hear the [v] sound at the beginning (B), middle (M), or end (E) of the word.**

Example: You hear saving

You hear value

You underline B M E

You underline B M E

1. B M E
2. B M E
3. B M E
4. B M E
5. B M E
6. B M E
7. B M E
8. B M E
9. B M E
10. B M E

### Unit 8 [v]-[w]

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[v]-never, ever, travel, over, advice, even, vest, of, vote, have, verse, dive, vodka, drive, five, vivid, wave, Victor, approve, velvet, leave.

[w]-world, word, queen, worn, wear, twins, white, sweet, wheal, twist, wave, twice, twenty, weave.

[v]-[w]:vend-wend, veal-wheel, veil-wail, vein-wane, vine-wine, vile-while, via-wire.

Silent w-wrong, wrap, whole, wrist, who, whose.

**Exercise 2. Read the following sense-groups.**

1. improve; I'll improve; eventually I'll improve; over again eventually I'll improve; over and over again eventually I'll improve; if I say it over and over again eventually I'll improve.

2. wardrobe; woodwork of his wardrobe; woodworm in the woodwork of his wardrobe; worried about woodworm in the woodwork of his wardrobe; William is worried about woodworm in the woodwork of his wardrobe.

**Exercise 3. Listen to the words and then repeat them. Underline the words that are pronounced with [w].**

Week, while, whose, guilt, west, someone, who, waiter, unwilling, lawyer, queen, wrong, reward, saw, anywhere, write, worry, square, worthy, low.

**Exercise 4. Read aloud the paragraph about Woodrow Wilson. Underline all words that should be pronounced with [w].**

#### Woodrow Wilson

Woodrow Wilson was the twenty-fifth president of the United State. He will always be remembered for his work to establish world peace. Wilson was born in 1865 and went to Princeton University. He became president in 1913 and stayed in the White House for two terms. His first wife died while he was in office, and he later married a Washington widow. When the United States entered World War I in 1917, Wilson quickly provided the needed wisdom. After the war, Wilson made a national wide tour to win the support for the League of Nations. Wilson was awarded the Nobel Prize for his worthwhile work for peace. He died in 1924. Everywhere in the world, Wilson was thought of as a wise and wonderful leader.

**Exercise 5. Listen the following tongue-twisters and then read them yourselves.**

1. Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't very fuzzy, was he?

2. Two witches would watch two watches, which witch would watch which watch?

3. Whether the weather be fine, or whether the weather be not. Whether the weather be cold, or whether the weather be hot. We'll weather the weather whatever the weather, whether we like it or not.

4. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.



## Unit 9 [1]-[3]

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[1] At the beginning of words: shower, shape, sugar, shoe, short, share, shine, ship, shop, shy.

[1] In the middle of words: official, nation, ocean, washer, patient, machine, brushing, mission, insure.

[1] At the end of words: wash, cash, punish, English, Spanish, finish, wish, dish, rush, foolish.

[1] Spelled:

**sh**-shadow, crash, brush, shirt, shelf.

**ti**-option, election, section, mention, fiction.

**ci**-social, special, conscious, physician, musician.

**ss**-issue, assure, expression, depression, profession.

**ch**-machine, chef, Chicago, chute, chauffeur.

[3] In the middle of words: decision, division, television, occasion, pleasure, measure, Asia, usual, vision, leisure.

[3] At the end of words: rouge, garage, prestige, camouflage, corsage, beige, mirage, massage, entourage.

[3] Spelled:

**si**-illusion, lesion, explosion, collision, conclusion.

**su**-casual, composure, closure, unusual.

**gi** or **ge**-massage, beige, negligee, regime, camouflage.

**Exercise 2. Listen to the words. Underline the words in each group that is not pronounced with the consonant [j].**

Example: pleasure sure surely sugar

1. crush cash catch crash

2. chef chief chute chiffon

3. mashine parachute mustache kitchen

4. China Russia Chicago Michigan

5. facial conscience science conscious

6. pressure pressed assure permission

7. division subtraction addition multiplication

8. position action patio motion

9. Charlotte Cheryl Sharon Charles

10. tension resign pension mention

**Exercise 3. Listen to the words. Underline the word in each group that does not contain the consonant [ʒ].**

Example: composure exposure enclosure position

1. leisure pleasure enclosure measure
2. Asia Asian Parisian Paris
3. huge beige rouge prestige
4. passion collision occasion decision
5. massage mirage message corsage
6. confusion conclusive contusion conclusion
7. lesion profession explosion aversion
8. vision version television visible
9. seizure seize azure division
10. treasury treasurer treason treasure

**Exercise 4. Listen to the sentences. Write the phonetic symbol [ɪ] or [ʒ] to represent the consonant sound of the boldfaced letters.**

Example: We will vacation in **Asia**.  
  [ɪ]     [ʒ]

1.                            [ ]                            [ ]  
Commission made a decision.
2.                            [ ]                            [ ]  
The class learned division and addition.
3.    [ ]                            [ ]  
Measure the garage.
4.                            [ ]                            [ ]  
Your profession has prestige.
5.    [ ]                            [ ]  
That's an unusual shade of rouge.

**Exercise 5. Listen to the newscast and underline all words pronounced with the [ʒ] sound.**

Good evening. This is Frazier White with the 10:00 p.m. television news. Tonight we have some most unusual stories. Here are the headlines:

- Tourists on a pleasure trip discovered valuable Persian rugs. The rugs dated back to ancient Persia.
- An explosion took place in a garage on First Avenue. Seizure of a bomb was made after much confusion.
- Asian flu is spreading. Asian flu vaccinations will be available to those with exposure to the germ.
- Today was the Parisian fashion show. Everything from casual leisure clothes to negligees was shown. Beige is the big color. Hemlines measure two inches below the knee.
- Carry your raincoat. Occasional showers are due tomorrow. Hope your evening is a pleasure.

This is Frazier White saying GOOD NIGHT!

### ***Unit 10 [tʃ]-[dʒ]***

***Exercise 1. Read the following words paying special attention to correct pronunciation.***

[tʃ]-lecture, which, church, choose, touch, reaches, preacher, teach, choice, child, speech, teacher, question, reach, chief, cheap, much, picture, nature, each, chance, chair, catch, kitchen, future, watch, chop, chew, witch, fortune.

[dʒ]-jaw, age, pigeon, jump, judge, ledger, joy, arrange, lodger, June, bridge, major, joke, edge, danger, general, large, region, gentleman, page, soldier, gin, manage, imagine, generous, message, subject, gem, stage, stranger.

***Exercise 2. Read the following sense-groups.***

1. junior; Jones junior; John Jones junior; John Jones junior is a gentleman; John Jones junior is a joyful gentleman; John Jones junior is a joyful gentleman who likes jokes; John Jones junior is a joyful gentleman who likes jokes and jam.

2. language; the German language; learning the German language; Jim learning the German language; Jack and Jim learning the German language; Just imagine Jack and Jim learning the German language.

***Exercise 3. Listen to the sentences. Some words that should be pronounced with [tʃ] will be said incorrectly. Underline C for CORRECT or I for INCORRECT to indicate whether the [tʃ] word in each sentence is pronounced properly.***

Example: You hear Sit in the share You underline C I  
You hear I had to change the tire. You underline C I

1. C I
2. C I
3. C I
4. C I
5. C I
6. C I
7. C I
8. C I
9. C I
10. C I

**Exercise 4. Listen to the words. Two of the words in each series will be the same; one will be different. Underline the number of the word that is different.**

Example: You hear watch watch wash  
You underline 1 2 3

1. 1 2 3
2. 1 2 3
3. 1 2 3
4. 1 2 3
5. 1 2 3
6. 1 2 3
7. 1 2 3
8. 1 2 3
9. 1 2 3
10. 1 2 3

**Exercise 5. Listen to the words. Underline the word used to complete each sentence.**

Example: You sure can (shop/chop).

1. I didn't see the (dish/ditch).
2. He hurt his (shin/chin).
3. Did you hear that (shatter/chatter)?
4. it's a silly (wish/witch).
5. It was an endless (marsh/March).
6. She bought me the (wash/watch).
7. You have a large (share/chair).

8. We must fix the (ship/chip).
9. Does she have a new (crush/crutch)?
10. You completed the (shore/chore).

**Exercise 6. Listen to the words. Underline the word in each group of four that does not contain the consonant [dʒ].**

Example: get gym gypsy jet

1. badge bulge bug budge
2. captain general major soldier
3. hen gentle gem intelligent
4. juice age angel angle
5. huge hug jug July
6. giraffe gill giant gin
7. duck cordial educate graduate
8. large lounge lung lunge
9. Gary Joe Jill Gene
10. Virginia Georgia Germany Greenland

**Exercise 7. Listen to the tongue-twister and then read it.**

Out in the pasture the nature watcher watches the catcher. While the catcher watches the pitcher who pitches the balls. Whether the temperature's up or whether the temperature's down, the nature watcher, the catcher and the pitcher are always around. The pitcher pitches, the catcher catches and the watcher watches. So whether the temperature's rises or whether the temperature falls the nature watcher just watches the catcher who's watching the pitcher who's watching the balls.

### **Unit 11 [l]-[r]**

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[l]-allow, all, lady, land, able, along, almost, fall, last, late, feel, already, always, full, laugh, lead, girl, color, yellow, meal, learn, mile, early, eleven, people, lack.

[r]-agree, arrange, borrow, bread, bring, direct, drink, every, foreign, road, right, rest, red, real, read, reach, rather, rain.

[l]-[r]-clash-crash, fly-fry, lap-wrap, long-wrong, alive-arrive, collect-correct, belly-berry, led-red, law-raw, lip-rip, lock-rock, lead-read, low-row, light-right.

**Exercise 2. Read the phrases and sentences. The boldfaced words should be pronounced with [l].**

1. **t**elephone call
2. **L**eave me along.
3. **l**ots of **l**uck
4. **L**ight the **c**andle.
5. **P**lease **b**elieve me.
6. **L**earn your **l**esson well.
7. The **l**ittle girl **f**ell **a**sleep.
8. The **a**irplane **f**light **l**eaves at **s**even.
9. **W**ill you **m**ail the **l**etter?
10. His **f**amily **l**ives in **M**aryland.

**Exercise 3. Listen to ten pairs of words. Underline the word with the consonant [l].**

Example: You hear      lane      rain

          You underline      1      2

1. 1      2
2. 1      2
3. 1      2
4. 1      2
5. 1      2
6. 1      2
7. 1      2
8. 1      2
9. 1      2
10. 1      2

**Exercise 4. You will hear the sentences using only one of the choices. Listen to the word used and underline it.**

Example: We all like (plays / praise).

1. Don't step on the (glass / grass).
2. Please put this on your (list / wrist).
3. The entire family is (pleasant / present).
4. It was a terrible (climb / crime).
5. Look at the bright red (flame / frame).
6. He likes black (clothes/crows).
7. She has the (blues / bruise).
8. That's a new (bloom / broom).

9. I lost the (lock / rock).
10. We need new (tiles / tires).

**Exercise 5. Underline the word in which the letters, L or R are silent.**

Example: cold calm collect film

1. court correct curry dairy
2. follow fold folk file
3. hurry hairy hungry hair
4. shoulder should sailor slow
5. artist arrow arrive around

**Exercise 6. Read the rhymes and learn them.**

1. A right-handed fellow named Wright  
In writing "write" always wrote "right"  
Where he meant to write right,  
If he'd written "write" right,  
Wright would not have wrought rot writing "rite".
2. Little Lady Lilly lost her lovely locket  
Lazy little Lucy found the lovely locket  
Lovely little locket lay in Lucy's pocket  
Lazy little Lucy lost the lovely locket.

**Unit 12 [θ]-[ð]**

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[θ]-thank, both, healthy, wealthy, bath, think, thin, cloth, anything, nothing, earth, thirsty, thousand, faith, author, health, three, throw, month, Arthur, north, Thursday.

[ð]-mother, with, the, this, breathe, father, brother, smooth, that, these, bathe, either, further, loather, those, there, writhe, clothes, leather, booth, then, they, weather, together, clothe, them.

[θ]- [ð]: earthy-worthy, Martha-mother, author-other, breath-breathes, bath-bathe, Arthur-rather.

**Exercise 2. Listen to the following sentences and then read them.**

1. My father and mother are teachers. They teach Russian. Arthur and Charles are brothers. They are studying Russian. They think it's a difficult subject.
2. Read another paragraph. Write another sentence. Give another example.
3. -Is there any butter in this dish?  
-Yes, there is much.

- And is there much butter in that dish?
- There is little butter there.
- Is there any fish in this plate?
- Yes, there is some.
- And is there any fish in the other plate?
- There isn't any.
- Are there any glasses in the cupboard?
- Yes, there are cups and glasses there.
- Is there anything else in that plate?
- Yes, there's some marmalade there.
- Is there anything else there?
- Yes, there's some jelly.
- Are there any cherries there?
- Yes, there are some cherries and grapes there.
- 4.-Is there a park near that building?
- Yes, there is.
- Are there any rides in the park?
- Yes, there are many.

**Exercise 3. Ten of the following words contain the consonant [θ]. Underline the words containing the consonant [θ].**

Thomas clothes teeth feather  
 Ruth further moth father  
 Although thick other faith  
 throw clothing breathe breath  
 rather method cloth thorough

**Exercise 4. Listen to the words. Underline the word in each group that is not pronounced with [ð].**

Example: brother mother broth father  
 1.cloth clothing clothes clothe  
 2.though although thought those  
 3.then them themselves den  
 4.feather father faith further  
 5.bathing bath bathe breathe  
 6.thank than that then  
 7.soothe sues soothing smooth  
 8.dare there their theirs

**Exercise 5. Listen to the rhyme and learn it.**



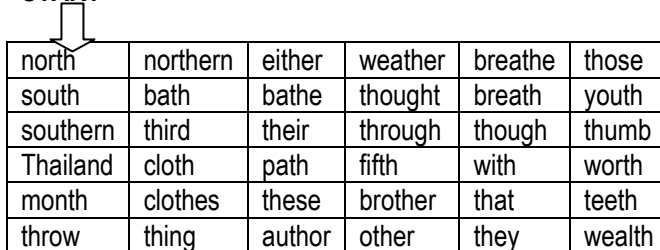
1. Thomas thinks of terrible things,  
And to the troubled teacher brings  
Things that sing and things that sting  
Things which swing and things which cling,  
Things that ping and ring and fling.  
And of all these things thinks nothing.

**Exercise 6. Listen to the tongue-twisters and read them.**

1. I thought, I thought of thinking of thanking you.
2. The thirty-three thieves thought that they thrilled the throne throughout Thursday.

**Exercise 7. Find a way from Start to Finish. You may pass a square only if the word in it has the sound /θ/. You can move horizontally or vertically only.**

**START**



north	northern	either	weather	breathe	those
south	bath	bathe	thought	breath	youth
southern	third	their	through	though	thumb
Thailand	cloth	path	fifth	with	worth
month	clothes	these	brother	that	teeth
throw	thing	author	other	they	wealth

**FINISH**  
**Articulation**

**of vowel sounds**

**Unit 1 [i:]-[ɪ]**

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[i:]-niece, peace, teeth, seat, feet, heat, beat, knees, peas, teas, seed, feed, heed, bead, knee, pea, tea, see, fee, he, be.

[ɪ]-did, bid, lid, kid, pill, nib, rib, rip, nip, pit, kit, lit, it.

[i:]-[ɪ]:peel-pill, heel-hill, bean-bin, teen-tin, lead-lid, deed-did, read-rid, peak-pick, leak-lick, cheap-chip, eat-it, feet-fit, seat-sit, beat-bit.

**Exercise 2. Listen to the words and then repeat them. Underline the word in each group that does not contain vowel [i:].**

Example: keep lean fit piece

1. bead great leave tea

2. eight piece believe niece

3. scene women these even

- 4.need been sleep thirteen
- 5.police thief machine vision
- 6.pretty wheat sweet cream
- 7.people bread deal east
- 8.tin teen steam receive
- 9.leave live leaf lease
- 10.steep Steve easy still

**Exercise 3. Listen to the words. Underline the number of the word with the vowel [i].**

- Example: You hear mitt meat meat  
 You underline 1 2 3
- 1. 1 2 3
  - 2. 1 2 3
  - 3. 1 2 3
  - 4. 1 2 3
  - 5. 1 2 3
  - 6. 1 2 3
  - 7. 1 2 3
  - 8. 1 2 3
  - 9. 1 2 3
  - 10. 1 2 3

**Exercise 4. Listen to the words. Underline the word you hear.**

- Example: meat mitt
- 1. field filled
  - 2. bean bin
  - 3. neat knit
  - 4. deal dill
  - 5. beat bit
  - 6. team Tim
  - 7. sleep slip
  - 8. green grin
  - 9. heel hill
  - 10. week wick

**Exercise 5. Listen to the dialogue. Circle all the words with [i:]. Underline all the words with [i].**

Jim: Hi, Tina! Do you have a minute?  
 Tina: Yes, Jim. What is it?

**Jim:** My sister is in the city on business. We will eat dinner out tonight. Can you recommend a place to eat?

**Tina:** There is a fine seafood place on Fifth Street. The fish is fresh, and the shrimp is great. But it isn't cheap!


**Jim:** That's OK. It will be "feast today, famine tomorrow"! I'll just have to eat beans the rest of the week!

**Exercise 6. Read the rhymes and learn them.**

1. One, two, three  
Let me see  
Who likes coffee  
and who likes tea.  
One, two, three  
Oh, I see  
You like coffee  
And you like tea.
2. Kitty's home is in the country,  
Betty's home is in the city,  
Kitty likes to stay with Betty,  
Betty likes to stay with Kitty.  
Betty likes the country best,  
Kitty likes the busy city,  
That is quite a lucky thing  
For Betty and for Kitty.

**Exercise 7. Find a way from Start to Finish. You may pass a square only if the word in it has the sound /i:/. You can move horizontally or vertically only.**

**Start**



leave	earth	health	reach	teach	meat
dream	dead	cream	jeans	steak	cheat
east	bread	tea	death	heat	peak
beach	break	peace	search	leaf	meant
seat	please	team	early	beat	bean
head	bear	wear	dream	dreamt	sweat



Finish

Exercise 8. Find a path from the entrance in the top left side of the maze to the exit in the bottom right. You may pass the maze only if the word in it has the sound /i:/.

tea	these	meat	meet	main
like	this	friend	complete	hear
scene	sheep	eat	need	fit
TV	ship	it	year	pain
feel	fill	night	head	fly
seat	read	please	right	fine
sit	dead	street	break	smile
cheap	sea	me	fight	sin
feet	bear	beer	nine	sign
bean	teach	tree	east	meal

## Unit 2 [æ]-[e]

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[æ]-hat, pal, Al, Alma, bag, lap, nap, lab, alphabet, add, cab, back, rack, pan, Ann, apple, ban, happen, happy, ham, Africa, badge, chapter, chatter, fancy, abbey, abstract, balcony, catch, gas, grammar, Alice.

[e]-settle, press, left, peck, neck, mess, best, bet, let, pet, get, men, any, pen, den, anyhow, anyway, said, bread, anyone, ate, bed, red, bell, sell, fell, ready.

[æ]-[e]-Pat-pet, man-men, sat-set, tan-ten, Dan-den, sad-said, bad-bed, pat-pet, bat-bet, at-ate, lad-led, mat-met, rat-red, rack-wreck, bag-beg, shall-shell.

**Exercise 2. Read the following sense-groups.**

1. a rat; a fat rat; catching a fat rat; a cat catching a fat rat; a black cat catching fat rat.

2. his hands; clapping his hands; a man clapping his hands; a fat man clapping his hands; a fat man clapping his hands is Pat's Dad.

3. a hat; a black hat; Pat's black hat; a cat is in Pat's black hat; a black cat is in Pat's black hat; Pat's black cat is in Pat's black hat.

**Exercise 3. Listen to the words and repeat them. Then underline the word in each group that is not pronounced with [e].**

Example: Mexico America Egypt Texas

1. any crazy anywhere many

2. paper letter send pencil

3. seven eleven eight twenty

4. health wreath breath wealth

5. reading ready already head

6. present precious previous president

7. November February September April

8. guess guest cruel questions

9. thread threat fresh theater

10. mean meant mental met

**Exercise 4. Listen to the sentences. Some words that should be pronounced with [e] will be said incorrectly. Underline C for correct or I for incorrect.**

Example: You hear Who fed the fish? You underline C I

- You hear | got wait in the rain. You underline C I
1. C |
  2. C |
  3. C |
  4. C |
  5. C |
  6. C |
  7. C |
  8. C |
  9. C |
  10. C |

**Exercise 5. Listen to the words. Underline the number of the word with the [æ] sound. Only one word in each series will be pronounced with the [æ] vowel.**

Example: You hear add Ed odd  
 You underline 1 2 3

1. 1 2 3
2. 1 2 3
3. 1 2 3
4. 1 2 3
5. 1 2 3
6. 1 2 3
7. 1 2 3
8. 1 2 3
9. 1 2 3
10. 1 2 3

**Exercise 6. Listen to the words and repeat them. Underline the one letter a that is pronounced [æ] in each word.**

Example: banana

- |               |             |
|---------------|-------------|
| 1. animal     | 6. attack   |
| 2. Africa     | 7. Saturday |
| 3. California | 8. Canada   |
| 4. fascinate  | 9. Dallas   |
| 5. Alaska     | 10. package |

**Exercise 7. Read the proverbs and learn them.**

1. East or west, home is best.
2. All is well that ends well.

3. Good health is above wealth.
4. Better to do well than to say well.
5. If you cannot have the best, make the best of what you can.
6. Money spent on brain is never spent in vain.

### **Unit 3 [ð]-[ɔ:]-[ɜ:]**

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

**[ð]**-dock, lock, stock, cock, not, boss, copy, cop, mop, top, nod, cod, rod, odd, dog, job, Bob, Tom, golf, fog, lost, loss.

**[ɔ:]**-short, port, sort, sport, fork, force, ought, bought, thought, autumn, daughter, taught, naughty, war, law, jaw, saw, thaw, care, tore, bore, for, nor, or, lord, ford, board, horn, torn, born, corn, form, storm, reform, warm, order, all.

**[ɜ:]**-sir, work, hurt, fir, her, shirt, bird, skirt, heard, purse, nurse, word, world, first, burst, girl, curl, curtain, earl, thirteen, pearl, term, firm, serve, curve, prefer, worse.

**[ð]-[ɔ:]**-odd-lord, cord-cod, wad-ward, Polly-Paul, Bob-born, pot-port, fog-fork, cock-cork.

**[ɜ:]**- **[ɔ:]**-shirts-shorts, her-horn, worm-warm, bird-board, curse-course, pearl-Paul, first-force, work-walk, curl-call, turn-torn.

**Exercise 2. Read the following sentences.**

**[ð]** 1. Polly wants her coffee strong.

2. John's dog Toby got lost.
3. Was it not possible to stop Tom and Bob?
4. Polly's gone to the wrong shop.

**[ɔ:]** 1. A tall order.

2. The calm before the storm.
3. To put the cart before the horse.
4. You can take a horse to the water, but you can't make it drink.

**[ð]-[ɔ:]** 1. Paul and George, stop talking.

2. Yesterday John made four copies but Bob poured a cup of coffee all over them.
3. Cora and Polly adore small talk.

4. Olive watches John put a locked strong box on a yacht in a lock at the docks.

**Exercise 3. Read the rhymes and learn them.**

1. Grasshopper, Grasshopper,  
Please, will you stop?  
And show me how high  
A grasshopper can hop.

Oh, no, I'm in haste.  
I must hop out to shop.  
Hoppety, hoppety,  
hoppety, hop.

2. Tommy Trot, a man of law,  
Sold his bed and lay upon straw,  
Sold the straw and slept on grass,  
To buy his wife a looking-glass.

**Exercise 4. Read the following sense-groups.**

1. purpose; serve no purpose; the work will serve no purpose.
2. a girl; a circus girl; Pearl is a circus girl; Pearl is a circus girl who works; Pearl is a circus girl who works with horses.
3. birthday; first birthday; thirty-first birthday; pearls for her thirty-first birthday; a circlet of pearls for her thirty-first birthday; a fur and a circlet of pearls for her thirty-first birthday; an earl gave Pearl a fur and a circlet of pearls for her thirty-first birthday .

**Exercise 5. Read the following phrases and sentences.**

1. turn it off
2. heard the words
3. slow as a turtle
4. left work early
5. The early bird catches the worm.
6. The servant served dessert.
7. The girl saw the circus first.

**Unit 4 [ʌ]-[ɑ:]**

**Exercise 1. Read the following words paying special attention to correct pronunciation.**



[ʌ]-hug, tub, cub, double, done, none, fun, run, plum, hum, some, come, cut, but, up, up, us, fuss, luck, duck, hut, shut, cup, must, cuff.

[ɑ:]-far, arm, last, fast, farm, are, bar, hard, class, carpet, card, car, par, barn, part, party, darn, mar, star, large, tart, smart, starve, scar, spar, carve, art, cart, charge, palm, calm, mark.

[ʌ]-[ɑ:]-mother-father, shut-sharp, up-harp, cup-carp, hum-harm, cuff-carve, drum-drama, hut-heart, fun-farm, bun-barn, lust-last, cut-cart, back-bark, duck-dark.

**Exercise 2. Listen to the words. Underline the word you hear.**

Example: luck hot

- 1.cut cot
- 2.stuck stock
- 3.come calm
- 4.wonder wander
- 5.color collar
- 6.nut not
- 7.bum bomb
- 8.pup pop
- 9.fund fond
- 10.shut shot

**Exercise 3. Listen to the words. Underline the one word in each group that is not pronounced with [ʌ].**

Example: once lovely alone funny

- 1.something wonder ugly open
- 2.trouble come locker once
- 3.color cups dozen collar
- 4.peanut muddy modern bunny
- 5.stood stuff stump stuck
- 6.lucky brother just lock
- 7.Monday month Tuesday Sunday
- 8.comb coming cutting country
- 9.cover over oven other
- 10.rust must rot nothing

**Exercise 4. Listen to the dialogue. Then work with the partner. Underline the words pronounced with the vowel [ʌ]. Practice reading the dialogue together.**

**Gus:** Hi, Justine! How's my fun-loving cousin?

**Justine:** Very worried. I just had a run of tough luck.

**Gus:** Why, what's up?

**Justine:** My bus got stuck in the mud, and I lost some money. I should carry something for luck!

**Gus:** Yes. Here's some other advice. Never walk under ladders. And run from black cats. They're nothing but trouble.

**Justine:** Oh, Gus. You must be a nut! Do you really believe such mumbo jumbo?

**Gus:** Don't make fun, Justine. Customs come from many countries. You must know some others!

**Justine:** Well, the number 13 is unlucky. And a blister on the tongue means someone is lying!

**Gus:** Right! But you can have good luck, too. Discover a four-leaf clover or find bubbles in your coffee cup and you'll get a sum of money.

**Justine:** Ok, Gus. Maybe I'll have some luck this month. Knock on wood!

**Exercise 5. Read the proverbs and learn them.**

1. Winter's thunder is summer's wonder.
2. Don't trouble trouble until trouble troubles you.
3. Every country has its customs.
4. Well begun is half done.
5. What's done cannot be undone.
6. Well done, soon done.
7. Grasp all, lose all.

### Unit 5 [ʊ]-[u:]

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[ʊ]-wood, hood, good, could, would, should, pudding, sugar, bull, full, wool, hook, soot, puss, put, foot, rook, shook, took, book, cook, look.

[u:]-shoot, loop, boot, loose, moose, tooth, fruit, flu, woo, two, who, pool, fool, cool, food, noon, moon, goose, stool.

[ʊ]-[u:]-book-boot, took-tooth, foot-food, cook-cool, nook-noon, hook-who, look-Luke, pull-pool, full-fool.

**Exercise 2. Read the following sentences.**

[ʊ] 1. A book about woodwork? What about “Woodwork for Beginners” by Peter Bull?

2. It looks good.
3. Could you help the woman if you could?
4. She puts some sugar in the pudding?

[u:] 1. Ruth can't say boo to a goose.

2. Hugh's tooth is loose.
3. Hugh shoots a moose and loses his loose tooth.

[ʊ]-[u:] 1. Look at Luke pulling a poor fool out of the pool in the wood.

2. Could I have some fruit juice?
3. This foolish, bookish Duke is too full of good food to move a foot.

**Exercise 3. Listen to the words. Underline the number of the word with the vowel [u:].**

Example: You hear comb cool call

You underline 1 2 3

1. 1 2 3
2. 1 2 3
3. 1 2 3
4. 1 2 3
5. 1 2 3
6. 1 2 3
7. 1 2 3
8. 1 2 3
9. 1 2 3
10. 1 2 3

**Exercise 4. Listen carefully to the following sentences. Some words that should be pronounced with [ʊ] will be said incorrectly. Underline C if the pronunciation of the words in the sentence is correct. Underline I if the pronunciation of the words in the sentence is incorrect.**

Example: You hear I was fool after eating. You underline C I

You hear The cushion is soft. You underline C I

1. C I
2. C I
3. C I
4. C I

5. C I
6. C I
7. C I
8. C I
9. C I
10. C I

**Exercise 5. Underline the word with the different vowel sound.**

Example: foot look blood push

1. soon book boot room
2. rude luck run but
3. shoes does true blue
4. pull full put rule
5. group could would should
6. done move love son
7. south young couple won

**Exercise 6. Listen to the rhyme and learn it.**

There was an old man of Peru,  
 Who dreamed he was eating his shoe,  
 He woke up at night  
 In a terrible fright  
 And found it was perfectly true.

**Unit 6 [ɑʊ]-[eʊ]**

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[ɑʊ]-mouse, house, south, mouth, doubt, shout, rout, pouch, scout, stout, how, round, gown, down, crowd, loud, now, vow, wow, owl.

[eʊ]-boat, hole, show, snow, role, low, bowl, coast, vote, cold, toe, Joe, home, smoke, soap, tone, foe, doe, shoulder, coat, soak, toad, go, so, road, boast, load, no.

[ɑʊ]-[eʊ]-found-phoned, loud-load, now-know, town-tone, doubt-dote.

**Exercise 2. Read the following sense-groups.**

1. Rose; know Rose; you know Rose; suppose you know Rose; don't suppose you know Rose; I don't suppose you know Rose.

2. ground; mouse on the ground; a brown mouse on the ground; found a brown mouse on the ground; this owl has found a brown mouse on the ground.

**Exercise 3. Underline the word in each group of four that does not contain the diphthong [aʊ].**

Example: bounce round found would

1. brown down flow frown
2. foul group shout loud
3. know how now cow
4. sour hour tour our
5. could count crown crowd
6. thought plough drought thousand
7. ounce out own ouch
8. flounder flood flour pounce
9. allow about power arose
10. noun consonant vowel sound

**Exercise 4. Find a way from Start to Finish. You may pass a square only if the word in it has the sound /aʊ/. You can move horizontally or vertically only.**

**Start**



house	sound	group	about	mouth	cow
soup	out	brown	mouse	bought	south
could	couple	grow	low	would	cloud
know	snow	touch	ought	down	count
thought	should	slow	blow	pound	young
soul	country	though	throw	town	round

**Finish**

**Exercise 5. Read the proverbs and learn them.**

1. Man proposes, God disposes.
2. Stones grow old.
3. To know everything is to know nothing.

4. There is no place like home.  
5. Little strokes fell great oaks.

### Unit 7 [aɪ]-[eɪ]-[ɔɪ]

**Exercise 1. Read the following words paying special attention to correct pronunciation.**

[aɪ]-kite, idea, I, my, ride, right, sight, oblige, tie, rye, rhyme, night, bright, time, bye, by, kind, like, life, nine, pie, lie, nine, die, mild, wife, rice, mice, while, shy, sky, child, white.

[eɪ]-pace, eight, weight, sane, waste, late, lain, may, way, famous, lace, face, fame, stay, bay, game, cape, shape, again, ray, lay, rain, sake, rake, vain, say, day, gain, take, make, pain, pay.

[ɔɪ]-roister, join, boy, joy, point, hoist, hoick, joint, enjoy, employ, coin, coif, adroit, soil, destroy, toy, oil, voice, choice, moist, spoil, foil, coy, Roy.

[aɪ]-[eɪ]-rise-raise, file-fail, light-late, might-mate, isle-ale, while-whale, bike-bake, white-wait, rice-race, like-lake, lied-laid.

[ɔɪ]- [aɪ]-boy-buy, toy-tie, oil-isle, voice-vice, Roy-rye, point-pint, foil-file, poise-pies.

**Exercise 2. Read the following shopping list. You are going to buy the items with the [eɪ] sound. Underline only the items containing the vowel [eɪ].**

1. steak lettuce pastry cereal
2. bread raisins melon bananas
3. cake tomatoes bacon baking soda
4. potatoes crackers peas ice cream
5. grapes celery gravy carrots
6. toothpaste peas squash paper plates

**Exercise 3. Underline the words with the [eɪ] sound. Practice reading the dialogue aloud.**

(Mr. Grey is waiting at the railway station for a train)

**Mr. Grey:** This train's late! I've been waiting here for ages.

**Porter:** Which train?

**Mr. Grey:** The 8.18 t Baker Street.

**Porter:** The 8.18? I'm afraid you've made a mistake, sir.

**Mr. Grey:** A mistake? My timetable says: Baker Street train – 8.18.

**Porter:** Oh no. The Barker Street train leaves at 8.08.

**Mr. Grey:** At 8.08?

**Porter:** They changed the timetable at the end of April. It's the first of May today.

**Mr. Grey:** Changed it? May I see the new timetable? What does it say?

**Porter:** It says: Baker Street train – 8.08.

**Mr. Grey:** Oh no, you're right. The train isn't late. I am.

**Exercise 4. Listen to the words. Underline the one word in each group that is pronounced with the diphthong [eɪ].**

Example: You hear    hat    hot    hate

You underline    1    2    3

1. 1    2    3

2. 1    2    3

3. 1    2    3

4. 1    2    3

5. 1    2    3

6. 1    2    3

7. 1    2    3

8. 1    2    3

9. 1    2    3

10. 1    2    3

**Exercise 5. Read the words aloud. Underline the word in each group that does not contain diphthong [aɪ].**

Example: pie    line    rich    rice

1. price    crime    pity    pile

2. mind    kind    spinning    finding

3. sign    high    fright    freight

4. list    cite    aisle    cried

5. gyp    bye    cry    reply

6. niece    nice    knife    night

7. style    failed    filed    fire

8. pretty    try    resign    good-bye

9. ice    eye    aim    aisle

10. flight    fine    duty    dying

**Exercise 6. Read the following words. Underline the word in each group that is not pronounced with [ɔɪ].**

Example: joy    join    enjoy    jaunt

1. voice    avoid    void    vows

- 2.noise nose hoist annoy
- 3.towel toy toil spoil
- 4.Detroit Illinois St. Croix New York
- 5.oil oily foil owl
- 6.boil broil bow boy
- 7.poison pounce point appoint
- 8.poise Joyce Joan soil
- 9.coil coal coy coin
- 10.lobster sirloin oyster moist

**Exercise 7. Listen to the rhymes and learn them.**

1. What are little girls made of?  
 What are little girls made of?  
 Sugar and spice and all that's nice  
 And that's what little girls are made of.  
 What are little boys made of?  
 What are little boys made of?  
 Snakes and snails and puppy-dogs' tails  
 And that what little boys are made of.
2. There was a young lady of Niger  
 Who smiled as she rode on a tiger.  
 They came from the ride  
 With the lady inside  
 And the smile on the face of the tiger.
3. Monday's child is fair of face  
 Tuesday's child is full of grace  
 Wednesday's child is full of woe  
 Thursday's child has far to go  
 Friday's child is loving and giving  
 Saturday's child works hard for a living  
 And the child that is born on Sunday  
 Is bonny and blithe and good and gay.
4. Solomon Grundy  
 Born on Monday,  
 Christened on Tuesday,  
 Married on Wednesday,  
 Ill on Thursday,  
 Worse on Friday,



Died on Saturday,  
Buried on Sunday.  
And that is the end  
Of Solomon Grundy.

## **ENGLISH READING RULES**

### ***Unit 1. Syllable types***

***Exercise 1. Transcribe the following words, explain the reading rules. Pronounce the words.***

**a.** Star, tyke, pure, bitter, turn, lyre, made, care, car, vote, bard, lazy, sell, mutton, mute, tom, stare, accident, first, price, bird, smoke, norm, clap, term, hare, nurse.

**b.** Raze, fare, horde, symbol, lure, harm, mire, type, fore, rope, spur, fetch, shave, cubic, thick, sore, cut, shape, herd, flash, sort, catch, skirt, aware, atrophy.

**c.** Farm, pole, far, snare, crystal, fork, later, dirt, fat, sake, stir, cattle, mare, turtle, more, inch, port, those, star, hut, typist, bare, melt, made, form, same, mere, lute.

**d.** Fancy, these, cent, glide, firm, wire, bar, prick, dark, cosy, gypsy, fuse, catch, scale, theme, person, tired, verse, bite, nerve, hire, biter, rare, sir, sere, bottle.

### ***Unit 2. Digraphs.***

***Exercise 1. Transcribe the following words, explain the reading rules. Pronounce the words.***

**a.** Hair, cream, applaud, nuisance, spread, paunch, need, bruise, air, field, flour, poodle, fleer, rein, hear, soup, good, knew, repair, grief, gown, oar.

**b.** Deed, dead, deceive, aural, neutral, poor, blew, automat, seize, grey, clew, peer, eat, saucy, chief, dawn, mew, fought, believe, seer, dew, rear, deuce.

**c.** Peak, sound, recruit, their, thread, pursuit, bear, receive, tea, praise, wheat, shawl, soil, way, counter, wheel, queer, knee, beer, faulty, chair, raw, tray.

**d.** Noise, fool, gear, hew, loud, brief, shear, load, hook, cruise, affair, moon, coast, brook, snow, found, ready, fruit, boy, oust, mow, stout, veer, toe.

### ***Unit 3. Vowel + Consonant Combinations***

**Exercise 1. Transcribe the following words, explain the reading rules. Pronounce the words.**

a. blind, path, spruce, won, thigh, brother, mask, fold, month, branch, wall, told, spread, quant, calk, waft, wattle, fluke, half.

b. vast, false, bath, warm, love, pint, other, told, worse, June, talk, high, ton, old, past, all, wander, rude, calm, quantity, feather, slight.

c. fight, walk, lance, wonder, bold, chance, wardrobe, ranch, stalk, staff, quad, badly, want, plume, front, chalk, worth.

d. nasty, wallop, design, stanch, balk, work, weather, knight, glove, dance, plant, hold, worm, salt, breath, sold, word.

#### **Unit 4. Vowels in Unstressed Position.**

**Exercise 1. Transcribe the following words, explain the reading rules. Pronounce the words.**

a. 'crystal, 'author, 'college, 'family, 'parrot, 'woman, 'turkey, 'hospital, re'member, com'panions, 'rabbit, 'husband, 'swallow, 'doctor, 'daughter, 'Canada.

b. re'turn, 'stirrup, re'fer, 'barber, 'parson, 'marshy, 'tartan, dis'bar, 'photo, con'firm, 'Cuban, de'ssert, po'tato, 'pillow, a'round, 'Newton.

c. 'lazy, a'maze, re'peat, 'arbor, con'sult, be'gin, a'bout, im'portant, com'pare, re'make, con'dition, 'capital, 'follow, 'final, 'actor, 'extra.

#### **Unit 5. Consonants in Combinations.**

**Exercise 1. Transcribe the following words, explain the reading rules. Pronounce the words.**

a. clap, cent, these, fancy, age, cattle, inch, architect, catch, flash, shape, cut, chorus, arch, cubic, shave, fetch, care, symbol, raze, crystal.

b. wriggle, rather, whence, quiz, knight, cause, while, bath, wrist, who, wrote, knit, wraith, watch, quote, wash, quinsy, whether, equip, whose.

c. whose, quack, whom, wreak, knee, wheel, knur, what, clasp, shawl, wheat, wry, design, war, niece, deuce, tight, chief, cruise.

d. price, prick, recite, those, cosy, gypsy, church, chuck, fuse, catch, theme, accident, atrophy, gnu, whirl, cycle, height, nuisance, flight, squad, clew.

### **STRESS WITHIN THE WORD**

#### **Unit 1. Stress in the words consisting of two syllables**

**Exercise 1. Read the words. Be sure to stress the first syllable of the words on the left and the second syllable of the words on the right.**

Stress on first syllable: apple, table, mother, teacher, winter, paper, baseball, breakfast, sixty, eighty.

Stress on second syllable: behind, outrun, myself, believe, support, complete, invite, allow, around.

**Exercise 2. Read the verbs according to the pattern** □ ■

regress – progress, depress – repress, remit – benefit, persist – resist, respond – despond, revolve – resolve, result – repulse, belong – prolong, deface – deflate, repose – depose, provoke – revoke, reduce – deduce, refute – refuse, define – refine, deny – rely, regard – remark, reply – debark, report – deport, reform – deform, reserve – preserve, perverse – return, refer – defer, prefer – reverse, prepare – restore, require – desire, perspire – retire, secure – procure, endure – allure, deploy – destroy, alloy – enjoy, appoint – exploit, recoil – rejoice, delay – betray, convey – obey, announce – pronounce, remain – refrain, retrain – engrain, declare – deplore.

**Exercise 3. Read and compare:**

an 'accent – to ac'cent, 'import – to im'port, a 'contract – to con'tract, 'content – to con'tent, 'export – to ex'port, 'contest – to con'test, 'convict – to con'vict, 'perfect – to per'fect, a 'record – to re'cord, 'contrast – to con'trast, 'desert – to de'sert, 'object – to ob'ject, 'rebel – to re'bel, 'present – to pre'sent, 'protest – to pro'test, 'progress – to pro'gress.

**Exercise 4. Read the sentences and decide what a stress pattern the words in italics have.**

1. Please **record** the **record**.
2. Please don't **desert** me in the **desert**.
3. We **project** that the **project** will be good.
4. The teacher was **content** with the **content** of the report.
5. He **objects** to the ugly **objects**.
6. She will **present** you with a **present**.
7. He will **contest** the results of the **contest**.
8. We **import** too much petrol and the country's **export** figures are going down.

**Exercise 5. Underline the word with a different stress pattern from the others.**

1. answer agree allow attract
2. middle minute mission mistake

3. compare correct copy collect
4. garden granny guitar grammar
5. complete common careful crazy
6. pronounce provide promise prefer
7. shampoo shoulder shower shopping
8. reason remove receive review

**Exercise 6. Place the following words (which can be either noun or verb) in the box below.**

Repeat, subject, varnish, contrast, rebel, rewrite, credit, present, increase, answer, escape, damage, debate, object, export, regret, suspect, fiddle, pervert, account, produce, replay, reply, treasure.

■ -stressed syllable, □ -unstressed syllable.

Always ■ □	Always □ ■	■ □ when it is a noun □ ■ when it is a verb
varnish	repeat	subject

**Exercise 7. Listen to the words and repeat them. Underline the one word in each group that has a stress pattern different from the others.**

Example: connect control contain constant

1. agent annoy allow agree
2. upon until undo under
3. protect program pronoun protein
4. token toaster today total
5. supper sunken suffer support
6. explain extra excite exam
7. deepen deny devote degree
8. repair reason recent reader
9. invite invent inform instant
10. open oppose over only

**Exercise 8. Listen to the sentences and repeat them. Underline the number of the stressed syllable in each italicized word.**

Example: The <sup>1</sup> <sup>2</sup> *convict* escaped from jail.

1. Keep a <sup>1</sup> <sup>2</sup> *record* of your expenses.

2. The police don't <sup>1 2</sup> *suspect* anyone.

3. The student will <sup>1 2</sup> *present* a speech.

4. The <sup>1 2</sup> *present* was not wrapped.

5. The <sup>1 2 3</sup> *invalid* was in the hospital.

6. Please print your <sup>1 2</sup> *address* clearly.

7. I will send a <sup>1 2</sup> *survey* to all students.

8. Be sure to <sup>1 2</sup> *record* your speech.

9. The letter is in the <sup>1 2 3</sup> *envelope*.

10. I want to <sup>1 2 3</sup> *envelope* the baby in my arms.

**Exercise 9. Read the following two-syllable words and decide if the stress is on the first or the last syllable. Then listen to the recording to see if you are right.**

repeat, edit, teacher, surprise, manage, bottle, listen, below, above, under, royal, postpone, allow, collect, limit, vanish, picture, forgive, funny, believe, village, sweeten, prefer, cover, after, lucky, former, local.

**Exercise 10. Read the words with the stressed vowel as in the closed syllable.**

Spanish, vanish, banish, famish, panic, planet, Latin, cabin, lavish, acid, tacit, finish, British, rigid, civic, rabid, facet, static, physics, vivid, vigil, river, rapid, malice, Alice, timid, visit, critic, savage, damage, manage, palace, ravine, image, solid, profit, topic, logic, tonic, sonic, modest, volume, statue, menu, tribune, Paris, merit, spirit, forest, parish, peril, cherish, lyrics.

**Exercise 11. Read the poem aloud line by line. Observe how the noun in each line is emphasized. Underline the number of the stressed syllable in each two-syllable word.**

<sup>1 2</sup>  
Money

1 2 1 2  
Richard Armour

1 2  
Workers earn it,

1 2  
Spendthrifts burn it,

1 2  
Bankers lend it,

1 2  
Women spend it,

1 2  
Forgers fake it,

1 2  
Taxes take it,

1 2  
Dying leave it,

1 2  
Heirs receive it,

1 2  
Thrifty save it,

1 2  
Misers crave it,

1 2  
Robbers seize it,

1 2  
Rich increase it,

1 2  
Gamblers lose it...

I could use it.

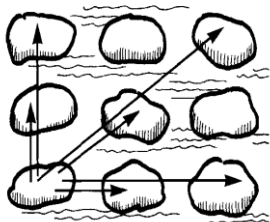
**Exercise 12. Read the words with prefixes. Mind the stress.**

Invert, deserve, repeat, renew, inspire, comply, impress, subdue, collide, depress, assist, address, immure, acquit, attest, correct, transmit, suppress, dismiss, excel, arrest, assume, oppose, succeed.

**Exercise 13. Find the prefix in the word if any, put the stress and read the words.**

Happy, morrow, plenum, derive, offend, rider, cotton, copper, commune, effuse, persist, reddish, corrupt, allege, accuse, sorry, conduce, complete, allude, attract, private, rival, disgrace, compel, collapse, convene, remain, proceed, propel, discern, assault, appear, awake, reject, eject, dismount, amount, revenge, avenge, submerge, emerge, involve, evolve, submit, omit, emit.

**Exercise 14. Reach the far bank of the river using the stepping stones. Step from one stone to the next horizontally, vertically or diagonally. The following diagram illustrates the moves that are allowed:**



**You may only use a stepping stone if the verb on it has the stress on the first syllable.**



**Exercise 15.** One word in each set has a different stress pattern from the others. Which is it?

1. politics dynamic musician historical
2. create supply prostate dictate
3. teacher refer eager offer
4. edit debit submit credit
5. Angela Theresa spaghetti banana

**Unit 2. Stress in the words consisting of three and more syllables**

**Exercise 1.** Read the derived words according to the pattern

a)     ■ □ □

bitterness, idleness, laziness, membership, happiness, gentleness, eagerness, authorship, thankfulness, yellowness, suddenness, leadership,



hopefulness, willingness, hopelessness, ownership, powerful, fanciful, powerless, bottomless, sorrowful, merciful, meaningless, limitless, meaningful, merciless, numberless, fruitfully, bitterly, happily, hopefully, rapidly, legally, hopelessly, normally, gracefully, noiselessly, harmfully, recklessly, jokingly.

b)

exceedingly, successfully, amusingly, distastefully, respectfully, accordingly.

**Exercise 2. The following three-syllable words have a variety of stress patterns. Read them. Remember to emphasize the stressed syllables.**

Primary stress on the first syllable: February, elephant, translating, personal, salary, president, yesterday, seventy, strawberry, accident.

Primary stress on the second syllable: acceptance, vanilla, examine, tomorrow, policeman, employer, repairman, translation, gorilla, December.

Primary stress on the third syllable: overlook, kangaroo, gasoline, personnel, employee, guarantee, recommend, seventeen, absolute, afternoon.

**Exercise 3. Read according to the pattern:**

a) electrical, elliptical, intelligent, conservative, dependable, respectable, intelligence, retractable, impossible, imprisonment, establishment, artillery.

b) political, phenomenon, historical, original, monotony, comparative, infinitive, symmetrical, significant, ridiculous, necessity, astonishment, morality, authority, utility, activity, community, security, impurity, curriculum.

**Exercise 4. Read according to the pattern:**

Flexibility, documentary, satisfactory, visibility, opportunity, possibility, hospitality, popularity, elementary, regularity, personality, lexicology, university, contradictory, productivity, unilateral, chronological, probability, economical, relativity.

**Exercise 5. Read the adjectives according to the pattern:**

a)

evident, elegant, competent, consequent, confident, different, eminent, prominent, talkative, tentative, primitive, negative, practical, minimal, criminal, vertical, poisonous, vigorous, frivolous, critical.

b)

repetitive, competitive, anonymous, analogous, accusative, demonstrative, alternative, affirmative, electrical, grammatical, syntactical, mechanical.

c)

interrogative, chronological, analytical, agricultural, alphabetical, arithmetical, economical, astronomical.

d)       ■

important, dependent, intensive, expensive, inactive, impulsive, impressive, aggressive, offensive, compressive, enormous.

**Exercise 6. Write the words in bold in the correct column.**

There's good **shopping centre**. You can find almost **anything** there. There are **bookshops**, **shoe shops**, a **travel agent's**, a **post office**, a **hairdresser's**, a **supermarket**, **everything** ... and there are a few **snack bars** if you want a **hamburger** or **something**. Oh, and there's a **sports centre** too, with a **swimming pool** and a **playground** for the kids. But be careful with your **handbag**. I had my **credit card** stolen there once!

<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
bookshops	anything	shopping centre

**Exercise 7. Put the stress and read the words.**

Cylinder, chemical, equivalent, gravity, prominent, negative, positive, ministry, simplicity, opposite, original, physical, circumstance, comparison, density, property, astronomy, velocity, stability, several, automation, remedy, seminar, symmetry, character, president, impossibility, reliability, musical, rudimentary, difficult, tropical, cabinet.

**Exercise 8. Put the stress and read the adjectives. Consult the dictionary if necessary.**

Fragmentary, remarkable, irreparable, responsible, retractable, understandable, preliminary, compulsory, transportable, convertible, readable, avoidable, available, explainable, applicable, navigable, considerable.

**Stress within the sentence. Rhythm.**

**Exercise 1. Read the sentences according to the patterns. Compare Russian phrases consisting of stressed and unstressed syllables with English rhythmical groups.**

■

СКОЛЬКО. КАК же. МОЖНО. ВОТ он.

`Take it! `Write it! `Give it! `Clean it! `Read it! `Say it! `Leave it! `Open it!  
`Close it! `Do it!

■ □ □

**СДЕ**лай это, **ВЫ**шли мне, **САМ** там был, **ВО**семь часов, **НЕТ** его здесь.  
`Alice can. `Write to him. `Lots of them. `Father will. **Wonderful**. **Yesterday**.  
**Parts** of it.

■ □ □ □

**ЧТО** тебе нужно? **ГДЕ** вы сказали? **ЛУЧ**ше отдай!  
`Naturally. `Practically `Why is he here? `May be he can. `What did you  
say? `When is it due?.

□ ■

He **СТОЙ**. Вас **НЕТ**. Он **БЫЛ**. **КоНЕЦ**. Во **ДВОР**.  
By `bus. To `day. It's `me. At `last. But `where? You `try. They `do. She  
`can. He `knew.

□ □ ■

Дайте **МНЕ**. Стойте **ТУТ**. Знал ли **ОН**?  
In my `car. On the `bed. As you `like. Many `thanks. But you `did. She was  
`right.

□ □ □ ■

Сами вы **ГДЕ**? Лена ушла.  
It was in `June. He should have `won. We shall be **late**. It can es`cape.  
They will re`turn.

□ □ □ □ ■

не переби**ВАЙ**. Не переходи**ДИ**. Не перебе**ГАЙ**.  
She is in the `car. It is on the `shelf. It is on the `roof. He is in the `bus.  
They are at the `plant.

□ ■ □

Я **ЗНАЮ** его. По**БЕ**гай. Возь**МИ** это. Поз**ВОЛЬ** мне.  
On `Friday. In `July. He `learnt it. I `know him. She `has it. We `see  
it. They `let him.

□ □ ■ □

Невоз**МОЖНО**. Сколько **НУЖНО**. Посмот**РЕ**ли.  
I can `take it. He can `write it. I must `give it. I can `clean it. I can `read it. I  
can `say it. I can `leave it.

**Exercise 2. Pronounce the following words and phrases according to  
given models, observe a steady beat of rhythm.**

■ – fine, good, wit, will.

■ □ – final, better, witness, willing.

■ □ □ – finally, excellent, witnesses, willingness.

- – excellently, permanently, practically, wonderfully.
- – I think. We ought. It used. They knew.
- – I think so. We ought to. It used to. They knew it.
- – I think it is. We ought to be. It used to be. They knew it all.
- – I think it is so. We ought to be there. It used to be there. They knew he was in.

**Exercise 3. Read the following utterances, observe the stress-and-tunes marks and a steady beat of rhythm.**

1. A \street. A 'busy \street. A 'busy 'straight \street. A 'busy 'straight 'central \street.
2. A \chair. A 'wooden \chair. 'Granny's 'wooden \chair. 'Granny's 'favourite 'wooden \chair.
3. A \square. 'Red \Square. 'Red 'Square in \Moscow. 'Red 'Square in the 'centre of \Moscow.
4. A \telephone. A 'public \telephone. 'Two 'public \telephones. 'Two 'new 'public \telephones.
5. 'Would you have 'time to 'do it on \Tuesday? 'Would you have 'time to 'go shopping on \Tuesday? 'Would you have 'time to 'write the letter on \Tuesday?
6. 'What are the 'things that 'struck you \most? 'What are the 'pictures that 'struck you \most? 'What are the per'formances that 'struck you \most?
7. It \hurts me when I \swallow. It \hurts Mary when she \swallows. It \hurts my brother when he \swallows.

**Exercise 4. Read the sentences aloud. Circle all content words and underline all function words.**

Example: The dogs are barking.

1. Mary is a good friend.
2. Steve is tall and handsome.
3. It's early in the morning.
4. The baby caught a cold.
5. I ate a piece of pie.
6. The store opens at nine.
7. My shoes hurt my feet.
8. Please look for the book.
9. He's leaving in a week.
10. We walked in the snow.

**Exercise 5. Read the sentences aloud. One word in each sentence will be stressed more than the others. Underline the word that you must stress to clarify the intended meaning of the sentence.**

Example: Mary Hall will visit John and Anna. (Not Mary Jones.)

Mary is from Washington. (She isn't from New York.)

1. Mary is Anna's friend. (She isn't her cousin.)
2. John is married to Anna. (They aren't engaged anymore.)
3. She's from Washington, D. C. (She's not from Washington state.)
4. She lives in the white house. (She doesn't live in the White House.)
5. Her house is on First Street. (It isn't on First Avenue.)
6. Anna and John got married three years ago. (They didn't get married five years ago.)
7. They own a small home. (They don't rent.)
8. Mary wants to come in a week. (She doesn't want to wait a month.)
9. She'll bring her collie and snakes. (She's not bringing her poodle.)
10. Mary is opening a pet store. (She isn't opening a pet store.)

**Exercise 6. Read the paragraph aloud. Remember, the boldfaced words should receive more emphasis than the other words in the sentence.**

**Everybody, Somebody, Anybody and Nobody!**

Once upon a **time**, there were **four** people. They were named **Everybody, Somebody, Anybody** and **Nobody**. An **important** job had to be done. **Everybody** was sure that **Somebody** would do it. **Anybody** could have done it, but **Nobody** did it. **Somebody** got angry about that, because it was **Everybody's** job. **Everybody** thought **Anybody** could do it and that **Somebody** would do it. It ended **up, however**, that **Everybody** blamed **Somebody** when **Nobody** did what **Anybody** could have done!

**Exercise 7. Mark the stress. The first verse and the last verse are done for you.**

Future intentions

■            ■            ■            ■  
In June this year I'll finish school,

          ■            ■            ■  
And the summer's getting near.

          ■            ■            ■            ■  
My classmates all know what they want to do,

          ■            ■            ■  
But I haven't got any idea.

Pippa's going to travel round the world.  
Hannah's going to stay at home.  
Peter's going to join a punk rock band,  
And Richard's going to teach in Rome.

Amanda's going to move to Hollywood  
Where she hopes to become a star.  
Frank's going to pass his driving test,  
And then he's going to buy himself a car.

Paula's going to study up at Cambridge,  
And Roger's going to learn how to cook.  
Emma's going to have a lot of babies,  
And Sarah's going to write a book.

Steven's going to be a scientist  
And try to help the human race.  
Helen's going to be in the Olympic team,  
And finish in the long jump in first place.

■                    ■                    ■  
Ian's going to be a millionaire,

■                    ■                    ■                    ■  
And Anna's going to help the poor.

■                    ■                    ■                    ■  
But I still don't know what I want to do,

■                    ■                    ■  
So I'll sit here and I'll think some more.

**Exercise 8. Read the question, stressing one of the underlined words.  
Then identify which of the alternatives is implied.**

**What time does your plane leave?**

I know what time the airport bus leaves, but when does your plane leave?

My plane leaves at midnight. What about yours?



**How long have you worked here?**

I want to know how long you've worked here, not how long you've lived here!

I've told you how long I've worked here, now you tell me.



**Are you Joe Smith?**

Which member of the Smith family are you?

I can't believe that's your surname!

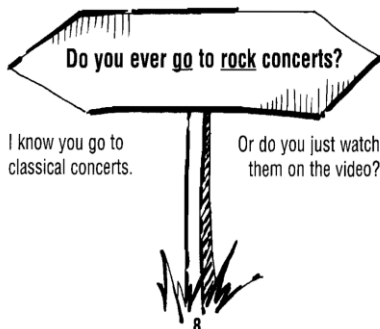
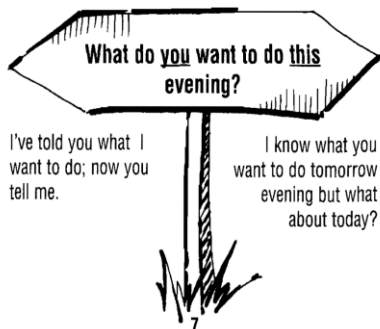
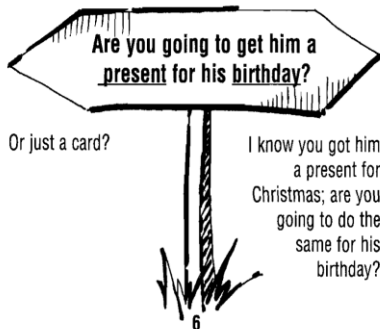
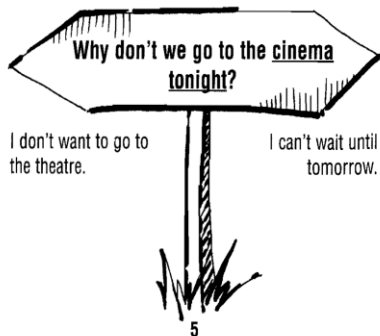


**Why didn't he tell me he was hungry?**

He told everybody else, why not me?

Why did you have to tell me? Can't he speak for himself?





### Intonation

**Exercise 1. Listen to the text and then read it yourselves using appropriate intonation patterns on the Reporting phrases.**

#### **A Happy Man**

Once upon a time, and in a country a long way off, there was a king who was very ill. All the doctors of the court attended him but, in spite of all they could do, he got worse instead of better. At last they called in a famous doctor from another country. He came, looked at the king, and then, looking very grave, said, "Your Majesty, there is only one thing that can help you".

"What is that?" said the king.

"You must sleep for one night", said the doctor, "in the shirt of a happy man".

So the king sent two of his chief servants to find a happy man and to bring back his shirt.

Well, they went first to the richest man in the city, and asked him if he was a happy man.



“Happy!” he said. “How can a man be happy with all my money?”

So they went to the king’s Chief Minister, the most powerful man in the country, except for the king.

“Are you a happy man?” they said.

“Don’t be silly”, he answered. “How do you think a Chief Minister can be a happy man?”

So they went all over the country looking high and low for a happy man but never finding one.

They were returning home, tired and miserable, when they saw a beggar, sitting by the roadside. He had made a little fire, and was frying some sausages in a frying-pan, and singing merrily as he watched his supper cooking.

They went up to him and one of them said, “You sound very happy, my friend”.

“Of course, I’m happy”, he said.

They could hardly believe their ears. With one voice they said, “We want your shirt”.

The beggar roared with laughter.

“I’m sorry, gentlemen”, he said, “but I haven’t got a shirt”.

**Exercise 2. Use Direct Address in the initial position of the following utterances. Choose an appropriate intonation pattern of Direct Address according to the situation:**

**a. attract the listener’s attention in a formal situation.**

- 1.(Mr. Walker)..., Mr. Davis is asking for you on the phone.
- 2.(Mr. Brown) ..., did you know there was someone waiting for you when you came?
- 3.(Mrs. Trent)..., do you happen to know Maria Edwardes’ address?
- 4.(Mr. Smith) ..., what newspapers do your family members read?
- 5.(Mr. Johnson)..., let me introduce our new assistant to you?

**b. call the listener’s attention to your remark in a friendly way.**

- 1.(Jimmy) ..., are you going to the disco tonight?
- 2.(Susan) ..., have you bought anything for lunch?
- 3.(Mum)..., don’t wake me up until half past seven.
- 4.(Carol)..., wait for me at the entrance door.
- 5.(Alice)..., help yourself to some more salad.

**Exercise 3. Listen to the dialogue and reproduce it yourselves.**

**Afternoon Tea**

“Good afternoon, Mrs. White, how are you?”

“Very well indeed, thank you, and how are you?”

“Quite well, thank you. Won’t you sit down? Excuse me, please. I think that’s my niece at the door.”

“Hallo, Betty, dear! I’m so glad to see you. You do look well. I don’t think you’ve met each other before. Let me introduce you. This is my niece, Miss Smith. Mrs. White, Mr. White.”

“How do you do?”

“How do you do?”

“And now let’s have some tea. How do you like your tea, Mrs. White, strong or weak?”

“Not too strong, please, and one lump of sugar. I like my tea rather sweet, but my husband prefers his without sugar.”

“Well, what’s the news, Mr. White? How’s business?”

“Pretty good, thank you. And how are things with you?”

“Well, not too good, I’m afraid, and going from bad to worse. In fact it’s the worst year we’ve had for a long time.”

“I’m sorry to hear that. I hope things will soon improve.”

“Yes, let’s hope for the best. And how’s your nephew Richard getting on?”

“Oh, he’s getting on quite well, thank you. He’s staying in the country just now with his Uncle William and his cousins.”

“How long is he going to stay there?”

“I don’t know exactly, but he’s having a very pleasant time and it’s doing him a lot of good, so the longer he stays, the better.”

**Exercise 4. Joe and Olivia are going on holiday in the morning, but Joe is excited and can’t sleep. Do you think Joe’s questions are likely to have a rising tone (put in the box) or a falling tone ( ). Then listen to the dialogue and check your predictions.**

J: Are you awake?

O: Mmm.

J: I wonder what time it is?

O: Er, four o’clock.

J: When did you book the taxi for?

O: Eight.

J: Which terminal does the plane leave from?

O: Don’t know.

J: You don’t know?

O:No.

J:Doesn't Philip work at the airport?

O:No, Adam.

J: Are you sure?

O:Yes.

J:What time is it again?

O:Four.

J:Would you mind if I put the radio on?

O:No.

J:When's the taxi coming?

O:Zzzzz.

**Exercise 5. Listen to the short dialogues. Pay attention to the intonation of Disjunctive Questions.**

1.-There's some interesting news in the paper, isn't there?

-I believe there is, but I haven't read it yet.

2.-Ann is staying in the country, isn't she?

-I think she is staying at the seaside.

3.-Isn't it a nice ring?

-Yes it's very pretty.

-It's made of silver, isn't it?

-I rather think it's some other metal.

**Exercise 6. Listen to the short dialogues. Compare Disjunctive Questions in them. What is the meaning of these questions?**

1.-Judy is younger than Kate, isn't she?

-She isn't. They are the same age.

2. - Arthur is married, isn't he?

-He isn't. He is too young.

3. (Looking at a photograph in a magazine)

-There is something at the side of the bed, isn't there?

-There is. There's a dressing-table and an armchair.

4.-It's a lovely day today, isn't it?

-Yes, but it's a bit windy.

5.-This woman is David's wife, isn't she?

-She is. And they are a very nice couple.

**Exercise 7. Listen to Special Questions and then repeat them.**

1. Who can give me a dictionary?

2. Who must stay after classes today?

3. Who can help me with the house?
4. When are you taking the driving test?
5. Why is he packing his things now?
6. Where can I get a toothbrush?
7. Who will help me to count the money?
8. When will you start taking music lessons?
9. Who can tell me the way to the market square?

**Exercise 8. Listen to the following Special Questions and then repeat them yourselves.**

1. What is she doing?
2. Where are they playing?
3. What is he saying?
4. Why is he crying?
5. When is she leaving?
6. What is her daughter doing?
7. Where are the children playing?
8. What is the doctor saying?
9. Why is the child crying?
10. When is your aunt leaving?

**Exercise 9. Listen to the following Alternative Questions and then repeat them yourselves. Don't forget to divide them into two intonational groups opposed in nuclear tone.**

1. Is he a carpenter or a mechanic?
2. Do you need a tea-pot or a coffee-pot?
3. Is your uncle single or married?
4. Is the library on the second floor or on the ground floor?
5. Would you like a boiled egg or a sandwich?
6. Is Cuba in North America or in South America?
7. Is John studying at high school or at college?

**Exercise 10. Listen to the following sentences and then repeat them yourselves. Compare nuclear tone in final and non-final intonational groups.**

1. She has aunts, uncles, cousins and nieces here.
2. There is some meat, fish, cheese and butter in the fridge.
3. He can play chess, draughts, billiards and tennis.
4. There are chamomiles, carnations, dahlias and daisies in the yard.

5. There are pens, pencils, erasers, paper and many other things at the stationer's department.

## Contents

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## **V. Stress within the sentence. Rhythm**

## **VI. Intonation**

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## **CHAPTER 2. GRAMMAR**

- 1) **Порядок слов в английском предложении.**

## Порядок слов в английском предложении.

*Повествовательное предложение*

My sister speaks English well.

*Отрицательное предложение*

John does not have a son yet.

*Вопросительное предложение:*

- общий вопрос (ко всему предложению)

Do you have a brother?

- специальный вопрос (к определенному члену предложения)

Воп. сл Where does he live?

подлежащее и сказуемое обязательно есть в предложении;  
дополнение и обстоятельство могут отсутствовать.

*вопросительные слова*

<i>who</i> – кто?	<i>why</i> – почему?	<i>where</i> – где?
<i>what</i> – что? какой?	<i>whose</i> – чей?	<i>how</i> – как?
<i>when</i> – когда?	<i>which</i> – какой? который?	

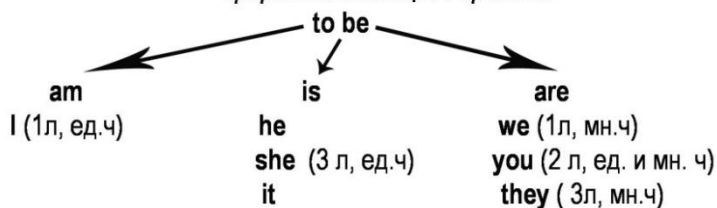
вопрос к подлежащему или определению подлежащего

Воп. сл (к подлежаж) Who has a brother?

Whose sister speaks English well?

Глагол-связка **to be**.

*формы настоящего времени*



Глагол **to be** строит вопросительные и отрицательные предложения **отлично от др. глаголов (ему не требуется вспомогательный глагол)**

*Отрицательное предложение*

\_\_\_\_\_ <sup>Г СВЯЗКА</sup> not \_\_\_\_\_  
**John is not a father yet.**

*Вопросительное предложение:*

- общий вопрос (ко всему предложению)

\_\_\_\_\_ <sup>Г СВЯЗКА</sup> \_\_\_\_\_ ?  
**Is he your uncle?**

- специальный вопрос (к определенному члену предложения)

Воп. сл \_\_\_\_\_ <sup>Г СВЯЗКА</sup> \_\_\_\_\_ ?  
**How old is your niece?**

### Exercise 1. Insert am, is or are.

Ex: John is in bed.

1. I ... Betty.
2. My family ... big.
3. My grandfather and grandmother ... pensioners.
4. My brother and I ... good tennis players.
5. Ann ... at home and her children ... at home.
6. Nick ... young. But I ... old.

### Exercise 2. Make questions with the right form of to be.

Ex: Bill/Scottish .....Is Bill Scottish?.....

1. My uncle/ in USA .....
2. George/fat .....
3. You/ cousins .....
4. Alec/Russian .....
5. He/ your son .....
6. I/smart .....

### Exercise 3. Put the words into the right order.

Ex: Is, what, your name?- What is your name?

1. Your aunt, what, is?
2. My sister, small, is.
3. Is, a doctor, my nephew, not.
4. My cousin, where, is?
5. Bill, not, is, my friend.
6. This girl, is, who?

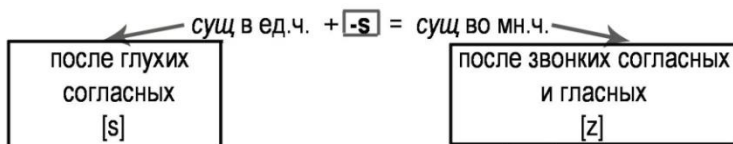


7. Is, your family, where?
8. Is, your mother, how?
9. They, very tall, are.

### Check yourself – 1. Translate into English.

1. Он – мой муж. 2. Нина – не моя тетя. 3. Как твой дедушка? 4. Том – твой племянник? 5. Твоя дочь красивая. 6. Где твоя жена? 7. Сколько лет (насколько взрослый) твой брат? 8. Вы – сестры? 9. Я привлекательная?

### 2) Имя существительное (The Noun).



а) сущ. заканчивается на + **-es**  
-s, -ch, -sh, -x [ɪz]

nose → noses

б) сущ. заканчивается на -у → у → і + **-es**  
стоящую после соглас.

family → families

в) сущ. заканчивается на -f/fe → f → v + **-es**

wife → wives

But: roof → roofs

- д) исключения: man → men tooth → teeth sheep → sheep  
 woman → women foot → feet deer → deer  
 fish → fish child → children goose → geese  
 mouse → mice person → people

### Exercise 4. Write the plural form of these nouns.

Ex: lip – lips

man – men

- |              |               |
|--------------|---------------|
| 1. heart –   | 8. face –     |
| 2. neck –    | 9. sheep –    |
| 3. country – | 10. tooth –   |
| 4. knife –   | 11. leaf –    |
| 5. woman –   | 12. child –   |
| 6. roof –    | 13. foot –    |
| 7. brother – | 14. eyebrow – |
|              | 15. family –  |
|              | 16. holiday – |

17. sandwich –

18. city –

19. mouse –

20. finger –

### Exercise 5. Insert is or are.

Ex: My mother is slim.

1. My hands ... cold.

2. My nose ... long.

3. My feet ... big.

4. Where ... my daughter?

5. Where ... my glasses?

6. Where ... the children?

7. Your chin ... square.

8. Your sisters ... good-looking.

9. Your waist ... slim.

10. Who ... these men?

11. Who ... this woman?

12. Who ... these people?

13. Mice ... small animals.

14. Where ... the scissors?

15. Your wife ... attractive.

### Падеж имён существительных (The Case)

*общий*

сущ. не имеет спец. ,

функция сущ. опред-ся

местом в предл.

*притяжательный*

отв-т на вопрос чей?,

выступает определением

сущ.+ 's

my *father's* face

### Exercise 6. Insert the right noun + noun in objective case.

Ex: My aunt's son is \_\_\_\_\_ (for my mother).-

My aunt's son is my mother's nephew.

1. My father's father is my \_\_\_\_\_.

2. My cousin is \_\_\_\_\_ (for my uncle).

3. My niece is \_\_\_\_\_ (for my sister).

4. My father's wife is my \_\_\_\_\_.

5. My grandmother is \_\_\_\_\_ (for my father).

6. My father is \_\_\_\_\_ (for my mother).

7. My sister is \_\_\_\_\_ (for my father).

8. My sister's son is my \_\_\_\_\_.

### Check yourself – 2. Translate into English.

1. Твой подбородок квадратный. 2. Моя сестра – тетя для моей дочери.

3. Твои пальцы длинные. 4. Мое лицо круглое. 5. Мой брат невысокий.

6. Дочь моего брата – кузина для моего сына. 7. Твои волосы короткие.

8. Мой племянник маленький.

### 3) Имя числительное (The number)

*количественные*

обоз. кол-во предметов  
и отвечают на? - How many?

*порядковые*

обоз. порядок предметов  
и отвечают на? - Which?

#### **Количественные:**

0 - zero, 1- one, 2 - two, 3 - three, 4 - four, 5 - five, 6 - six, 7 - seven, 8 - eight, 9 - nine, 10 - ten,  
11 - eleven, 12 - twelve, 13 - thirteen, 14 - fourteen, 15 - fifteen, 16 - sixteen, 17 - seventeen, 18 - eighteen, 19 - nineteen,  
20 - twenty, 30 - thirty, 40 - forty, 50 - fifty, 60 - sixty,  
70 - seventy, 80 - eighty, 90 - ninety, 100 - hundred,  
1,000 - thousand, 1,000,000 - million.

**Порядковые:** образуются. от колич. + *th*

*fourth* - четвёртый

Исключения: **first** - первый, **second** - второй, **third** - третий

#### **Exercise 7. Read these phone numbers.**

01863-556890 451-7545 919-677-1303 89137860955

**Exercise 8.** 🗣️ (1,2) Listen to the dialogues. Write the telephone numbers you will hear.

1) \_ \_ \_ - \_ \_ \_ \_ 2) \_ \_ \_ - \_ \_ \_ - \_ \_

#### **Exercise 9. Read these dates.**

2/11 17/6 22/12 31/1 11/9 13/4

(January, February, March, April, May, June, July, August, September, October, November, December)

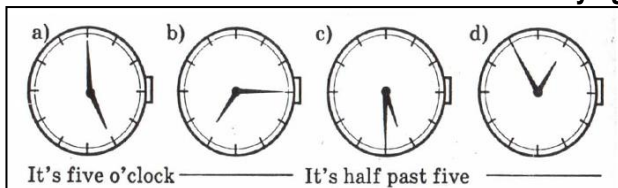
#### **Exercise 10. Read these numbers.**













15, 50, 406, 73, 128, 90, 19, 850, 32, 1520, 247, 5000, 100000, 2000000

#### **Exercise 11. Read these dates.**







1995; 1789; 1200; 1472;  
1811; 1800; 1566; 2009.

**Exercise 12. Look at the clock. Write the times. Practise saying them.**



e) 	f) 	g) 	h) 
It's quarter past five	_____	It's quarter to six	_____
i) 	j) 	k) 	l) 
It's five past five	_____	_____	It's twenty-five to six
m) 	n) 	o) 	p) 
_____	It's twenty to six	It's ten to six	_____

**Exercise 13.** 🎧 (3) Listen to Max. Draw the correct times on the clocks.

1) 	2) 	3) 
4) 	5) 	6) 

### Time Expressions

- |                                 |  |
|---------------------------------|--|
| - Excuse me, what time is it? / | - It's ... o'clock.                              |
| - Can you tell me the time?     | - I'm sorry. My watch is<br>wrong / slow / fast. |
| - Thanks. / Thank you.          | - You are welcome.                               |

**Exercise 14. Read the hints and decide what the correct time is.**

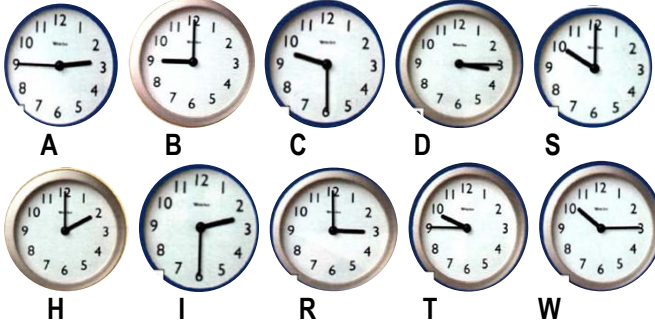
Ex: It's half past two by your watch. But your watch is five minutes fast. –

The right time is twenty five minutes past two.

1. It's quarter to five by your watch. But your watch is five minutes slow.
2. It's twenty past six by your watch. But your watch is ten minutes slow.

3. It's quarter to eight by your watch. But your watch is five minutes fast.
4. It's twenty five past one by your watch. But your watch is fifteen minutes slow.
5. It's seven minutes past nine by your watch. But your watch is two minutes fast.

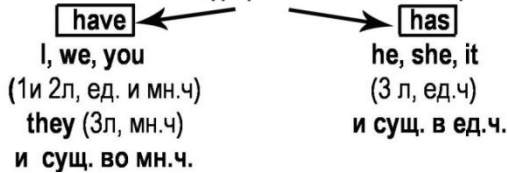
**Exercise 15. Find the coded word.**



- 1 - quarter past ten
- 2 - three o'clock
- 3 - half past two
- 4 - ten o'clock
- 5 - quarter to ten

- 6 - quarter past ten
- 7 - quarter to three
- 8 - quarter to ten
- 9 - half past nine
- 10 - two o'clock

Глагол to have (формы настоящего времени)



**Exercise 16. Describe these monsters.**

Ex: The first monster has *one* eye.

1)



2)



**Check yourself – 3. Translate into English.**

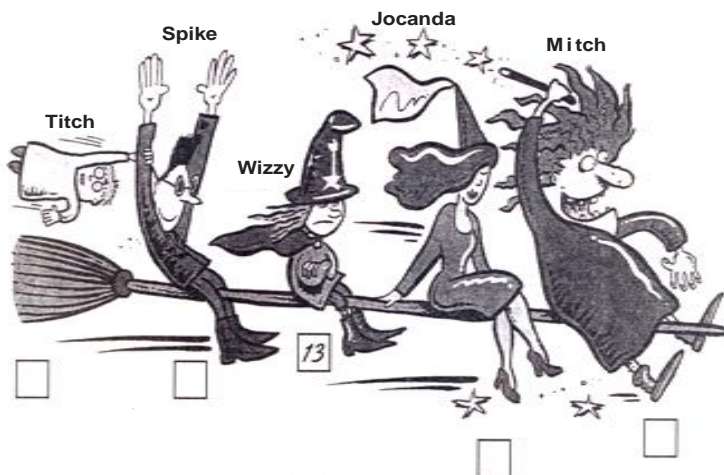
1. Сейчас половина седьмого. 2. У моего дедушки длинные усы. 3. 25 плюс 53 равно 78. 4. У меня 32 зуба. 5. У моей дочери две маленькие ручки. 6. - Сколько лет твоей племяннице? – Ей 12. 7. Это – кровь. 8. Сейчас – без четверти час.

**4) Прилагательное и наречие (The adjective and the adverb)**

**Степени сравнения прилагательных и наречий**

	↓ <i>положи- тельная</i>	↓ <i>сравни- тельная</i>	↓ <i>превосходная</i>
<b>Односложные и двусложные</b>	big	<b>+er</b> bigger	<b>(the) +est</b> the biggest
<b>Многосложные</b>	attractive	<b>more/less</b> more attractive	<b>(the) most/least</b> the most attractive
<b>Особая группа</b>	good, well bad, badly many, much little far	better worse more less farther	the best the worst the most the least the farthest

**Exercise 17. Write how old these people are.**



1. Titch is eight years younger than Wizzy.
2. Jocanda is twelve years older than Titch.
3. Spike is seven years younger than Jocanda.
4. Mitch is ten years older than Spike.

**Exercise 18. Choose the right variant.**

1. Heels of Kate's shoes are \_\_\_\_\_ these heels.
 

a) the higher than	c) higher than
b) the highest as	d) more high than
2. California is \_\_\_\_\_ from New York than Pennsylvania.
 

a) more far	c) farrer
b) farther	d) the farther
3. Of the two shirts, this one is the \_\_\_\_\_.
 

a) cheapest	c) more cheap
b) most cheap	d) the cheaper
4. This blouse is \_\_\_\_\_ of all.
 

a) less expensive	c) the less expensive
b) the least expensive	d) least expensive
5. What is the \_\_\_\_\_ fashion of today?
 

a) later	c) lately
b) last	d) latest
6. This jacket is even \_\_\_\_\_ yours.
 

a) old-fashioneder than	c) old-fashioneder as
b) old-fashioned	d) more old-fashioned than

7. My grandfather's beard is \_\_\_\_\_ than my father's.

- a) the longest
- b) longer
- c) more long
- d) the most long

8. She is ... girl in my class.

- a) the good-lookingest
- b) good-lookinger
- c) more good-lookong
- d) the most good-looking

9. This skirt is ... than my skirt.

- a) the most short
- b) more shorter
- c) shorter
- d) the shortest

10. This is ... glasses today.

- a) the modernest
- b) moderner
- c) the most modern
- d) more modern

11. I have ... rings on my fingers than my aunt has.

- a) littler
- b) the littliest
- c) the least
- d) less

12. I have ... grandfather on the earth.

- a) better
- b) the best
- c) gooder
- d) the goodest

13. My father is ... than your brother.

- a) the strongest
- b) stronger
- c) the most strong
- d) more strong

14. Is your sister ... than you?

- a) the youngest
- b) younger
- c) the most young
- d) more young

**Exercise 19. Correct these sentences explaining mistakes.**

1. Tie is the more beautiful part of his suit.
2. He is the better student from all.
3. John is more shorter than his brother.
4. I am two years oldest than my sister.
5. Who is the most strongest, you or I?
6. This boy's manners are more good than his cousin's.
7. Which of the boys is the taller from the class?
8. Which of these three girls is the younger?
9. What tights are the most cheap?

**Exercise 20. Try to guess the right answer.**

1. How long was the longest human nose on the earth?  
a) 9 centimetres



- b) 19 cm
- c) 29 cm
- 2. How heavy was the heaviest man on the earth?
  - a) 389 kilos
  - b) 492 kg
  - c) 635 kg
- 3. How tall was the tallest woman on the earth?
  - a) 2.12 metres
  - b) 2.54 m
  - c) 2.72 m
- 4. How old was the oldest person on the earth?
  - a) 112
  - b) 122
  - c) 132
- 5. How young is the youngest graduate (someone who finished university)?
  - a) 10
  - b) 12
  - c) 14
- 6. How long was the longest human beard on the earth?
  - a) 5.33 m
  - b) 7.33 m
  - c) 9.33 m
- 7. How light was the lightest person on the earth?
  - a) 4.9 kg
  - b) 5.9 kg
  - c) 6.9 kg
- 8. How long were the longest fingernails on the earth?
  - a) 1.15 m
  - b) 5.75 m
  - c) 9.45 m
- 9. How short was the shortest man on the earth?
  - a) 57 cm
  - b) 65 cm
  - c) 72 cm
- 10. How long are the longest human legs on earth?
  - a) 125 cm
  - b) 150cm

c) 175 cm

#### Check yourself – 4. Translate into English.

1. Какой длины самые длинные волосы на земле? 2. Твое платье красивее, чем мой костюм. 3. Кто самая красивая девушка на земле? 4. Эта майка еще старше, чем твоя рубашка. 5. Этот зеленый костюм более новый, чем у моей мамы. 6. Эти черные туфли самые современные. 7. У меня 10 белых блузок. 8. Где мои желтые носки? 9. На моей руке – пять пальцев. 10. Твои джинсы даже длиннее, чем мои брюки.

### 5) Местоимение (The Pronoun)

#### Личные местоимения

именительный падеж	объектный падеж
<b>I</b> – я	<b>me</b> – мне, меня
<b>you</b> – ты, вы, Вы	<b>him</b> – его, ему, им
<b>he</b> – он (о человеке)	<b>her</b> – её, ей
<b>she</b> – она (о человеке)	<b>it</b> – его, ему, ей
<b>it</b> – он, она, оно (не о человеке)	<b>us</b> – нас, нам
<b>we</b> – мы	<b>you</b> – тебе, вам, вас
<b>they</b> – они	<b>them</b> – их, им

#### Exercise 21. Insert matching personal pronoun in Objective case.

Ex: I see my boyfriend. I see him.

1. Grandmother loves her grandson and granddaughter. She loves ...
2. My children come to visit ... . I am glad to see ... .
3. The child of her sister likes this T-shirt. He likes ... .
4. These are your new jeans. Put ... on.
5. Mike loves his wife very much. He loves ... very much.
6. It is cold here. Give ... my sweater, please.
7. These are our socks. Give them to ...

#### Притяжательные местоимения.

<i>простая форма</i> (после мест. обязательно есть существительное)	абсолютная форма (существительного после мест. нет)
<b>my</b> – мой	<b>mine</b> – мой
<b>your</b> – твой, ваш	<b>yours</b> – твой, ваш
<b>his</b> – его	<b>his</b> – его
<b>her</b> – её	<b>hers</b> – её

its – еро, еѐ

our – наш

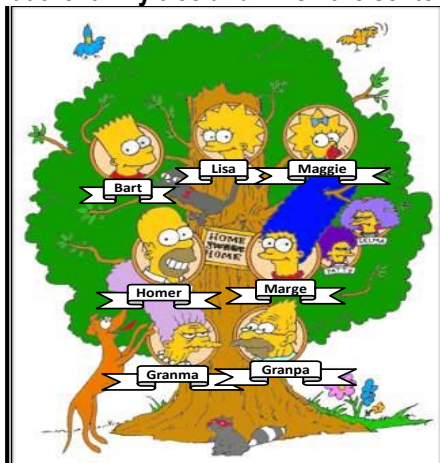
their -- их

its – еро, еѐ

ours – наш

theirs – их

**Exercise 22.** Look at the family tree and finish the sentences.



Ex: I saw Marge with her husband, Homer.

1. I saw Marge and Homer with \_\_\_\_ children.
2. I saw Bart with \_\_\_\_ sister Maggie.
3. I saw Lisa with \_\_\_\_ Granma.
4. I saw Bart and Lisa with \_\_\_\_ parents.
5. I saw Homer with \_\_\_\_ wife, Marge.
6. I saw Marge with \_\_\_\_ daughter, Maggie.

**Exercise 23.** Finish these sentences using absolute form of possessive pronouns.

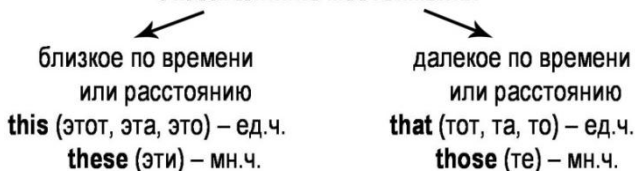
Ex: It is your sweater. It is yours.

1. It is my scarf. It is \_\_\_\_\_.
2. It is our belt. It is \_\_\_\_\_.
3. They are her jeans. They are \_\_\_\_\_.
4. They are your gloves. They are \_\_\_\_\_.
5. They are my glasses. They are \_\_\_\_\_.
6. It is his coat. It is \_\_\_\_\_.
7. It is my sister's blouse. It is \_\_\_\_\_.
8. It is my grandfather's hat. It is \_\_\_\_\_.
9. They are my nephew's shoes. They are \_\_\_\_\_.
10. It is my wife's ring. It is \_\_\_\_\_.

**Exercise 24. Insert matching form of possessive pronoun.**

- Mary is married. ... husband is a businessman.  
a) her b) hers c) she
- John is a teacher but ... sister is a nurse.  
a) he b) she c) his
- Is this T-shirt ...?  
a) your b) yours c) you
- Are these ... pyjamas?  
a) yours b) you c) your
- It is not ... hat. ... is yellow.  
a) mine, my b) my, mine c) mine, mine
- I have a mother and a father. I am ... daughter.  
a) theirs b) their c) them
- You are hairdresser. And who is ... wife?  
a) your b) yours c) you
- It is my brother's. It is ... scarf.  
a) his b) he c) him
- These shoes are ...!  
a) my b) me c) mine
- How expensive is ... coat?  
a) yours b) your c) you
- This is John and this is ... son.  
a) he b) she c) his
- Jane and Ted are scientists. But ... children are artists.  
a) theirs b) their c) them

**Указательные местоимения**



**Exercise 25. Insert this or these.**

- ... mouth
- ... gloves
- ... children
- ... trousers
- ... men
- ... shoulder
- ... mice
- ... teeth

**Exercise 26. Insert that or those.**

- |                |                 |
|----------------|-----------------|
| 1. ... glasses | 5. ... hand     |
| 2. ... eyes    | 6. ... brothers |
| 3. ... scarf   | 7. ... coat     |
| 4. ... heart   | 8. ... socks    |

**Check yourself – 5. Translate into English.**

1. Это ее красные перчатки, а не твои. 2. То черное пальто старомодно.  
 3. Я видела тебя с мужем. 4. Его сын выше моего. 5. Этот синий свитер дорогой. 6. Эти ботинки дешевле папиных. 7. Наша бабушка любит меня и моего брата. 8. У тебя самые красивые глаза. 9. Отдай мне мое кольцо. 10. Эти очки твои?

**6) Определители (The determiners)**

**Артикль (The article)**

**Определители** – слова, сопровождающие **существительное**.

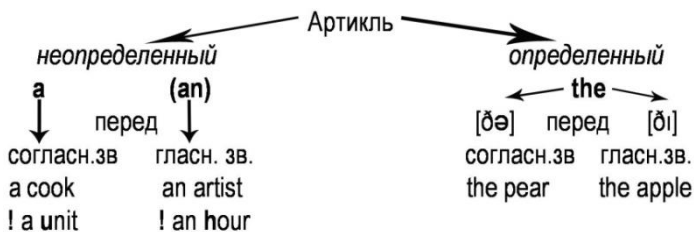
Определитель перед сущ-м может быть **только один**.

- указательные и притяжательные местоимения – a *this* doctor, a *her* son
- существительные в притяжательном падеже – a *Mike's* father
- количественные числительные - a *one* shop assistant
- определенный и неопределенный артикли – a *the* hairdresser

**Exercise 27. Correct the mistakes if it is necessary.**

Ex: ~~A~~ my husband is a postman. - My husband is a postman.

1. A this saucer is broken.
2. I have a one glass.
3. His friend has a jar of jam.
4. This dish is a big.
5. Mary has a two daughters.
6. A her son is a lawyer.
7. A my brother's aunt has a box of eggs.
8. John is a short man.
9. This is a her husband's plate.
10. A Peter's father is a doctor.



**Неопределенный артикль:** происходит от числительного **one** и означает *один из многих, какой-то, любой*.

This is *an* apple. (какое-то яблоко, одно из многих)

**Не употребляется** перед:

- именами собственными
- сущ-ми, которые нельзя посчитать (абстрактные, неисчисляемые).
- сущ-ми во множественном числе.
- в устойчивых выражениях:  
to have breakfast/dinner/supper/lunch;  
to go/be at home;  
to play tennis/football/rugby etc.

**Употребляется:**

- если сущ-е (предмет, кот. оно обозначает) употребляется впервые
- если сущ-е обозначает название профессии
- если сущ-е обозначает представителя класса

**Exercise 28. Insert a or an.**

Ex: *an* orange

- |                         |                           |
|-------------------------|---------------------------|
| 1. ... teacher          | 8. ... year               |
| 2. ... university       | 9. ... old-fashioned coat |
| 3. ... attractive woman | 10. ... arm               |
| 4. ... small baby       | 11. ... union             |
| 5. ... hour             | 12. ... Indian fruit      |
| 6. ... hat              | 13. ... journalist        |
| 7. ... police officer   | 14. ... anorak            |
|                         | 15. ... architect         |

**Exercise 29. Choose the right variant.**

Ex: My nephew plays a/- basketball.

1. My brother is *an/ -* artist.
2. It is *a/ -* love.
3. My niece likes *a/ -* milk.
4. She wears *a/ -* skirt.

5. I want to have a/ - dinner.
6. Give me a/ - sugar, please.
7. A/ - John is my cousin.
8. My father isn't at a/ - home.
9. Banana is a/ - fruit.
10. Give me a/ - tomatoes, please.
11. A/ - Peter is my nephew.
12. A/- teacher is a/- noble profession.

**Exercise 30. Put a, an or no article.**

1. ... cook makes .... ketchup from ... tomatoes.
2. I want ... ice-cream with ... chocolate.
3. ... baker makes ... bread from ... flour.
4. I want ... pineapple.
5. ... bottle is made from ... glass.
6. ... sausages is made from ... meat.

**Определенный артикль:** происходит от указательного местоимения **that** и означает *конкретный, известный нам предмет*.

Может употребляться как с *ед.*, так и с *мн.* числом, как с *исчисляемыми*, так и с *неисчисляемыми* сущ-ми.

**Употребляется:**

- если существительное уже упоминалось
- если существительное единственное в своем роде:  
the sky, the earth, the moon, the world
- если существительное определяется порядковым числительным или прилагательным в превосходной степени
- с названиями музыкальных инструментов:  
the piano, the trumpet, the guitar
- с названиями стран, в которых есть слова united, unit, federation:  
the USA, the United Kingdom, the Russian Federation
- с некоторыми географическими названиями (рек, морей, океанов, горных цепей и т.п.):  
the Thames, the Black Sea, the Pacific Ocean
- в устойчивых словосочетаниях:  
the right, the left, the middle, the top, the bottom, the same

**Exercise 31. Choose the right variant.**

1. - Where is my tie?  
- It is at *-/the* bottom of the brown box.

2. *-the* sky is blue and *-the* moon is white.
3. What would you like for *-the* supper?
4. Who was *-the* first man on *-the* moon?
5. What is *-the* biggest city in *-the* USA?
6. – Are these oranges cheaper than those?  
- No, they are *-the* same price.
7. Who is the man on *-the* left?
8. It is *-the* first time I play *-the* trumpet.
9. Judy, are you at *-the* home?
10. We usually have *-the* tea for *-the* breakfast.
11. *-the* world is so beautiful!!!

### Exercise 32. Put a (an), the or no article.

Hello! My name is 1) ... Maurizio Celi. I am from 2) ... small town in 3) ... USA near 4) ... Pacific Ocean. I'm 5) ... student. I like 6) ... blue sky and playing 7) ... guitar. I live at 8) ... home with 9) ... my parents and 10) ... my brother. We live in 11) ... middle of the town. My brother is 12) ... cook. He makes 13) ... dishes from 14) ... fruits and vegetables. He likes 15) ... his job.

### Check yourself – 6. Translate into English.

1. Твои морковь и огурцы на дне пакета.
2. Моя жена – ученый.
3. - Где твои племянники? – Они дома.
4. Я люблю картофель с грибами на ужин.
5. Это костюм моего дяди. Он – учитель.
6. Это банка с вареньем. Варенье из апельсинов.
7. У твоей дочери голубые глаза?
8. Где моя новая пижама?
9. Мой отец – лучший журналист.
10. Мороженое из молока и сахара.
11. На дне стакана мед.
12. Мой сын любит футбол.

## 7) Глагол и его формы (The Verb and its forms)

Личные	Неличные
<p>выраж-т категории: лицо, число, время, вид, залог, наклонение. Употребляется в функции <u>      </u> . We <u>live</u> in Russia.</p>	<p>не имеют категорий лица, числа, времени и наклонения. Только некоторые выражают залог и вид. (инфинитив, герундий причастие)</p>



### Личные формы глагола

Tenses	Simple	Continu-ous	Perfect	Perfect-Continuous
<b>Past</b>	(did) V2/ed	was/were Ving	had V3/ed	had been Ving
<b>Present</b>	(do/does) V(s)	am/is/are Ving	has/have V3/ed	have/has been Ving
<b>Future</b>	shall/will V	shall/will be Ving	shall/will have V3/ed	will have been Ving

#### Настоящее простое время (The Present Simple Tense)

Обозначает постоянное повторяющееся, обычное действие, какой-либо факт или общеизвестную истину.

(+ ) \_\_ V(s)

(- ) \_\_ don't/doesn't V

(?) do/does \_\_ V

С глаголами в Present Simple часто употребляются наречия: **always** - всегда, **often** - часто, **seldom** - редко, **usually** - обычно, **never** - никогда, **sometimes** - иногда, **every day, week, month, year** - каждый день, неделю, месяц, год и т.д.

**Exercise 33. Complete the sentences. Use the correct form of the verbs in the box.**

watch speak wake up say smoke have wash do

*Ex:* I usually do my homework from 5 to 8 o'clock in the evening.

1. My sister is very smart. She \_\_\_\_\_ four languages.
2. Steve \_\_\_\_\_ ten cigarettes a day.
3. We usually \_\_\_\_\_ dinner at 7 o'clock.
4. Peter \_\_\_\_\_ his hair three times a week.
5. I always \_\_\_\_\_ at 10 o'clock on Sundays.
6. That child never \_\_\_\_\_ "Thank you".
7. My father \_\_\_\_\_ TV every evening.

**Exercise 34. Choose the right variant.**

*Ex:* He/ We never talks about his life.

1. We/ My friend always wear old clothes.
2. We/ The boss thinks you are smart.

3. *My father and mother/ My father* teaches English.
4. *Mary/ Mary and Pete* go to school.
5. *My sisters/ My niece* works as a hairdresser.
6. *That child/ These children* always play basketball on Saturdays.
7. *I/ My brother* meet friends every evening.
8. *My grandmother/ My grandparents* prefers playing golf to watching TV.

**Exercise 35. Put the words in brackets into the right form and try to guess the answer.**

Ex: What comes once in a minute, twice in a moment, but never in thousand years?

1. What \_\_\_\_ (to be) yours but others \_\_\_\_ (to use) it more than you?
2. As long as I \_\_\_\_ (to eat), I \_\_\_\_ (to live) – but when I \_\_\_\_ (to drink), I \_\_\_\_ (to die). What \_\_\_\_ (to be) I?
3. What do you \_\_\_\_ (to use) in the bathroom that \_\_\_\_ (to hold) water but is full of holes?
4. What \_\_\_\_ (to have) 50 heads but can't think?
5. What \_\_\_\_ (to become) bigger the more you \_\_\_\_ (to take) from it?

**Exercise 36. Put in do or does.**

Ex: Do you have breakfast at 9 o'clock?

1. \_\_\_\_ Sarah go to school on Saturdays?
2. I \_\_\_\_ not think this jumper is modern.
3. \_\_\_\_ you meet your boyfriend today?
4. \_\_\_\_ your parents live in New York?
5. My sister \_\_\_\_ not have breakfast at all.
6. \_\_\_\_ your son speak Russian?
7. \_\_\_\_ Andy wake up at 5 o'clock?
8. My friend \_\_\_\_ not play the trumpet.
9. \_\_\_\_ Bill and Harry play football?
10. \_\_\_\_ he smoke?

**Exercise 37. Choose the right variant.**

Ex: What time do you/ your father wake up?

1. Where do *your children/ your daughter* live?
2. What time does *the film/ sport programs* start?
3. What do *you/ she* think of a new boss?
4. Why does *you/ she* wear this T-shirt?
5. How many languages does *your brother/ you* speak?
6. When do *the lessons/ the lesson* start?

7. How does *this camera/ these cameras* work?

**Exercise 38. Make sentences.**

Ex: Ann (*live*) in Birmingham + ...Ann lives in Birmingham...

you (*speak*) Chinese ? ...Do you speak Chinese?...

1. you (*know*) her phone number ? .....
2. Joe (*play*) baseball on Sundays + .....
3. my mother (*use*) this knife - .....
4. she often (*go*) to Paris on business + .....
5. my grandmother (*eat*) meat - .....
6. he (*think*) he can play the guitar ? .....
7. I (*prefer*) apples to bananas - .....
8. Sarah always (*wear*) classical suits + .....
9. you (*leave*) home at 10 o'clock ? .....
10. I (*think*) these pop star is attractive - .....

**Exercise 39. Complete the text. Use the correct form of the verbs in the box.**

to wake	to come	to meet	to have (x3)	to drink	to do
to play	to arrive	to watch	to eat	to leave	to meet

**Moody Mick's day**

On school days, Moody Mick 1) wakes up at 6.30.

At 7.30 he 2) \_\_\_\_\_ breakfast. He usually 3) \_\_\_\_\_

bread and butter and

4) \_\_\_\_\_ tea with milk. He 5)

\_\_\_\_\_ home at 8.15 and 6)

\_\_\_\_\_ to school by bike. He

usually 7) \_\_\_\_\_ at school at

8.45 and 8) \_\_\_\_\_ until lunch time. In the afternoon

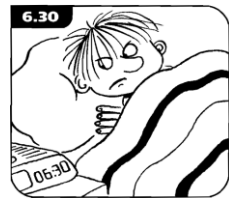
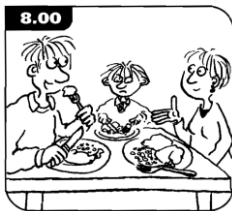
he 9) \_\_\_\_\_ basketball. He 10) \_\_\_\_\_ home at 4.00.

He and his parents 11) \_\_\_\_\_ dinner at 8.00. In the evenings, Moody Mick

12) \_\_\_\_\_ his homework, 13) \_\_\_\_\_ TV or 14) \_\_\_\_\_ his friends.

**Exercise 40. Answer the questions to the text in Ex37.**

Ex: What time does Moody Mick wake up?



.....*He wakes up at 6.30....*

1. What does he usually have for breakfast?
2. How does he get to school?
3. How long does the journey take?
4. What does he usually do in the afternoon?
5. When do Mick and his parents have dinner?
6. When does Mick do his homework?
7. What else does Mick do in the evenings?

**Exercise 41. Answer the questions about yourself.**

1. What time do you wake up?
2. What do you usually have for breakfast?
3. How do you get to the Institute?
4. When do you usually leave the Institute?
5. Do you usually have lunch at home?
6. What do you do in the evenings?

**Exercise 42. Describe the typical day of:**

- a student;
- a bachelor;
- a spinster;
- a dog;
- a three-month-old baby;
- a teacher.

**Exercise 43. Find and correct ten mistakes in the following text.**

A restaurant in Germany serve insects on its menu. The main chef does say that he don't want to serve typical food anymore and want to tries something new. There is dishes on the menu such as cockroach pasta, and maggots with green leaves. Customers who tries the food does say they does like it and wants to come again. No one complain of stomach problems!

**Check yourself – 7. Translate into English.**

1. На каком языке говорит этот мужчина? 2. Где ты берешь такие прекрасные шляпки? 3. Каждый день я просыпаюсь в 7.30. 4. Его учитель часто пьет чай с медом. 5. Ты всегда носишь туфли с каблуками? 6. Каждое утро ты ешь на завтрак бутерброды с сыром? 7. Моя собака знает математику. Когда я спрашиваю ее, сколько будет два минус два, она ничего не говорит. 8. «У моей жены очень плохая память». «Она все забывает?» «Нет, она все помнит». 9. «Что вы

обычно даете мужу, когда ему не нравится ужин?» «Его пальто и шляпу».

### 8) Четыре типа вопросов (Four types of questions)

1. **Общий вопрос (general question)** подразумевает постановку вопроса ко всему предложению. Ответ - слова да или нет.

Do/does \_\_\_\_\_ ?

**Do you know my father well?**

2. **Специальный вопрос (special question)** может быть задан к любому члену предложения.

Воп. сл do/does \_\_\_\_\_ ?

**What do you think about my new coat?**

3. **Альтернативный вопрос (alternative question)** строится по схеме общего ?, однако особенностью является выбор м/д двумя предметами, лицами, качествами, действиями и т.д.

В таком вопросе обязательно присутствует **союз или – or**.

Do/does \_\_\_\_\_ or \_\_\_\_\_ ?

**Do you usually wear a skirt or trousers?**

4. **Разделительный вопрос (tag-question/disjunctive question)** выражает сомнение, удивление, подтверждение сказанного. Аналог в русском - обороты «не правда ли?», «не так ли?».

Состоит из двух частей: первая – само предложение, с **прямым порядком** слов; вторая – **краткий вопрос**, кот. состоит из вспомогательного или модального глагола, присутствующего в сказуемом первой части и местоимения, относящееся к подлежащему.

Два способа образования:

- предложение утвердительное → краткий вопрос отрицательный

Your mother prefers honey to sugar, **doesn't she?**

- предложение отрицательное → краткий вопрос положительный.

You aren't a police officer, **are you?**

### Exercise 44. Complete the tag-questions.

Ex: This skirt is too short, isn't it?

1. Your father speaks five languages, \_\_\_\_\_ ?

2. You don't wear gloves, \_\_\_\_\_ ?

3. That baker has long beard, \_\_\_\_\_ ?

4. Jane never eats ketchup, \_\_\_\_\_ ?

5. These bananas are green, \_\_\_\_\_ ?

6. Her daughter is very young, \_\_\_\_\_?
7. Our nephew isn't a driver, \_\_\_\_\_?
8. You go to the University by bus, \_\_\_\_\_?
9. She always drinks tomato juice, \_\_\_\_\_?
10. He doesn't play the piano? \_\_\_\_\_?

**Exercise 45. Chose the right variant.**

1. \_\_\_\_\_ mice eat cabbage?  
a) do                      c) is  
b) does                    d) are
2. \_\_\_\_\_ his father a postman?  
a) do                      c) is  
b) does                    d) are
3. \_\_\_\_\_ your sister like chocolate or ice-cream?  
a) do                      c) is  
b) does                    d) are
4. Your black jacket is very expensive, \_\_\_\_\_ it?  
a) don't                  c) isn't  
b) doesn't                d) aren't
5. Her boyfriend has very attractive face, \_\_\_\_\_ he?  
a) don't                  c) isn't  
b) doesn't                d) aren't
6. What \_\_\_\_\_ you prefer to drink?  
a) do                      c) is  
b) does                    d) are
7. \_\_\_\_\_ his wife know I am a journalist?  
a) do                      c) is  
b) does                    d) are
8. \_\_\_\_\_ your husband short or tall?  
a) do                      c) is  
b) does                    d) are
9. How old \_\_\_\_\_ you?  
a) do                      c) is  
b) does                    d) are
10. You don't live in New Jersey, \_\_\_\_\_ you?  
a) do                      c) is  
b) does                    d) are
11. What \_\_\_\_\_ a baker usually wear?

- a) do                      c) is  
 b) does                    d) are

**Exercise 46. Make four types of questions to these sentences. Pay attention to sentence 4. (am't) → aren't**

1. Her grandmother is a nurse.
2. Your brother teaches Russian.
3. You live near the Black Sea.
4. I am slim.

**Обороты there is/are**



имеют значение находиться, иметься

**is** – дополнение в ед.ч./ **are** – дополнение во мн.ч

**There is a big bed** in the bedroom.

**Are there five chairs** in the dining room?

- **there** используется в кратком вопросе

There is a green carpet in the living room, **isn't there?**

**Exercise 47. What is in the box? Ask questions with "Is/Are there...?"**



Ex:(any apples?) Are there any apples in the box?

1. (a man?) .....
2. (any clothes?) .....
3. (a plate?) .....
4. (a guitar?) .....
5. (any vegetables?) .....
6. (glasses?) .....
7. (a mouse?) .....
8. (a hat?) .....
9. (any oranges?) .....

**Exercise 48. Write sentences with there are... Choose the right number: 7, 12, 15, 26, 30, 32, 50**

Ex: (teeth/ a man mouth) - There are 32 teeth in a man mouth.

1. (days/a week)
2. (states/ the USA)
3. (letters/ the English alphabet)
4. (players/ a rugby team)
5. (days/ September)
6. (months/ a year)

**Exercise 49. Find 10 differences between two pictures.**

1. There is one dog in picture A, but there are two dogs in B.



### Check yourself – 8. Translate into English.

1. В центре кабинета стоит стол. На столе лампа. 2. В пакете пять апельсинов? 3. Каждый день его жена просыпается в 6 часов утра и идет в ванную. 4. Моя мама – учитель. Она учит английскому языку. 5. Я знаю твоего парикмахера. У него голубые глаза и длинные усы, не так ли? 6. Ее отец предпочитает чай или кофе на завтрак? 7. Многие бизнесмены играют в гольф, не так ли? 8. Где живет твой сын? Он – архитектор, не так ли? 9. Ты всегда носишь черную одежду? 10. В кувшине молоко, не так ли?

### 9) Прошедшее простое время (The Past Simple Tense)

Обозначает действие, **произошедшее в прошлом**; последовательно произошедшие в прошлом действия; повторяющиеся действия в прошлом.

(+)        V правильный **ed** / V неправильный 2 форма

(-)        didn't V

(?) did        **V**

С глаголами в Past Simple часто употребляются такие обстоятельства времени, как: **yesterday** - вчера, **five days (hours,**



**minutes) ago** - пять дней (часов, минут) тому назад, **last year** - в прошлом году, **in 1945** - в 1945 году и т.д.

1я форма	-	2я форма	1я форма	-	2я форма
be		was/were	hold		held
become		became	know		knew
break		broke	leave		left
bring		brought	loose		lost
buy		bought	put		put
come		came	say		said
do		did	see		saw
drink		drank	sing		sang
eat		ate	speak		spoke
find		found	spend		spent
forget		forgot	take		took
get		got	teach		taught
give		gave	think		thought
go		went	wear		wore
grow		grew	write		wrote

**Exercise 50. Make the Simple Past negatives.**

Ex: I played hockey. (but ... football) ...But *I didn't play* football...

1. Bill cooked the potatoes. (but ... the cabbage)
2. I wrote to my sister. (but ... my brother)
3. We knew her address. (but ... phone number)
4. I brought some fruits. (but ... any chocolate)
5. She ate vegetables. (but ... any ice-cream)

**Exercise 51. Choose the right variant.**

Ex: I *break/ broke* a cup yesterday.

1. Ann *didn't play/played* tennis last morning.
2. Harry *come/came* to see us two days ago.
3. I didn't *see/saw* Bill at the party.
4. Peter didn't *write/wrote* to me for a long time.
5. The bus didn't *arrive/arrived* at 3 o'clock.
6. Shakespeare *die/died* in 1616.
7. I didn't *forget/forgot* my piano teacher.
8. Bernard *smoke/smoked* 20 cigarettes yesterday evening.
9. The film last night *start/started* at 7.30.
10. Yesterday we *eat/ ate* pineapples.

**Exercise 52. Make the Past Simple questions.**

Ex: Sarah and her baby came out of hospital. When *did Sarah and her baby come out of hospital?*

1. Peter's friends gave him a bicycle. Why.....?
2. The small woman with long hair said something. What .....
3. Bill found a box in his office. What .....
4. This morning Nick got up early. What time.....?
5. I went on holidays last year. Where .....

**Exercise 53. Put verbs into the right form and translate.**

1. A man 1) \_\_\_ (go) to a shoe-shop to buy shoes. He 2) \_\_\_ (put) many pairs on his feet. Finally he 3) \_\_\_ (get) one and was satisfied.



"At last," he 4) \_\_\_ (say), "This 5) \_\_\_ (be) a pair of shoes that fit me!"

"I am not surprised," 6) \_\_\_ (answer) the shop assistant, "They are your own shoes."

2) An old man 7) \_\_\_ (come) to the optician's and 8) \_\_\_ (ask): "Are my new glasses ready?"

"Yes sir," 9) \_\_\_ (answer) the optician who 10) \_\_\_ (be) a good-looking girl. "Put them on."

The old man 11) \_\_\_ (do) it and was satisfied. He said: "I can see you very well now. Good-bye young man."



**there was/were**

находился (лись), имел (ли) место быть

**was** – дополнение в ед.ч./ **were** – дополнение во мн.ч

There was a sofa near the wall.

**Exercise 54. Put am/is/are/was or were**

Ex: There were five rooms in my house, but I sold it last year.

1. Dunford is a very modern town. There \_\_\_ not many old buildings.
2. There \_\_\_ a football match on TV last night but I didn't see it.
3. There \_\_\_ five people in my family: my parents, my two sisters and me.
4. "What's wrong?" "There \_\_\_ something in my eye".
5. There \_\_\_ 24 hours a day.
6. There \_\_\_ a lamp on the table but my brother broke it three days ago.
7. " \_\_\_ there a knife in your kitchen? I want to cut an orange".

**Exercise 55. Answer the questions about yourself.**

1. What did you do at 8 p.m. yesterday?
2. What time did you get up last Sunday?

3. How old were you when you went to school?
4. When did you go to the cinema last time?
5. What film did you watch last time?

**Check yourself – 9. Translate into English.**

1. Неделю назад мой друг прибыл из Лондона.
2. Джейн не знала, что ее друг был на 8 лет старше ее.
3. Я жил в Нью-Йорке 5 лет назад.
4. Я разговаривал с отцом Энн, но не разговаривал с ее мамой.
5. Он был лучшим футболистом в США.
6. Моя племянница писала своим друзьям каждый месяц, когда жила в Москве.
7. Где ты был 5 минут назад?
8. Я оставил пакет с грушами на твоём столе.
9. Что ты кушал вчера на завтрак?
10. Ты мыл руки перед обедом?

**10) Простое будущее время (The Future Simple Tense)**

употребляется для выраж-я действия (как однократного, так и повтор-ся), кот. совершится или будет совершаться в будущем

(+) \_\_\_ shall (1 лицо – I, we) / will V

(-) \_\_\_ shan't/ won't V

(?) shall/ will   V  

В современной разговорной речи в **Future Simple** употребляется только вспомог. гл. **will**

**Exercise 56. Correct these sentences explaining mistakes.**

Ex: I ~~willn't~~ eat rice! – I won't eat rice!

1. She will comes home late today.
2. In five years my son shall be a lawyer.
3. They will don't come to the party.
4. We shalln't be home tomorrow.
5. Will you to watch football match with us tonight?
6. I shall came in five minutes.
7. I not shall drink tea, thank you.
8. It is the second bedroom. But will we make the study from it soon.
9. Good buy! I shall went home.

**Exercise 57. Choose the right verb and put it into Future Simple.**

walk	play	wash	go	tell	wear
------	------	------	----	------	------

Ex: I don't like bikes. I think I will walk to the cinema.

1. This red skirt suits me very much. I think I \_\_\_ it to the party.
2. Took away rubbish, please. And I \_\_\_ the cups.
3. I am very tired. I think I \_\_\_ to bed.

4. Tomorrow we \_\_\_\_ golf with Andrew.
5. I \_\_\_\_ mother that you forgot to buy ketchup.

**Future Simple** употребляется для выражения: предположения о том, что произойдет в будущем; обещания; только что принятого решения

**Exercise 58. Write a promise for each situation.**

Ex: Holly came home very late. Her father is angry. What does she say? – *I won't be late again.*

1. Rob's bedroom is a mess. His parents are angry. What does Rob say?
2. Anna took her friend's white dress. She spilled black coffee on it. What does Anna say to her friend?
3. Tom smoked in the school toilet. The headmaster is angry. What does Tom say?
4. Rosa washed the dishes. She is very tired. What does her husband say?
5. Children played football in the garden. They broke the window. What do they say?

**Exercise 59.** 📢 (4) Listen to each sentence. Is it a prediction, a promise or a quick decision?

	Prediction	Promise	Quick decision
1			
2			
3			
4			
5			
6			

**Exercise 60. Put the verbs in brackets into the right form and translate the text.**

**Mike:** "One day I and my friends 1) \_\_\_\_ (come) to New York for a holiday. We 2) \_\_\_\_ (take) a room in a very large hotel. It 3) \_\_\_\_ (be) on the forty-fifth floor. In the evening we 4) \_\_\_\_ (go) to the cinema and 5) \_\_\_\_ (return) to the hotel very late.

"I am very sorry", 6) \_\_\_\_ (say) the clerk of the hotel, "but our lifts do not 7) \_\_\_\_ (work) at night. If you don't want to walk up in your room, you can sleep in the hall".

But I said: "No, thank you. We 8) \_\_\_\_ (walk) to our room". Then I said to my friends, "I think I know how to make it easy for us to walk up to the forty-fifth floor. On our way to the room I 9) \_\_\_\_ (tell) you some jokes, then you, Peter, 10) \_\_\_\_ (tell) us some interesting stories". So we 11) \_\_\_\_ (begin) to walk up

to our room. At last we came to the thirty-fourth floor. We 12) \_\_\_ (be) very tired and stopped to have rest. I 13) \_\_\_ (say): "Now you, Peter. Tell us a story with a sad end".

"I'll tell you a story", said Peter. "It will not be long, but it 14) \_\_\_ (be) very sad. Listen. We have left the key to our room in the hall downstairs".

**Check yourself – 10. Translate into English.**

1. Я не буду есть жирную пищу.
2. Я куплю те зеленые брюки.
3. Том не придет.
4. Завтра Джек принесет гитару.
5. Я расскажу все папе.
6. Через год мы уедем в Россию.
7. Его дочь будет учительницей и будет учить ваших внуков.
8. Дедушка придет через неделю.
9. Я не забуду тебя.
10. Я буду в кабинете.
11. Завтра Ник проснется в 6 утра.
12. Ты скажешь учителю, что мы сломали стул?

**11) Настоящее длительное время (The Present Continuous Tense)**

выражает временное, но длительное, совершающееся в момент речи, действие.

(+) \_\_\_ am/is/are V **ing**

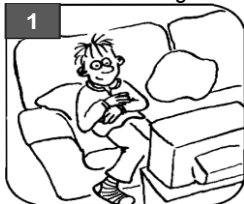
(-) \_\_\_ am not/ isn't/ aren't V **ing**

(?) am/is/are \_\_\_ V **ing**

С глаголами в Present Continuous часто употребляются такие обстоятельства времени, как: **now** – сейчас, теперь; **at this moment** – в данный момент

**Exercise 61. Write what these people are doing.**

Ex: 1. *He is watching TV.*



**Exercise 62. Ask the questions in Present Continuous and match them with their answers.**

- |   |                          |
|---|--------------------------|
| 1. (that clock/work?) <i>Is that clock working?</i> | No, you can turn it off. |
| 2. (you/ watch/ TV?)                                | No, I broke it.          |
| 3. (the children/ play?)                            | Yes, to my sister.       |
| 4. (what/ you/ do?)                                 | He is having dinner.     |
| 5. (what/ Rod/ do?)                                 | I am washing dishes.     |
| 6. (you/ write/ a letter?)                          | No, they are sleeping.   |
| 7. (you/ wear/ shoes?)                              | No, I am in boots.       |

**Exercise 63. Find and correct 7 mistakes.**

Dear Gina,  
*standing*

I'm ~~stand~~ in front of your house. Unfortunately, you are not home, so I writing you this letter. Dan and I are visiting our families. We're live in San Diego now. Dan working for architectural company, and I is teaching English to little children. What you are doing these days? Are you still write for the newspaper? I am stayed at my mother's house. Please, visit us!

Miss you, Holly.

**Exercise 64.** (5) Translate and put the verbs into the right form. Then listen and check.

- What you \_\_\_ (do)?
- I am an interior designer. I \_\_\_ (decorate) people's homes and \_\_\_ (give) them ideas for furniture and lightning.
- And what you \_\_\_ (work) on these days?



- Well, I \_\_\_ (not work) on a home at the moment. I \_\_\_ (work) on a hotel. I \_\_\_ (design) a new lobby for the Plaza.
- Do you like your job?
- Yes, I love it.

**Ex 65. Work with a partner. Make similar conversations with some of these jobs.**

- |                   |                  |
|-------------------|------------------|
| an architect      | a police officer |
| a football player | a pop star       |
| an artist         | a zookeeper      |
- an actor  
 a journalist  
 a scientist

**Exercise 66. Choose the correct verb form Present Simple or Present Continuous.**

Ex: Brenda is away this week. She *does/ is doing* a nursing course in Coventry.

1. I *go/am going* to work now. Goodbye!
2. I *read/am reading* a book about cooking.
3. I *read/am reading* lots of books every year.
4. We *go/are going* to a party on Saturday.
5. Nurses *look/are looking* after people in hospital.
6. She *comes/ is coming* for dinner this evening.
7. I *speak/ am speaking* four languages.
8. What *are you preparing/ do you prepare* for dinner? It smells delicious.
9. My Indian friend Vishnu *is thinking/ thinks* it is wrong to eat meat.
10. I'm afraid you can't see Rebecca now. She *has/ is having* lunch with her husband.
11. The light from the Sun *takes/ is taking* about eight and a half minutes to reach the Earth.

некоторые глаголы обычно **не употребляются в Continuous**,  
их называют **глаголами-состояния**

**Exercise 67. Seven of these verbs are not usually used in Continuous. Underline them.**

like	know	understand	work	enjoy	think(=opinion)
come	play	have(=possession)	love	want	

**Exercise 68. Correct the mistakes if it is necessary.**

Ex: We are enjoying the lesson very much. We are working hard. - OK  
They feed lions at the moment. - They *are feeding* lions at the moment.

1. What do you want to drink?
2. I'm not understanding this word.
3. I'm loving you a lot.
4. Do you think Michiko plays golf well?
5. I'm sorry. I'm not knowing the answer.
6. I'm thinking you speak English very well.
7. I am working now!

**Exercise 69. Complete the pairs of sentences using the verb in Present Simple or in Present Continuous.**

1. *come*  
Alec and Marie are French. They \_\_\_\_ from Paris.

They'll be here soon. They \_\_\_\_ by car.

2. *have*

Lisa can't come to the phone. She \_\_\_\_ dinner now.

She \_\_\_\_ a beautiful car.

3. *think*

I \_\_\_\_ all politicians tell lies.

I \_\_\_\_ about my girlfriend. She is in Australia.

4. *not enjoy*

We \_\_\_\_ this party at all. The music is too loud.

We \_\_\_\_ big parties.

5. *watch*

Be quiet! I \_\_\_\_ my favourite TV programme.

I always \_\_\_\_ it on Thursday evenings.

6. *see*

Joe isn't here. He \_\_\_\_ the doctor at the moment.

I \_\_\_\_ your problem, but I can't help you. I'm sorry.

**Check yourself – 11. Translate into English.**

1. Смотри, сюда идет Роб. 2. - Что он сейчас делает? – Он покупает овощи.

3. О чем вы говорите? 4. Дети сейчас гуляют в саду. 5. В данный момент я пишу письмо своей тете. 6. Я приду через 5 минут. Я обедаю. 7. Нина в данный момент пьет кофе. 8. Мой муж сейчас моет посуду. 9. Что вы делаете? Смотрите телевизор? 10. Мама, я уже встаю!

## 12) Прошедшее и будущее длительные времена (The Past and Future Continuous Tenses)

Прошедшее длительное время (The Past Continuous Tense) выражает **прошедшее действие в процессе его совершения**, т.е. незаконченное длительное действие в прошлом.

(+) was/were **V ing**  
(-) wasn't/weren't **V ing**  
(?) was/were **V ing**

Будущее длительное время (The Future Continuous Tense) выражает **будущее действие в процессе его совершения**, т.е. незаконченное длительное действие в будущем.

(±) will/shall be **V ing**



(-) won't/shan't be **V ing**  
(?) will/ shall be **V ing**

С глаголами в Past and Future Continuous часто употребляются такие обстоятельства времени как: **at five o'clock** – в пять часов, **at midnight** – в полночь, **at that moment** – в тот момент.

**Exercise 70. Put the words into the right order.**

*Ex: reading, I, the phone, was, rang, when. – I was reading when the phone rang.*

1. when, saw, wearing, a bright red coat, Jane, I, she, was.
2. was, brightly, came out off, when, the sun, the old men, his house, shining.
3. at, will, I, be, 11 o'clock, sleeping, in the evening!
4. a postman, breakfast, I, was, while, came, having.
5. be, at 9 o'clock, I, in the morning, going, to France, will, tomorrow.
6. broke, playing, they, the window, boys, while, were, football.
7. for me, waiting, when, my friends, I, were, arrived.
8. watching, this evening, I, at 10.30, be, my favourite film, will.

**Exercise 71. Look at these pictures for one minute.**

Yesterday evening 8.30

**Mark**



morning 11.00

**Lulu**



**Julia and Marlon**



This

**Mark**



This afternoon 4.00

**Mark**

**Lulu**

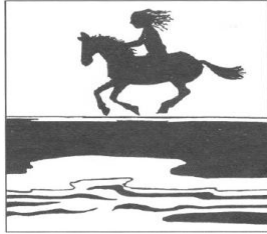
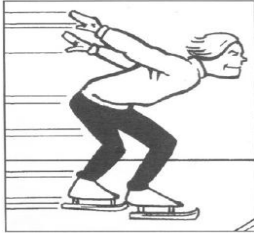


**Lulu**

**Julia and Marlon**



**Julia and Marlon**



**Now cover the pictures and answer the questions.**

Ex: What was Lulu doing at 11.00 this morning? – *She was climbing a mountain.*

1. What was Mark doing at 8.30 yesterday evening?
2. What were Julia and Marlon doing at 8.30 yesterday evening?
3. When was Lulu flying a helicopter?
4. What was Mark doing at 4.00 this afternoon?
5. When were Julia and Marlon playing their guitars?
6. What was Lulu doing at 4.00 this afternoon?
7. What was Mark doing at 11.00 this morning?
8. When was Mark ice-skating?
9. What were Julia and Marlon doing at 11.00 this morning?

**Exercise 72. Read these stories. Underline the verbs that show activities in progress.**

On that Sunday I was walking in the park. It was a beautiful day. It was warm and bright. The sun was shining. I was walking near the lake. Suddenly, I heard a woman's voice. She was speaking in a strange language...

\*\*\*

One night I was at home with my brother Danny. The weather was very bad. It was snowing and the wind was blowing. We were watching a scary film on TV. In the film the monster was chasing two young boys. Suddenly we heard a loud crash in the kitchen...

\*\*\*

**Continue one of the stories. Write three or four sentences.**

**Exercise 73. Choose the right variant Past Simple or Past Continuous.**

Ex: Were you watching/ did you watch TV when I phoned you?

1. I met/ was meeting a friend while I did/ was doing the shopping.
2. We left/ were leaving the cafe and said/ were saying goodbye.
3. I finished /was finishing my shopping and went/ was going home.

4. I *cut/ was cutting* up vegetables in the kitchen when I *heard/ was hearing* about the disaster.
5. Steve *drove/ was driving* his car when a bird *flew/ was flying* into his windscreen.
6. Last weekend while Lulie *tidied/ was tidying* her bedroom, she *found/ was finding* some of the toys she had when she was a child.
7. While my mother *cooked/ was cooking* dinner, we *played/ were playing* in the garden.
8. We all *were sleeping/ slept* when some terrible noise *woke/ was waking* us up.

**Exercise 74.** 📢 (6) Listen to each sentence. Is it about an activity that was in progress or about an action that was not in progress?

	Activity in progress	Action not in progress
1		
2		
3		
4		
5		
6		
7		

**Exercise 75.** Translate and put the verbs into the right form of Past Simple or Past Continuous.

*The Hindenburg* was a big balloon airship. It 1) made its last trip on May 6, 1937. On that day 2) \_\_\_\_ (rain), and the wind 3) \_\_\_\_ (blow) hard. At 7.00 p.m. the Hindenburg 4) \_\_\_\_ (begin) to descend. A few seconds later, a fire 5) \_\_\_\_ (start) aboard the airship. At first nobody 6) \_\_\_\_ (notice) anything strange. Then suddenly, everyone on the ground 7) \_\_\_\_ (see) smoke. The Hindenburg 8) \_\_\_\_ (burn)! Just 37 seconds later, the balloon 9) \_\_\_\_ (fall) from the sky, and 10) \_\_\_\_ (hit) the ground. Miraculously, 62 of the 97 people on board 11) \_\_\_\_ (survive) the disaster.

**Exercise 76.** Choose the right variant.

1. When the phone rang, I... dinner.
  - a) cook,
  - b) was cooking,
  - c) do cooking,
  - d) be cooking.
2. He usually had dinner at 4 p.m., ... ?
  - a) had he,
  - b) hadn't he,
  - c) did he,
  - d) didn't he.

3. Next June my cousin ... from high school.  
 a) *graduate*, c) *will graduate*,  
 b) *graduated*, d) *has graduated*.
4. The Earth ... round the Sun.  
 a) *goes*, c) *will go*,  
 b) *was going*, d) *has gone*.
5. I ... my ring on the table five minutes ago.  
 a) *lay*, c) *laid*,  
 b) *layed*, d) *was laying*.
6. She ... her arm while she ... the door.  
 a) *hurt*, *opens* c) *was hurting*, *opened*  
 b) *hurt*, *was opening* d) *was hurting*, *was opening*
7. She ... when I came.  
 a) *be working*, c) *was working*,  
 b) *worked*, d) *were working*.
8. When I arrived they ... to music.  
 a) *did listened*, c) *were listening*,  
 b) *were listened*, d) *listen*.
9. While Tom...a book, Marhta...TV.  
 a) *was reading*, *watched* c) *was reading*, *was watching*  
 b) *read*, *watched* d) *read*, *was watching*
10. My colleagues usually...four days a week.  
 a) *work*, c) *are working*,  
 b) *is working*, d) *works*,
11. It...outside; I do not like to walk in such weather.  
 a) *rains* c) *is raining*  
 b) *is rain* d) *is rained*
12. At 10 o'clock in the morning on Wednesday Tom...to his boss in the office.  
 a) *will speak* c) *will be speaking*  
 b) *will speaking* d) *would speak*
13. The economic situation is already very bad and it...worse.  
 a) *is getting* c) *got*  
 b) *gets* d) *would be getting*
14. When we...on holiday last year it...every day.  
 a) *went*, *rained* c) *went*, *was raining*  
 b) *were going*, *rained* d) *were going*, *was raining*

## Check yourself – 12. Translate into English.

1. Я приеду в ваш город завтра утром и буду ждать тебя в кафе в 10.00. 2. Когда родители вошли в комнату, дети играли в шахматы. 3. Мы гуляли в парке, когда начался дождь. 4. Джон обедал, когда зазвонил телефон. 5. Что ты будешь делать завтра в 6 часов вечера? 6. Вчера Боб смотрел телевизор, когда услышал что кто-то ходит в столовой. 7. Пока мы ждали автобус, мой муж читал газету, а я разговаривала с подругой. 8. Завтра в 3 часа дня я буду ехать на моей новой машине!

### 13) Настоящее, прошедшее и будущее совершенные времена (Present, Past and Future Perfect Tenses)

Настоящее совершенное время (**The Present Perfect Tense**) употребляется для выражения **действия, совершившегося к настоящему моменту, результат** которого имеется налицо в настоящем времени.

(+)        has/have √3/ed  
(-)        has/have not √3/ed  
(?) has/have        √3/ed

С глаголами в the Present Perfect часто употребляются такие обстоятельства времени, как: **already** – уже, **yet** – еще

Прошедшее совершенное время (**The Past Perfect Tense**) выражает прошедшее **действие, которое уже совершилось до определенного момента в прошлом (предпрошедшее действие).**

(+)        had √3/ed  
(-)        had not √3/ed  
(?) had        √3/ed

Будущее совершенное время (**the Future Perfect Tense**) выражает **будущее действие, которое совершится до определенного момента в будущем.**

(+)        shall/ will have √3/ed  
(-)        shall/ will not have √3/ed  
(?) shall/ will        have √3/ed

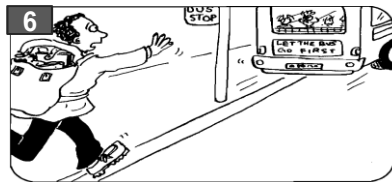
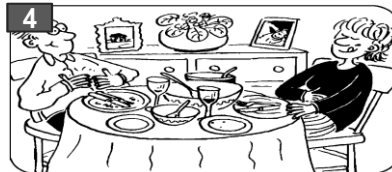
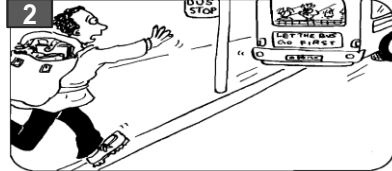
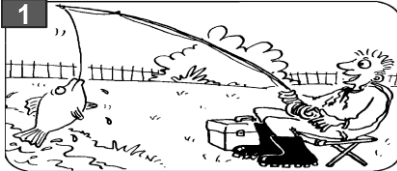
С глаголами в the Present Perfect часто употребляются обстоятельства времени с предлогом **by** – к (определенному времени)

1я форма	-	3я форма	1я форма	-	3я форма
be		been	hold		held
become		become	know		known
break		broken	leave		left

bring	brought	loose	lost
buy	bought	put	put
come	come	say	said
do	done	see	saw
drink	drunk	sing	sung
eat	eaten	speak	spoken
find	found	spend	spent
forget	forgotten	take	taken
get	got	teach	taught
give	given	think	thought
go	gone	wear	worn
grow	grown	write	written

**Exercise 77. Write what people have just done.**

*Ex: He has just caught a fish.*



**Ex 78. Match the sentences from A to the sentences from B.**

A	B
1. I have read the instructions.	a) I didn't understand them.
2. I read the instructions.	b) I don't understand them.
3. I haven't seen Jane this morning.	a) It is 6 p.m. now.

4. I didn't see Jane this morning.	b) It is 11 a.m. now.
5. The lift has broken down.	a) It didn't work for two days.
6. The lift broke down.	b) We have to use the stairs.
7. I haven't visited my aunt	a) for a long time.
8. I didn't visit my aunt	b) last summer.
9. Michael hasn't arrived	a) last week.
10. Michael didn't arrive	b) before now.
11. He has lived here all his life.	a) He never left the town for more than a week.
12. He lived here all his life.	b) He knows everybody here.

**Exercise 79. Put the verbs into the right form (Present Perfect or Past Simple).**

Ex: What time did you finish the meeting?

I have almost finished that exercise.

1. There's no milk left. (Peter, drink) \_\_\_\_\_ all of it?
2. The Titanic (sink) \_\_\_\_\_ in 1912.
3. Somebody (steal) \_\_\_\_\_ my bicycle! Now I'll have to walk home.
4. He (arrive) \_\_\_\_\_ late several times.
5. Gerry (fall) \_\_\_\_\_ off his bike three times this month.
6. Martin (graduate) \_\_\_\_\_ from university last July.
7. When (he, be) \_\_\_\_\_ born?
8. They (just, start) \_\_\_\_\_ the game.
9. Lucky Susan! She (visit) \_\_\_\_\_ so many countries!
10. He (just, arrive) \_\_\_\_\_ from Tokyo.
11. You (be) \_\_\_\_\_ partners for a long time. How long exactly?
12. When I was a girl I (walk) \_\_\_\_\_ five miles to school every day.
13. She (already, do) \_\_\_\_\_ her Christmas shopping.
14. Who (spill) \_\_\_\_\_ wine on my carpet? There's a big red spot behind the sofa.

**Exercise 80. Put the verbs into the right form (Past Simple or Past Perfect).**

Ex: My father retired at the age of seventy after he had spent over forty-five years working for the same company.

1. When we had arrived/ arrived we had found/ found out that the train had left/ left.
2. Diane had lost/ lost her car keys so she had taken/ took a taxi to come to the party.

3. Imagine what! My husband *had told/ told* me last night that he *had come/ came* back late only because he *had met/ met* a fairy on his way home!
4. Rosa *hadn't come/ didn't come* home until her parents *had gone/ went* to bed.
5. The thief *had got/ got* out of the toilet window before the police *had arrived/ arrived*.

**Exercise 81. Open the brackets using the verbs in the appropriate future tenses.**

**Learn your horoscope for the coming week!**

**Aries:** You *1(work)* really hard for the first four days of the week. The situation *2(change)* by Friday. On this day you *3(have)* some good surprise. By the weekend you *4(save)* enough money for a nice evening in a restaurant with your friends.

**Taurus:** Your mind *5(be)* on entertainment but not studying. But be careful, otherwise you *6(spend)* all your money by the weekend.

**Gemini:** This week *7(change)* your life. A long-lost friend *8(call)* you this Wednesday.

**Cancer:** Don't plan anything serious: you *9(laze about)* all the week. Even if you decide to do smth, all your attempts *10(fail)*. Relax! You *11(have)* enough problems later.

**Leo:** By Thursday you *12(find)* the way out of situation which has troubled you for such a long time. You *13(be)* generously rewarded for all your efforts.

**Virgo:** You *14(not have)* much time for yourself. You *15(help)* your family to solve some urgent problems all the week.

**Libra:** One of these days you at last *16(meet)* your future husband or wife. You *17(need)* your intuition not to miss this time!

**Scorpio:** All the week you *18(generate)* new ideas like a computer. By Friday you *19(work)* out an original plan which *20(help)* you make better your progress at the Institute.

**Sagittarius:** This week *21(bring)* you some bad surprises. People *22(come)* to you with their problems all the time. Don't loose your temper or you *23(get)* into trouble on Friday.

**Capricorn:** By Wednesday you finally *24(get)* rid of the relationship you are tired of. You *25(make)* some interesting friends at the end of the week.

**Aquarius:** By Tuesday you *26(make)* some important decisions which *27(influence)* all your future life.



**Pisces:** If you try hard enough, you *28(finish)* all your work by Thursday, and you *30(have)* a nice weekend with your family and friends.

**Check yourself – 13. Translate into English.**

1. Мы знаем друг друга очень давно. 2. Собрание уже началось, когда они вошли в зал. 3. Я не получаю от них писем уже три месяца. 4. Они не видели своего племянника уже много лет, когда внезапно он позвонил из Италии. 5. Я закончу проект к концу следующей недели. 6. Я только закончил писать письмо, как позвонил телефон. 7. К тому времени, как Том проснется, его родители уже позавтракают.

**14) Настоящее, прошедшее и будущее совершенные длительные времена (Present, Past and Future Perfect Continuous Tenses)**

Настоящее совершенное длительное время

**(The Present Perfect Continuous Tense)**

(+) \_\_ have/has been Ving

(-) \_\_ have/has not been Ving

(?) have/has \_\_ been Ving

Прошедшее совершенное длительное время

**(The Past Perfect Continuous Tense)**

(+) \_\_ had been Ving

(-) \_\_ had not been Ving

(?) had \_\_ been Ving

Будущее совершенное длительное время

**(The Future Perfect Continuous Tense)**

(+) \_\_ shall/will have been Ving

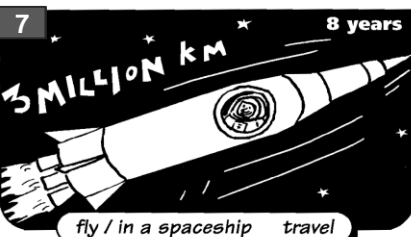
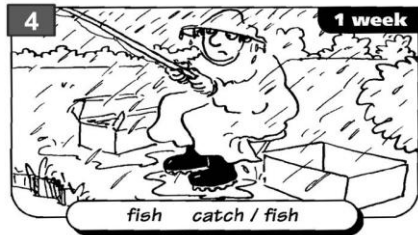
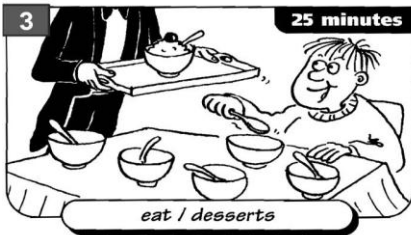
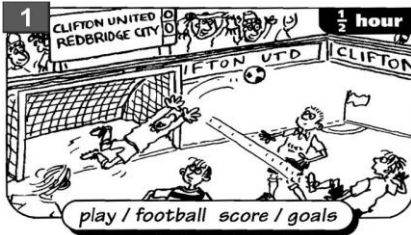
(-) \_\_ shall/will not have been Ving

(?) shall/will \_\_ have been Ving

Совершенные длительные времена (**the Perfect Continuous Tenses**) употребляются, когда говорящий хочет подчеркнуть **длительность** действия (**How long?**). Простые совершенные времена (**the Perfect Tenses**) употребляются, когда говорящий хочет подчеркнуть **результат** (**How many?**).

**Exercise 82. Make two sentences for each of these pictures. Use Present Perfect Continuous in one sentence and Present Perfect in other.**

Ex: They've been playing football for half an hour. They haven't scored any goals.



Exercise 83. Put the verbs into more suitable form (Present Perfect or Present Perfect Continuous).

Father bans phone after 3,500 texts and £450bill!

Tony Russell 1) has had his new mobile phone for only three months, but now his father, Lionel, 2) \_\_\_\_\_ (take) it away.

"He 3) \_\_\_\_\_ (ask) me for a mobile for years because all his friends have got one" said Lionel. "I finally bought it for his birthday because he 4) \_\_\_\_\_ (do) very well at school, but he and his friends are "texting-crazy". They do it all the time – busses, in the street. They even text each other different sides of school playground".

Tony said "I thought texting was much cheaper phoning, so I've been texting my friends all day long... Sometimes my hand hurt from pressing the buttons..."

His father said "I 5) \_\_\_\_\_ (forgive) him, but I 6) \_\_\_\_\_ (make) my son promise to pay back the money". So Tony 7) \_\_\_\_\_ (work) on Saturdays. He 8) \_\_\_\_\_ (find) a job in a shoe shop. So far he 9) \_\_\_\_\_ (pay) back £46. "I think it will take me about a year to pay this debt", he said.

**Here are the answers to some questions about Tony. Write the questions using *he*.**

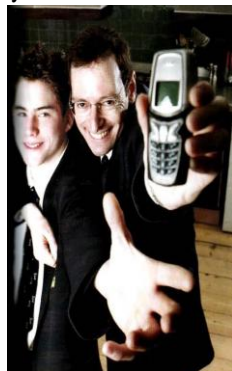
1. Three months. (*How long...?*)
2. For years. (*How long...?*)
3. His friends. (*Who ... texting?*)
4. Yes, he has. (*...forgiven...?*)
5. £46. (*How much...?*)

🔊 (7) Listen and check the answers.

**Exercise 84. Choose the verbs in more suitable form (Past Simple, Past Perfect or Past Perfect Continuous).**

Ex: The footballer hadn't started/ *hadn't been starting* the game until he was told to by the coach.

1. By the time we came to the theatre, the play *had already started*/ *had already been starting*.
2. I *had driven*/ *had been driven* for five hours when we arrived in the city.
3. He *had always thought*/ *had always been thinking* of being a basketball player before he had an accident.
4. By the time they left the town, their mechanic *had repaired*/ *had been repairing* the car.



on  
from  
than

5. Little Joe *had brushed/ had been brushing* his teeth by the time he went out.
6. After they *had opened/ had been opening* the door, they saw that awful mess.
7. I *hadn't dreamed/ hadn't been dreaming* about having a car until I got a rise.
8. When Tommy came up, the girls *had sung/ had been singing* for a long time.

**Exercise 85. Translate and put the verbs into more suitable form (Past Perfect or Past Perfect Continuous).**

When Nancy came home from work she asked her children what (do) all day. Her son John said that he (do) his homework. Nancy understood at once that he (tell) a lie, because John (forget) to switch off his computer. Actually he (play) computer games all day and (not learn) a single subject. Nancy was very upset because he (promise) her many times not to play the computer until he (finish) his homework. Her daughter Mary said she (tidy up) her room all afternoon. In fact she (talk) with her friends over the telephone and even (not wash) the dishes. Nancy's elder son Patrick said he (repair) the car in the garage, but actually he (sleep) all day and even (not make) his bed. Nancy got quite angry and said that (work) hard all day, she was very tired and if they wanted dinner they would have to cook it themselves!

**Check yourself – 14. Translate into English.**

1. Мы ехали уже два часа, когда вдруг вспомнили, что оставили еду дома.
2. Где ты был? Ты играл в футбол?
3. – Почему его глаза красные? – Он работал за компьютером.
4. Виктор не пошел с нами в кино, потому что он весь день работал в саду и очень устал.
5. Катя взяла письмо, которое она писала все утро, и разорвала его.
6. Когда Борис открыл дверь, я сразу поняла, что он спал, а я его разбудила.
7. – Прости, я опоздала. – Все ОК, я жду не так давно.
8. - Почему твои волосы влажные? – Я купался в бассейне.
9. Погода чудесная! Целый день светит солнце.
10. Мы ждем тебя уже три часа! Где ты был?

**15) Пассивный залог (The Passive Voice)**

Глагол в действительном залоге (**the Active Voice**) → действие совершает лицо или предмет, выраженный подлежащим.

**He often asks questions.** - Он часто *задаёт* вопросы.

Глагол в страдательном залоге (**the Passive Voice**) → действие направлено на предмет или лицо, выраженное подлежащим.

**He is often asked questions.** - Ему часто *задают* вопросы.

Общая формула: **to be** + **V3/ed**

↓  
изменяется в соответствии  
с видовременными формами

↓  
остается неизменной

**Ex 86. Try to make the Passive Voice table of Tenses.**

Tenses	Simple	Continuous	Perfect	Perfect-Continuous
Past				
Present	am/is/are+V3/ed			
Future				

**Exercise 87. Choose the right variant.**

- Spanish \_\_\_\_ in Mexico.
  - are spoken
  - is speaking
  - has being spoken
  - is spoken
- This house \_\_\_\_ by my grandfather in 1930.
  - was built
  - is being built
  - were building
  - was been built
- This machine \_\_\_\_\_ very often.
  - isn't being using
  - isn't used
  - aren't using been
  - isn't been used
- The new hotel \_\_\_\_ next year.
  - will being open
  - will be opening
  - will be opened
  - will is opened
- The room \_\_\_\_ when I arrived.
  - was being cleaned
  - was being cleaning
  - were be cleaned
  - was been cleaned
- Butter \_\_\_\_\_ from milk.

- a) is making            c) are be made  
 b) is made            d) is being made
7. How \_\_\_ the window \_\_\_\_\_?  
 a) was been broke    c) was broken  
 b) was been broke    d) was been broken
8. Many different languages \_\_\_\_\_ in India.  
 a) are spoken            c) are being spoke  
 b) is spoken            d) is speaking

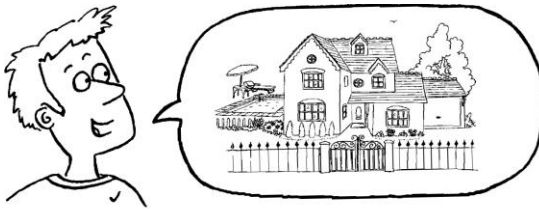
**Exercise 88. Translate the text and choose the right variant of the verbs' form.**

### Loch Ness monster

People believe that there is a monster in Loch Lake. It 1) *called/ is called* Nessy. One rich Texan 2) *decided/ was decided* to prove it. All his cameras 3) *sent/ were sent* from Texas to Loch Ness, where he and his people 4) *put/ were put* them into a big boat. The Texan 5) *spent/ was spent* a week on the Loch waiting for the monster. One night there was a terrible crash. The boat 6) *smashed/ was smashed* to pieces and the rich man 7) *fell/ was fallen* into water. There he 8) *met/ was met* the monster face to face. Unfortunately he 9) *didn't have/ wasn't had* his camera with him...



**Ex 89. Translate and put the verb into the right form of the Passive voice.**



*Joan has bought a new house. He has asked a building company to turn it into the house of his dreams.*

**Joan:** So what 1) *is being done* on the house

today?

**Builder:** The gardening team is very busy. That tree near the house 2) *\_\_\_\_(cut)* down.

**Joan:** I thought that 3) *\_\_\_\_(do)* yesterday!

**Builder:** Well, it 4) *\_\_\_\_(start)* yesterday, but it is a very long job!

**Joan:** What about the bedrooms? 5)\_\_\_\_(they/paint) now?

**Builder:** Yes, and the living room. The dining room 6)\_\_\_\_(finish) two days ago.

**Joan:** That's good. And how much more work is there to do on the swimming pool?

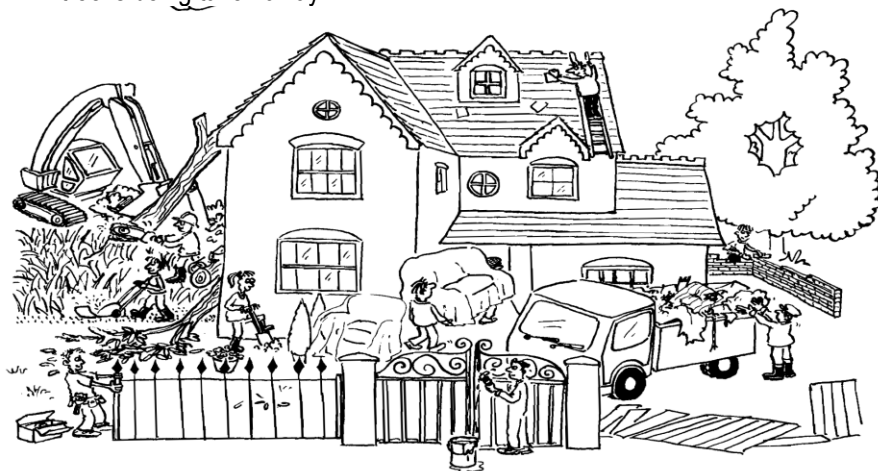
**Builder:** A long time 7)\_\_\_\_(always/take) by swimming pool, I'm afraid. The hole 8)\_\_\_\_(dig) today, but there is a lot to do after that. When the hole is finished, everything 9)\_\_\_\_(make) waterproof.

**Exercise 90. Make more sentences in Present Continuous Passive, describing what is being done at the moment. Use words from the box.**

the roof    the grass    a garage    the rubbish    the gate    a tree  
furniture    a swimming pool    flowers    the fence

to take away - убирать    to dig - копать    to paint - красить    to cut -  
подстригать    to deliver - доставлять    to plant - садить    to built -  
строить    to repair - ремонтировать  
to replace - перемещать    to cut down - срезать

**Ex:** A tree is being taken away.



**Check yourself – 15. Translate into English.**

1. В столовой моего брата потолок сделан из стекла. 2. Вчера меня разбудила бабушка. 3. Эти перчатки и шарф были оставлены для тебя твоей тетей. 4. Это мороженое будет съедено через минуту. 5. Та комната

используется редко. 6. Ваше задание буде закончено через час. 7. Это наводнение вызвано землетрясением.

## 16) Модальные глаголы (Modal verbs)

Модальные глаголы – глаголы, обозначающие не само действие, а отношение к нему говорящего.

**I must come and see my parents next Sunday.** - Я должен навестить своих родителей в следующее воскресенье.

**He can speak three languages.** - Он может говорить на трёх языках.

В английском языке не имеют формы инфинитива, не принимают окончание **-s, -es** в 3-ем лице единственного числа Present Indefinite.

Они образуют (?)ю и (-)ю формы без вспомогательного гл. После модальных глаголов инфинитив другого глагола употребляется без частицы **to**.

### **can / could.**

имеет две формы: **can** – для наст. времени, **could** – для прошед. Употребляется:

1. Для выражения возможности или способности совершения действия. В этом значении переводится как "мочь", "уметь": *She can speak English well but she can't write it at all.*

2. Для выражения разрешения совершить действие (в (?)х и (+)х предложениях). *Can we go home?*

3. Для выражения просьбы (в вопросительных предложениях). *Can (could) you give me your dictionary?*

Форма **could** употребляется для более вежливого обращения.

### **Exercise 91. Read and translate. Put can or can't into the gaps.**

- a) *Teacher: Jane, you know you \_\_\_\_ sleep in my class.*  
*Jane: You're right, but may be if you were a little quieter I could.*
- b) *Pupil: What's the difference between a boring teacher and a boring book?*  
*Another pupil: You \_\_\_\_ shut the book up.*
- c) *Father: Look at this report! Your teacher says he \_\_\_\_ teach you anything!*  
*Son: I told you he is a terrible teacher.*
- d) *Teacher: \_\_\_\_ anybody tell me which days begin with the letter "T"?*  
*Pupil: Today and tomorrow.*

### **may / might**



имеет две формы: **may** – для наст. времени, **might** – для прошед. Употребляется для выражения:

1. разрешения в утвердительных и вопросительных предложениях. *You may go.*
2. запрещения в отрицательных предложениях. *You may not come here.*
3. предположения, неуверенности в утвердительных и отрицательных предложениях. *It may rain today.*

### **to be allowed to**

является синонимом модального глагола **may**. *I am allowed to use this computer.*

**Exercise 92. Write sentences about these places. Use can or to be allowed to.**



1. a restaurant

*Ex: You aren't allowed to play tennis in a restaurant.*

*You can have dinner or play coffee in a restaurant.*

2. a cinema

\_\_\_\_\_

3. a university

\_\_\_\_\_

4. a swimming pool

\_\_\_\_\_

5. a hospital

\_\_\_\_\_

### **should**

в основном употребляется для выражения совета, рекомендации. *You should see a doctor.*

**Exercise 93. Write advice for the following situations using *should*.**

Ex: I'm so tired.

You should go to bed early tonight.

1. My telephone has been stolen!

2. I've got an exam next month.

3. I feel ill. I think I've got 'flu.

4. I'm bored. I want to find a new hobby.

5. I want to buy a car but I haven't got enough money.

6. I had a big argument with my boyfriend last week.

### must

Употребляется:

1. для выражения долженствования, необходимости произвести действие в наст. или буд. *I must go.*

2. для выражения запрещения в отрицательном предложении.

*You mustn't do it.*

3. для выражения высокой вероятности какого-либо действия, предположения. *It must be Ted. He always comes home at 5 o'clock.*

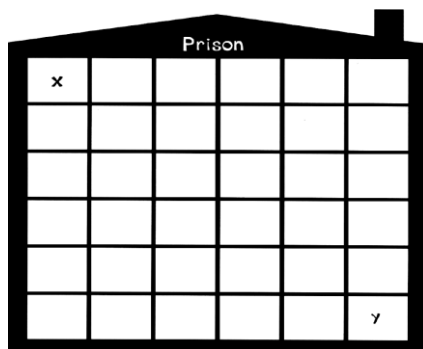
4. для обозначения настоятельного совета, рекомендации.

*You must come and see my new flat.*

**Exercise 94. Put the modal verbs from the box into the gaps. Then do the task.**

can    can    can't    can't    must    must

You are a prisoner in cell X and you want to escape. You also want to release all the other prisoners. So before you 1) can escape you 2) \_\_\_\_ visit every cell but only once! You 3) \_\_\_\_ go back into any cell that you have visited, apart your cell X. You 4) \_\_\_\_ go out of a cell from any of its four walls, but you 5) \_\_\_\_ go out from its corners. And, of course, the final way out 6) \_\_\_\_ be through cell Y.



### to have (to)

(заменитель модального гл. - принимает форму **has** в 3-ем лице ед. ч. Present Simple, образует (?)ю и (-)ю формы при пом. вспомогат. гл.)  
 употребляется в сочетании с инфинитивом с частицей **to** для выражения необходимости совершить действие в силу определённых обстоятельств.  
 Соответствует русскому "придётся, пришлось". *It was very dark and we had to stay at home.*

### Exercise 95. Match each sentence (1–5) to its meaning (a–e).

1. You should eat more fruit and vegetables.	a) a strong obligation to do something
2. You mustn't drink when you drive.	b) advice on what to do
3. You don't have to pay at the museum.	c) a personal obligation
4. You must be home by midnight.	d) a strong obligation not to do something
5. I must write to my sister.	e) no obligation

### Exercise 96. Correct these sentences.

- 1) Do you can help me?
- 2) What time have you to start work?
- 3) We no allowed to wear jeans at school.
- 4) We no can do what we want.
- 5) My mother have to work six days a week.
- 6) You don't should smoke. It is bad for your health.
- 7) Passengers must to have a ticket.

### Exercise 97. Choose the right variant.

1. You \_\_\_\_\_ do it. I've already done it.

- a) must not      c) can not  
 b) don't have to   d) aren't allowed to
2. I think if he wants to get this job, he \_\_\_\_\_ speak German fluently.  
 a) must              c) is allowed to  
 b) can                d) have to
3. I had so much luggage that I \_\_\_\_\_ take a taxi.  
 a) has to            c) should  
 b) can                d) had to
4. To be healthy you \_\_\_\_\_ to eat lots of fruit and vegetables.  
 a) should            c) are allowed  
 b) can                d) have to
5. You \_\_\_\_\_ park here or you'll pay a fine. There's a "NO PARKING" sign.  
 a) don't have to   c) must  
 b) mustn't        d) should
6. Don't worry, you \_\_\_\_\_ pay now.  
 a) don't have to   c) can't pay  
 b) mustn't        d) have to
7. Sorry, I can't stay any longer. I \_\_\_\_\_ go.  
 a) have to            c) can  
 b) has to            d) should
8. It was 5 o'clock an hour ago. Your watch \_\_\_\_\_ be right.  
 a) shouldn't        c) can't  
 b) may not        d) mustn't
9. The president \_\_\_\_\_ do something about this situation.  
 a) might            c) should  
 b) is allowed to   d) may

### Check yourself – 16. Translate into English.

1. Я не могу закончить работу сегодня. 2. Могу я надеть твои туфли на вечеринку? 3. Николасу должно быть двадцать лет. Он учился в том же классе, что и мой брат. 4. Тебе следует поторопиться, мы может опоздать. 5. Нам не разрешено носить короткие юбки на работе. 6. Мы всегда должны носить с собой сменную обувь в школу. Такие правила. 7. Тебе следует выпить кофе, тогда ты не будешь так хотеть спать. 8. Ты обязательно должен прийти ко мне на день рождения. Там будет очень весело!

## 17) Основные способы словообразования (Word building)

- **Словосложение** образование новых слов путем соединения двух или более слов в сложное слово.

post + man = **postman**

bed + room = **bedroom**

- **Конверсия** - образование новых слов от слов, принадлежащих к другой части речи, без добавления аффиксов (суффиксов и префиксов).

answer – ответ → to answer – отвечать

work – работа → to work – работать

walk – ходьба → to walk - ходить

- **Аффиксация** - образование новых слов от основ существующих слов при помощи аффиксов (суффиксов и префиксов).

### Префиксы

▸ **un-, in-** - противоположное знач-е: *to undo* - уничтожать; *unacceptable* – неприемлемый, *unmistakable* – безошибочный; *inattentive* – невнимательный. Фонетические варианты ▸ **in-**:

a) **il** - перед буквой **l**: *illegal* – незаконный.

b) **im-** перед буквами **b, m, p**: *immoral* – аморальный, *immodest* – нескромный.

c) **ir-** перед буквой **r**: *irregular* - нерегулярный;

▸ **over-** переводится на рус. яз. при помощи ▸ над-, пере-, сверх-, чрезмерно: *over-active* – сверхактивный.

▸ **dis-** придает слову отрицательное знач-е, переводится на русский при помощи ▸ не-, без-: *dishonest* – бесчестный; *disobedient* – непослушный; *distrustful* – недоверчивый.

▸ **non-** означает отрицание или отсутствие: *non-alcoholic* – безалкогольный.

### Exercise 98. Put the right prefixes in the gaps.

1. Known as Saint Nicholas in Germany, Santa Claus was usually accompanied by Black Peter, an elf, who punished        **obedient** children.

2. Unemployment has risen to        **acceptable** level.

3. She is a rather        **trustful** person.

4. It was an        **mistakable** step of his: he had won.

5. It is        **legal** to drive when you are intoxicated.

6. It was        **modest** of them to say that.

7. They liked to read about demons, ghosts, witches, and other \_\_\_ **material** and \_\_\_ **natural** agents.

8. It is a \_\_\_ **alcoholic** drink, you can give it even to your child.

9. You were \_\_\_ **attentive** at the lecture, that's why you didn't understand anything.

### Суффиксы для образования существительного

^ **-dom** образует абстрактные и собирательные сущ-е, обозначающие состояние: *freedom* – свобода; *boredom* — скука.

^ **-ment** образует сущ-е, обозначающие действие, процесс или состояние: *measurement* — измерение; *statement* — утверждение; *appointment* — назначение.

^ **-ness** образует сущ-е со значением «качество» или «состояние»: *dampness* — влажность; *happiness* — счастье.

^ **-sion, -tion, -ation** встречаются в сущ-х, обозначающих: действие, процесс, состояние: *constitution* — указ; *admission* — принятие;

^ **-ure, -ture** образуют сущ-е, передают значения:

1) процесса, состояния, свойства, абстрактного понятия: *departure* — отъезд; *creature* — создание.

2) сферы деятельности; официального учреждения и его функции: *manufacture* — производство; *portraiture* — портретная живопись;

3) конкретного предмета: *picture* — картина; *furniture* — мебель.

^ **-er** образует сущ-е, обозначающие лицо, называемое по профессии, по взглядам и убеждениям, по происхождению и месту проживания: *leader* — вождь; *speaker* — оратор.

### Exercise 99. Put the words with the right suffixes in the gaps.

Sir Edward Coke (1552-1634), is the English (1)\_\_\_ , who is considered one of the most eminent figure in English history. Often called Lord Coke, he was born in Norfolk, and educated at the University of Cambridge. He was admitted to the bar in 1578, became a member of Parliament in 1589, and became solicitor general in 1592. He became (2)\_\_\_ of the House of Commons and then he competed for the (3)\_\_\_ of attorney general with the English (4)\_\_\_ and statesman Francis Bacon; Coke won and this victory began long-standing (5)\_\_\_ between the two men.

jury

speak  
appoint  
philosophy  
rival

Coke was also a (6) \_\_\_\_ in a debate urging that Parliament should not be subservient to the king. A few years later, Coke helped to write the Petition of Right, the most explicit (7) \_\_\_\_ of the principles of (8) \_\_\_\_ to appear in England up to that time. It became an integral part of the English (9) \_\_\_\_.

**lead**

**state**

**liberate**

**constitute**

### **Суффиксы для образования прилагательных**

^ **-able** образует прилагательное со значением:

1) возможности осуществления: *acceptable* — допустимый; *adaptable* — легко приспособляемый.

2) обладания некоторым качеством: *comfortable* — удобный; *peaceable* — миролюбивый; *lovable* — привлекательный.

^ **-al** образует прилагательное со значением подобия, сходства, обладания некоторым свойством: *additional* — дополнительный; *accidental* — случайный; *hysterical* — истеричный.

^ **-ful** образует прилагательное со значением «обладающий данным качеством»: *beautiful* — красивый; *wonderful* — удивительный.

^ **-less** образует прилагательное со значением лишённый чего-л., не имеющий чего-л.: *tactless* — бестактный.

^ **-y** образует прилагательное со значением обладания чём-л., сходства с чём-л.; склонности к чему-л.: *healthy* — здоровый; *dirty* — грязный; *witty* — остроумный.

### **Exercise 100. Put the words with the right suffixes in the gaps.**

West Virginia lies in the very heart of the Appalachian Highlands, and its predominantly (1) \_\_\_\_ land have led to its nickname as the Mountain State. Flatlands are (2) \_\_\_\_, located mainly along the major river valleys. The state's unusually (3) \_\_\_\_ boundaries, formed largely by rivers and mountains, give it the shape of a large pan with two handles, one in the north and one in the east. For this reason sometimes it is called the Panhandle State. West Virginia is known for its (4) \_\_\_\_ scenery and its abundance of natural resources, including coal, oil, gas, and timber. It is one of the (5) \_\_\_\_ producers of bituminous coal among the states and also noted for the manufacture

**mountain**

**scarcity**

**irregularity**

**magnificence**

**leader**

of fine glass. Yet the state remains one of the (6)\_\_\_ in the United States.

**poverty**

The climate of West Virginia is characterized by warm (7) \_\_\_ summers and cold winters.

**humidity  
annum**

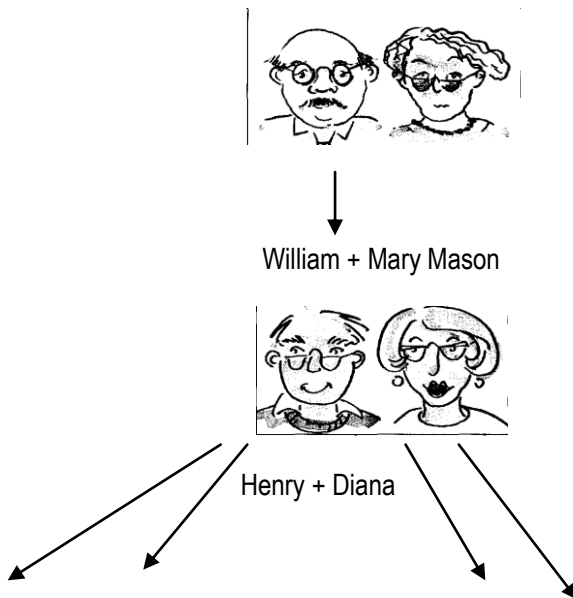
(8)\_\_\_ precipitation ranges from less than 810 mm in the eastern lowlands to more than 1,400 mm in higher parts of the Allegheny Front. (9) \_\_\_ fogs are common in many valleys of the Kanawha section.

**density**

### CHAPTER 3 VOCABULARY

#### Family

**Exercise1. Try to understand the family tree.**







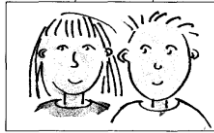
Anne + Paul



John George + Sandra



Sarah Jack



Emily Peter

Anne's **husband** and Sarah and Jack's **father**.

Anne is Paul's **wife** and Sarah and Jack's **mother**.

Anne and Paul are Sarah and Jack's **parents**.

Sarah is Anne and Paul's **daughter**. Jack is their **son**.

Sarah is Jack's **sister**. Jack is Sarah's **brother**.

Henry is Sarah and Jack's **grandfather**. Diana is their **grandmother**.

Henry and Diana are Sarah and Jack's **grandparents**.

Sarah is Henry and Diana's **granddaughter**. Jack is their **grandson**.

John and George are Sarah and Jack's **uncles**.

Amelia and Sandra are Sarah and Jack's **aunts**.

Sarah is Amelia, John, George and Sandra's **niece**. Jack is their **nephew**.

Emily and Peter are Sarah and Jack's **cousins**.

**Exercise 2.** Look at the family tree on the opposite page. Finish the sentences.

1. Emily is Peter's ... *sister*.....
2. Peter is Emily's.....
3. Anne is Emily's.....
4. Paul is Peter's.....
5. Diana is Peter's.....
6. Henry is Emily's.....

7. Peter is Paul's.....
8. Emily is Paul's.....
9. Sandra is Emily's.....
10. Sandra is George's.....
11. Sarah is Peter's .....

.2. Draw your family tree. Then write sentences. Write about your relations. (Ann is my mother)

**Exercise 3. The Masons have some other relatives. Finish the paragraph.**



Fiona



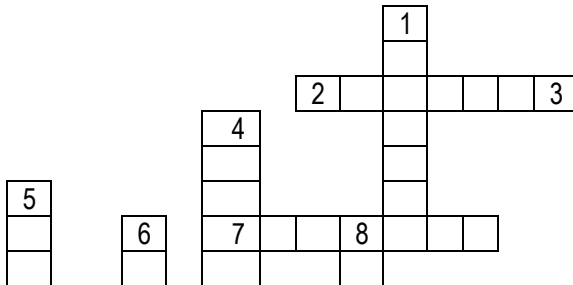
Howard

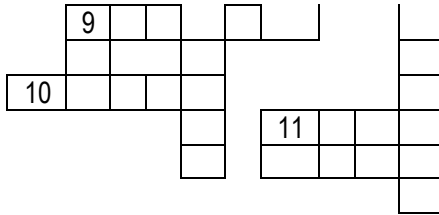
Sandra has a brother, Howard. Howard is Peter's (1)..... Howard's wife is Emily's (2).... . They are all very good friends. But Henry has a sister, Fiona. Henry is Fiona's (3)... . Fiona does not get on well with William, her (4).....but William loves Fiona's three sons who are his(5)..... . Fiona's boys are Paul's(6)... . but they do not see each other very often. Then there is Anne's mother, Mrs Scott. She is Sarah and Jack's(7)... . She and Anne, her(8)... ,Like to play golf together.

**Exercise 4. Ask a friend. Then write sentences about your friend and his or her family. Mark has one brother and no sisters.**

1. Have you got any brothers and sisters?
2. Have you got any cousins?
3. Have you got any nieces or nephews?
4. Have you got any grandparents?

**5. Exercise 5. Make a Family Crossword**





**Exercise 6..  
Match family**

*me  
mbe  
rs to  
thjei  
r  
des  
cript  
ions*

Across

2. gr\_\_d\_a(7)
7. h\_s\_\_d (7)
9. s\_s\_r (6)
10. un\_\_(5)
11. w\_f\_ (4)

Down

1. g\_\_dm\_ (7)
3. a\_t (4)
4. f\_th\_r (6)
5. c\_\_s\_n (6)
6. m\_th\_r (6)
8. br\_\_er (7)

(M=Male, F=female).

- |                                  |  |
|----------------------------------|--|
| 1. brother-in-law, sister-in-law | a) Your parent's sister and brother                    |
| 2. Uncle (M) – Aunt (F)          | b) Father and mother of the person you marry           |
| 3. Cousin (M/F)                  | c) Then man you marry; the woman you marry             |
| 4. Husband (M) – wife (F)        | d) Your uncle and aunt's child                         |
| 5. Stepfather - stepmother       | e) The brother and sister of the person you marry      |
| 6. Nephew (M) – niece (F)        | f) Your parent's parents                               |
| 7. Father-in-law, mother-in-law  | g) If your mother or father remarries you have a ..... |
| 8. Grandfather - grandmother     | h) Your brother and sister's children                  |

**Exercise 7. Unscramble the sentences below.**

1. your there are in many people How family?

2. my family. people in There five are
3. you have? many do brothers How
4. are your in Who family?
5. you Are married?
6. daughter? have a Do son a you or
7. your family does live? Where
8. sisters? Have got you any
9. uncle your married? Is
10. do? does wife your What

**Exercise 8. Put the letters into the right order.**

1. ehfrta - .....
2. mehtor - .....
3. hobrrte - .....
4. ons - .....
5. tuhgdaer - .....
6. rseits - .....
7. nuecl - .....
8. tuan - .....
9. gandetohrrm - .....
10. scunoi - .....
11. maeirdr - .....
12. fiew - .....
13. dsbahun - .....
14. dntgarfehra - .....
15. famiyl - .....

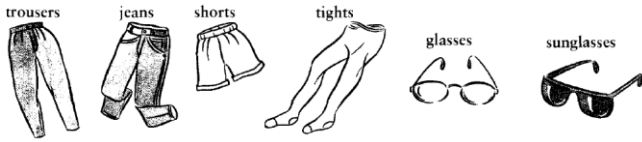
**Clothes**

## Clothes



## Plural words

These words are always plural in English. They need a plural verb.



My **suit** is new but these **trousers** are old. Her **short/jeans/tights** are blue.  
Note: You say: a **pair** of **shorts/glasses/trousers**, etc.

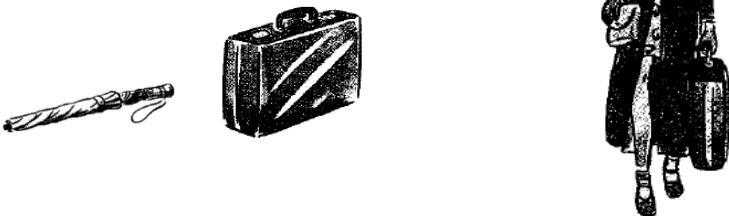
## Verbs

You **wear** clothes but you **carry** things (NOT you use clothes)

Naomi **is wearing** a long red coat. She's **carrying** a suitcase and a small handbag.

You can also say: Naomi **has (got)** a red coat on.

You **carry** a briefcase and an umbrella.



In the morning you **get dressed** or **put** your clothes **on**.



At night you get **undressed** or **take your clothes off**.



**Exercise 9. Put these words into one or both columns.**

Coat, jacket, dress, tie, belt, shoes,	men	women
watch, suit, skirt, shirt, ring, trousers,		
sweater, T-shirts, handbag,	coat	coat
briefcase		

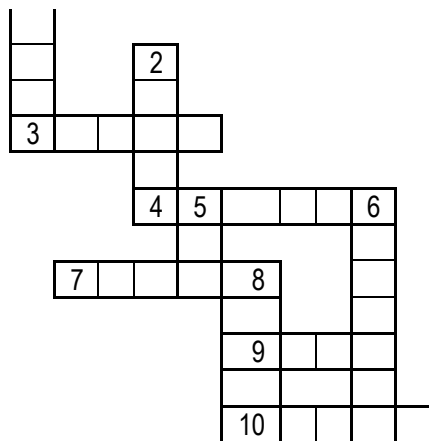
Ex. 2. Choose one of the verbs in the box and put it in the right form.

be wear carry have
--------------------

1. John's jeans.....are.....blue and his T-shirts.....red.
2. Julia.....jeans and T-shirts today.
3. Meena.....got a red coat on and she.....some flowers. Where is she going.
4. Sarah's dress.....old but her shoes.....new.
5. Last year John's trousers.....white. Now they.....grey.
6. ....this a new pair of jeans?

**Exercise 10. Do the Clothes Crossword**

1					
---	--	--	--	--	--



Down



Across





**Exercise 11. Complete the activity.**

1. SK.RT \_\_\_\_\_
2. SC.RF \_\_\_\_\_
3. CH..P \_\_\_\_\_
- 4) SN . . K . RS \_\_\_\_\_
- 5) BL . . S . \_\_\_\_\_
- 6) T . RTL . NCK \_\_\_\_\_
- 7) . XP . NS . V . \_\_\_\_\_
- 8) KH . K . P . NTS \_\_\_\_\_
- 9) SH . RT \_\_\_\_\_
- 10) PL . . DSH . RT \_\_\_\_\_
- 11) TR . CKS . . T \_\_\_\_\_
- 12) B . ND . NN . \_\_\_\_\_
- 13) T . GHT \_\_\_\_\_
- 14) FL . P . FL . PS \_\_\_\_\_
- 15) C .MF . RT . BL . \_\_\_\_\_
- 16) T .NKT . P \_\_\_\_\_
- 17) D . N . M \_\_\_\_\_
- 18) J . CK . T \_\_\_\_\_
- 19) B . GGY \_\_\_\_\_



20) P . L . N . CK \_\_\_\_\_

21) J . . NS \_\_\_\_\_

22) L . NG – SL . . V . S \_\_\_\_\_

**Exercise 12. Unscramble the clothes words**

1. STNAPIKAHK
2. KCENOLOP
3. EVISNEPXE
4. ELBATROFMOC
5. MINED
6. KCENELTRUT
7. TRIHS
8. TRIKS
9. TRIHSDIALP
10. FRACS
11. PAEHC
12. TEKCAJ
13. ESUOLB
14. SNAEJ
15. ANNADNAB
16. THGIT
17. POTKNAT
18. SREKAENS
19. SEVEELSGNOL
20. YGGAB
21. SPOLFPILF
22. TIUSCART

**Describing people: Physical appearance.**

**Height** (= how many metres?)

Mary is very **tall** woman. (not **high** woman)

Tom is quite **short**. (not quite **low**)

If you aren't tall or short, you are **medium height**.

To ask if someone is tall or short, we say:

**How tall** is Mary/Tom? She is 1.60 metres **tall**./

He's 1.48 metres **tall**.

### **Weight** (=how many kilos?)

Dolly is really **slim**.

I was very **thin** when I was in hospital. (thin – is a more negative)

A rather **fat** man opened the door. (fat – is more negative)

The doctor said I am **overweight**. (=more kilos than is good for me)

**How much do you weigh?** I **weigh** 62 kilos.

### **Face and head**.

Sally has **dark** hair and **dark skin**. She has **brown** eyes.

Polly has **blonde** (or **fair**) hair and **fair skin**. She has **blue** eyes.

Billy has **a beard** and **long** hair. He has **green** eyes.

Harry has **a moustache** and **short** hair.

### **Age**

My grandmother is 97. She's very **old**. My sister is 14. She is **young**, but would like to be **older**. My father is 56. He's **middle-aged**. But would like to be **younger!**

This hospital is for **elderly** people. (more polite than **old**)

### **Looks: positive (+) and negative (-)**

My sister is quite **pretty** (+++) – for girls/women only

She's very **beautiful** girl.(++++)

Jim's a very **handsome** man. (++++) – for men only

Bob's a rather **ugly** man. (- - -)

I'm not **ugly** or **beautiful**, I'm just **ordinary-looking!** (+/-)

***Exercise 13. The following words can be used to describe people. Write each word in the correct box. To help you there are some words already in the boxes. You may use dictionary if need it.***

above average height

attractive

below average height

dark-haired

dark-skinned

fair-haired

going bold

good-looking

handsome

attractive

beautiful

smart

has a beard

has a moustach

in his/her early twenties

in his/her mid thirties

in his/her mid to late sixties

just turned fifty

muscular

of medium build

plump

pretty

quite old

quite tall

quite young

shoulder length

skinny

heavy

strong

short

straight

swept back

tanned

thick, black

with a fringe

with a parting

### **Age**

about (thirty)

elderly

old

young

### **Height**

about (160)cm

of average height

short

tall

**Figure/build**

fat  
has a good figure  
slim  
well-built

**Hair**

curly  
grey  
long, short  
wavy

**Other words**

wears glasses  
well-dressed  
wearing (describe clothes)

**Exercise 14. Match the ages with the description of the stages in life.**

- |                            |                                |
|----------------------------|--------------------------------|
| 1. octogenarian            | a) 0-1 year old approximately  |
| 2. a toddler               | b) 40 + years old              |
| 3. adult                   | c) 18 + years old              |
| 4. child (childhood years) | d) 13 – 18 years approximately |
| 5. a baby                  | e) 2 – 12 years old            |
| 6. middle - aged           | f) 60-65 years old             |
| 7. retirement              | g) 80-89 years old             |
| 8. teenager                | h) 1-2 years old               |

**Exercise 15. Fill the gaps in the sentences.**

1. He's only one metre 52. He's quite .....*short*..
2. Very.....people are often good at basketball.
3. Models are usually.....
4. Is hermskin dark? No it's.....
5. She's only 12. She's very.....
6. If I eat too much I'll be.....
7. My grandmother is in this hospital. It's a hospital for.....people. (don't use "old")

**Exercise 16.. Ask questions for these answers. Use the words in brackets.**

1. ...*How tall is your brother?.....(your brother)*
2. *He's about one metre 75.*
2. *Is.....? (Elena's hair)*  
*No, her hair's dark.*
3. *Is.....? (Mike's hair)*  
*Yes, it is quite long.*
4. *Are.....?(your parents)*  
*Not really, they're middle-aged.*
5. *Is.....? (his sister)*  
*Yes, all the boys want to go out with her.*
6. *Why .....? (Sara – thin)*  
*She has been very ill.*

**Exercise 17. Write sentences describing the people in these pictures.**



Suzanna



Jeff



Caroline



Dick

1. Suzanna has.....

2. Jeff has.....
3. Caroline has.....
4. Dick's hair is.....and he.....

**Exercise 18. Match the adjectives to the body part that it often describes.**

- |                        |                              |
|------------------------|------------------------------|
| 1. muscular            | a) arms                      |
| 2. dark, pale          | b) skin                      |
| 3. medium              | c) moustache, beard, eyebrow |
| 4. blonde, curly, wavy | d) hair                      |
| 5. broad               | e) height                    |
| 6. thick, ginger       | f) shoulders                 |

**Exercise 19. Write down the names of three people you know. Then write about:**

- Their height (tall, short, medium height)
- Their hair (colour, long, short, beard)
- Their eyes (colour)
- Their looks (ordinary, handsome, etc.)

**Exercise 18. Match the following descriptions with the correct drawing. Write the person's name under the drawing.**

Paul is still and slim with blonde hair. He's about twenty-five and wearing a suit.

Mandy is in her thirties and is rather fat. She has dark, curly hair and is well-dressed.

Emma is middle-aged and is about 162 cm tall. She has short, wavy, blonde hair and wears glasses. She is slim and is wearing a dress.

Pamela is about twenty-four and is of average height. She has a good figure and has long, dark hair. She is wearing a jumper, jeans and a pair of boots.

Ken is middle-aged and is of average height. He is well-built with

Brian is an elderly man who is short and fat. He is bald and wears

short, dark hair. He is wearing a suit.

glasses. He is wearing a jacket.

Timothy is a teenager with short, curly, dark hair. He is about 160 cm tall and has freckles. He is wearing a jumper, jeans and a pair of trainers.

Caroline is about seventeen with short, blonde hair. She is very tall and thin and is wearing a short skin and blouse.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



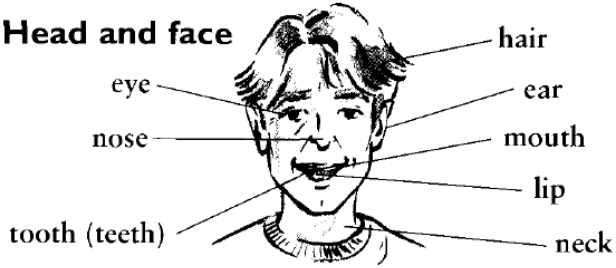
7 \_\_\_\_\_



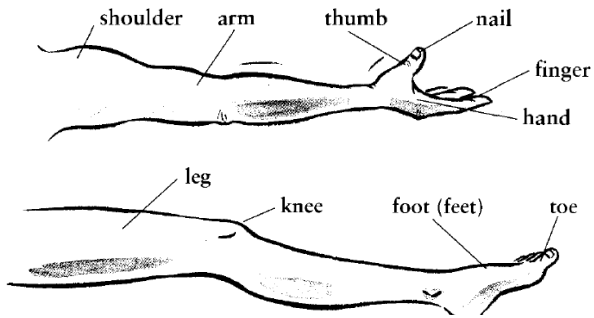
8 \_\_\_\_\_

## PARTS OF THE BODY.

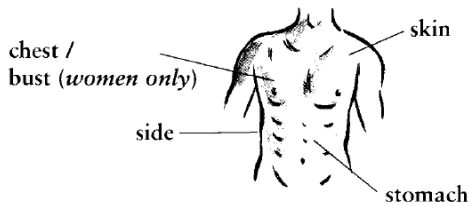
### Head and face



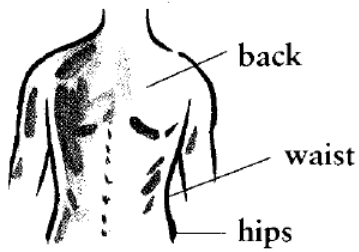
### Arm and leg



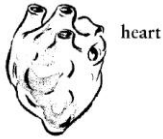
### Rest of body



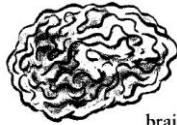




**Inside the body**



heart



brain



blood

*Pronunciation problems*

eye      knee      stomach      heart  
 blood      foot      tooth

**Exercise 19. What are these parts of the body?**

1. eken knee
2. osen
3. rathe
4. hamcost
5. olderush
6. are
7. hotot

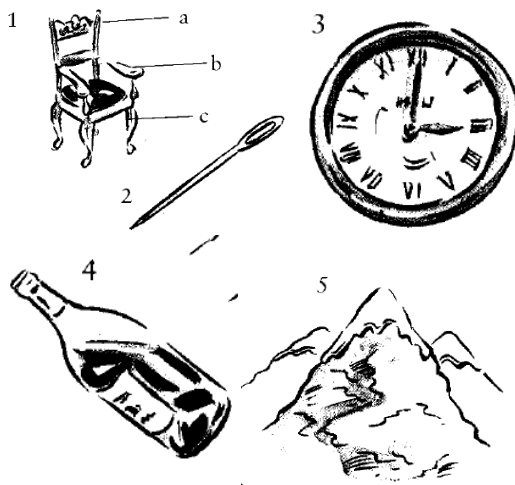
**Exercise 20. Complete these sentences with suitable words.**

1. A hand has five.....fingers...
2. A foot has five.....

3. An adult has 32.....
4. You smell with your.....
5. The .....is a symbol of love.
6. You hear with your.....
7. The child sat on her dad's.....
8. Your.....type can be A, B, AB or O.

**Exercise21. Parts of the body words are used in different contexts too.**

1. A chair has arms, legs and a back. What do you think they are?
2. This is a needle. Where is it eye?
3. This is a clock. Where it's face? Where are it's hands?
4. This is a bottle. Where it's neck?
5. This is a mountain. Where it's foot?



**Exercise 22. Parts of the body often used in compound nouns too. Complete these nouns with suitable words.**



1. ..arm..chair



2. ....stick



3. ....bag



3. ....scarf



5. ...ball



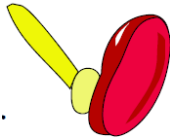
6. ....brush

**Exercise 23. Do the Body parts crossword**

across



1. a \_ \_



3. f \_ \_ t



4. h \_ l \_

down



2. m \_ \_ t \_



3. f \_ \_ g \_ r



5. t - \_ t h

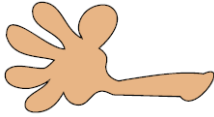
7. e \_ \_ s



6. h \_ \_ d



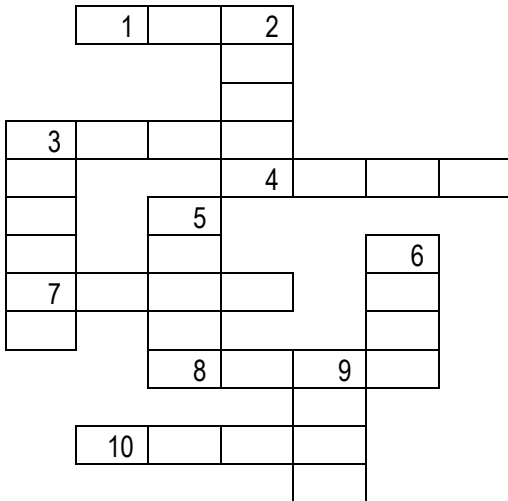
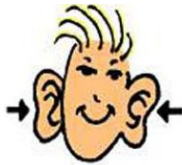
8. h \_ \_ d



9. n \_ s \_



10. e \_ r \_



### THE BODY AND WHAT IT CAN DO

## Physical actions

People **breathe** through the nose or mouth, and **breathe in and breathe out** 12-15 times a minute

People **smile** when they're happy, and sometimes **smile** at people to be polite

Funny things **make people laugh** – for example, when someone **tells a joke**.

They **yawn** when they're tired or bored.

People in some countries **nod their head** to mean “yes”, and **shake their head** for “no”.

## Common expressions



**Share hands with somebody**



**Bite your nails**



**Fold your arms**

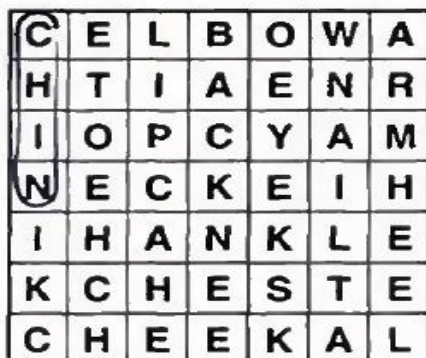


**Blow your nose**



**Comb your hair**

**Exercise 24. Find 13 more words describing parts of the body, either across or down, in this word square.**



**Exercise 25. Match the verbs on the left with a part of the body on the right to form common expressions.**

- |          |            |
|----------|------------|
| 1. shake | your arms  |
| 2. bite  | your nose  |
| 3. comb  | your nails |
| 4. fold  | your head  |
| 5. blow  | hands      |
| 6. nod   | your hair  |

**Exercise 26. What do these actions often mean? (There are may be several possible answers)**

1. People often smile when...they're happy...
2. They often breathe quickly after.....
3. They laugh when.....
4. They may bite they nails .....
5. They blow their nose .....
6. They shake their head.....
7. And nod their head.....
8. They cry.....
9. They yawn when.....

**Exercise 27. Read the story. Then discuss the questions.**

**WHAT A GROUP!**

Last year my English class was full of characters. That's a polite way of saying it had some unusual people that I'll never forget. One student was such a hard worker that he learned all the idioms in our book by heart. He was always saying things like "I'm on cloud nine", or "I'm green with envy". We knew if he meant what he said or if he was just practising English. Another student had a sweet tooth. She would bake a lots of breads and cakes and bring them to every class for us to share during breaks. Two students met in the class and fell head over heels in love. We were all invited to their wedding and had a great time. Then there was a student who was always pulling someone's leg. For example, one day before class, he put a long homework assignment on the board and made us think that the teacher had given it. We all had long faces until the teacher came in. then we realized that someone had played a joke on us

1. What do you do when you learn things **by heart**? Tell about some things that you have learned by heart.
2. When someone **pulls your leg**, is the person telling the truth? Is the person always being mean?
3. How do you feel when you have **a long face**? If you have a long face, are you showing your feelings?

**Meanings.**

Each example has an idiom with a part or parts of the body. Read the example carefully to find the meaning of the idiom. Then look at the definitions that follow the examples. Write the idiom next to its definition.

a big mouth	My brother has such <b>a big mouth</b> . He told everything I said to our mother
by heart	I know all my friends' telephone numbers <b>by heart</b> . I never have to look in the telephone book.

to cost an arm and a leg	Everything in that fancy department store <b>costs an arm and a leg</b> . I can't afford to buy anything there, not even a pencil.
to have a sweet tooth	I know you <b>have a sweet tooth</b> , so I bought you a box of chocolates.
head over heels in love	Pam and Tony are <b>head over heels in love</b> . They're planning to get married.
a long face	Because Judy didn't get an invitation to the party, she's walked around with <b>a long face</b> since yesterday.
nosey	Every time I go out, I notice my <b>nosey</b> neighbors watching me. They must know everything about me.
a pain in the neck	Waiting for the bus on the cold, windy corner is <b>a pain in the neck</b> .
to pull someone's leg	Tomorrow is not a holiday. Don't believe Rich. He's just <b>pulling your leg</b> .
to see eye to eye	Lucy and Dick never argue. They <b>see eye to eye</b> on almost everything.
to shake a leg	<b>Shake a leg!</b> We have to be at school in twenty minutes.

1. \_\_\_\_\_ to like eat sweet food very much
2. \_\_\_\_\_ always wanting to know other people's business and what other people are doing
3. \_\_\_\_\_ a person who talks too much and does not keep secrets
4. \_\_\_\_\_ to agree completely
5. \_\_\_\_\_ a sad, dissatisfied expression
6. \_\_\_\_\_ by memory
7. \_\_\_\_\_ to hurry up, move faster
8. \_\_\_\_\_ to be very expensive
9. \_\_\_\_\_ very much in love
10. \_\_\_\_\_ to joke, to kid or trick someone
11. \_\_\_\_\_ something or someone that annoys or bothers a person



**Exercise 28. Answer each question with yes or no.**

1. Barbara and Bob are always fighting. Do they see eye to eye?
2. Alicia never says a word. Does she have a big mouth?
3. Our neighbor Christine keeps coming to our house for no reason. Is it possible that she's being nosey?
4. Sad love to eat pickles, olives and anything salty. Does he have a sweet tooth?
5. Joseph thinks Maggie is the most wonderful person in the world. All he thinks about is Maggie. Is he has over heels in love?
6. The only problem with this school is the parking. There are no spaces and it takes an hour to find a spot. Is parking a pain in the neck?
7. I got this book in the sale. It was eighty percent off the original price and cost almost nothing, did it cost an arm and a leg?
8. Yoko didn't get a job she applied for. She looks very unhappy. Does she have a long face?
9. Walter told us it was his birthday, but it wasn't true. Was he pulling our leg?
10. I can count from one to ten in French, Italian and Greek. Did I learn this by heart?
11. Derek hurried and had only a quick bite because he wanted to get to the movie on time. Did he shake a leg?

**DESCRIBING PEOPLE: CHARACTER**

**Exercise 29. Match these adjectives of personality to their opposites.**

- |                 |                |
|-----------------|----------------|
| 1. clever       | a) stupid      |
| 2. hard-working | b) unpleasant  |
| 3. tense        | c) lazy        |
| 4. generous     | d) relaxed     |
| 5. optimistic   | e) mean        |
| 6. nice         | f) pessimistic |

**Exercise 30. Here are some words to describe a person's character. Match them with the correct definition below.**

beautiful	happy	lazy	polite
generous	hard-working	mean	rude
handsome	intelligent	miserable	stupid

1. He looks like a film-star. Every girl in the office wants to go out with him. He is very \_\_\_\_\_.
2. She finds it very easy to learn things and has passed all her exams. She is extremely\_\_\_\_\_.
3. She is always buying things for people. She is very\_\_\_\_\_.
4. He hates working and would prefer to stay at home all day in front of the television. He is so\_\_\_\_\_.
5. He doesn't know anything. He can't even add up to two and four.
6. The children next-door are so\_\_\_\_\_. They never say 'Please' or 'Thank you' and always shout back at their parents.
7. He is always smiling and thinks life is wonderful. He seems to be really\_\_\_\_\_.
8. He starts work at 6.00 every day and often works overtime or at weekends. He is really\_\_\_\_\_.
9. She works as a model. When she walks into a room every man turns and stares at her. She is really\_\_\_\_\_.
10. He hates spending money and never buys anyone a drink at the pub. He is so\_\_\_\_\_.
11. She always says 'Please' and 'Thank you'. She is very\_\_\_\_\_child.
12. She never has a smile on her face and always looks unhappy. She is so\_\_\_\_\_.

**Exercise 31. Here are ten more adjectives to describe a person's character. Again, match them with the correct definition below. Write the numbers 1-10 next to each adjective.**

ambitious	impatient	selfish	shy	sociable
boring	jealous	patient	tidy	imaginative

1. Everything is always in the right place in his room and on his desk. He is really\_\_\_\_\_.
2. She finds it very easy to make up stories to tell her children, and can always think of new ideas. She is so\_\_\_\_\_.
3. He only ever thinks of himself. He is really\_\_\_\_\_.
4. She wants to get a top job one day and even talks about becoming Prime-Minister. She is extremely\_\_\_\_\_.
5. He hates waiting for people or trains and can't stand it when things don't happen immediately. He is very\_\_\_\_\_.
6. He loves going to parties and meeting people. He is very\_\_\_\_\_.
7. The only thing she ever talks about is golf. I almost fell asleep listening to her. She is so\_\_\_\_\_!
8. He never shouts at us and will explain things over again until we understand them. He is very\_\_\_\_\_.
9. She doesn't like meeting strange people and usually feels nervous and uncomfortable at parties. She is extremely\_\_\_\_\_.
10. She gets very angry if her husband looks at or dances with another woman. She is extremely\_\_\_\_\_.

**Exercise 32. Look at the twenty-two adjectives again and decide whether they are positive or negative. Put them under one of the following headings.**

Positive characteristics

Negative characteristics

---

Ex.5. Put the following personality adjectives under the correct headings.

ambitious	analytical	competitive	loud	sociable
affectionate	critical	confident	bossy	sneaky

athletic                      manipulative                      stubborn                      selfish                      generous  
 cooperative                      sensitive                      shy                      talkative                      independent

Positive quality	Negative quality	both

**Exercise 33. Here are twenty adjectives to describe a person's character or personality. Complete the the sentences below with a suitable adjectives from the list. Use each word once only.**

affectionate                      cheerful                      forgetful                      lively  
 bad-tempered                      childish                      friendly                      materialistic  
 big-headed                      clever                      greedy                      modest  
 bossy                      cruel                      honest                      optimistic  
 brave                      easy-going                      impulsive                      pessimistic

1. The Brown children were very \_\_\_\_\_ at school, so I'm not a bit surprised that they did so well at university.
2. Frank will never steal anything. You can trust him completely. He's so \_\_\_\_\_.
3. She won the race easily. But instead of boasting about it, she just said she was lucky. That's typical of her. She's so \_\_\_\_\_.
4. They're a very \_\_\_\_\_ couple. They're always showing their fondness and love for each other.
5. As a child he was very \_\_\_\_\_ and used to hit and kick animals – especially cats.
6. She always wants a bigger share than anyone else. She's so \_\_\_\_\_.
7. Gloria's always expecting the best to happen.
8. Paul is always so angry and irritable. I've never met anyone quite as \_\_\_\_\_ as him.

9. My cousin is always happy and smiling. She's such a \_\_\_\_\_ person.
10. We had such a warm welcome when we were in Denmark. I had no idea that Danes were so\_\_\_\_\_.
11. Most people are far too \_\_\_\_\_ nowadays. All they seem interested in is buying more and more things, such as cars, TVs, and so on.
12. My grandfather always expects the worst to happen. He's really\_\_\_\_\_.
13. Don't keep telling Sharon how wonderful and talented she is. She'll get\_\_\_\_\_!
14. You'd better write his phone number down, Dave. You won't remember it otherwise. You know how\_\_\_\_\_you are.
15. I could never be a child minder. Children are far too \_\_\_\_\_ for me. I'd be exhausted just watching them running around.
16. He loves telling people what to do. He's so\_\_\_\_\_.
17. Peter never worries very much or gets annoyed. He's a very\_\_\_\_\_person.
18. My husband's very\_\_\_\_\_. If he sees something he just buys it without thinking about whether we can afford it or not.
19. Oh, grow up, Simon! Stop being so \_\_\_\_\_!
20. The police told her she was very\_\_\_\_\_to jump into the river to rescue her sister.

**Exercise 34. Here another twenty adjectives to describe a person's character or personality. Again, complete the sentences below with a suitable adjectives from the list. Use each word once only.**

arrogant	kind	self-conscious	sympathetic
cautious	proud	selfish	talkative
cowardly	punctual	sensitive	vain
dishonest	reliable	strict	well-behaved

frank	self-confident	stubborn	witty
-------	----------------	----------	-------

1. He is very sure he is going to succeed. He is extremely\_\_\_\_\_.
2. Everyone thought it was\_\_\_\_\_of him not to help his friend when he was being attacked.
3. They say that women are generally more\_\_\_\_\_than men. They often find it easier to understand and be aware of other people's problems.
4. It wasn't easy to have a conversation with George because he wasn't very\_\_\_\_\_.Not a bit like his sister, Emily, who never stopped talking.
5. Swedes and German have a reputation for being\_\_\_\_\_. If you arrange a meeting with them they are always on time.
6. He's so\_\_\_\_\_! He behaves as if he's so much better or more important than the rest of us! I can't stand him!
7. Maureen's so\_\_\_\_\_. She's always coming out with clever and amusing remarks. I wish I could make people laugh the way she does.
8. Once his mind is made up, he won't listen to a word you say. He's so\_\_\_\_\_.
9. You only care about yourself, don't you? You never think about me or anyone else. You are so\_\_\_\_\_.
10. My neighbor is always so friendly and helpful. I don't think I've ever met such a\_\_\_\_\_person as her.
11. Joanna spends hours looking at and admiring herself in the mirror. She's so\_\_\_\_\_.
12. He always wore a hat because he was very\_\_\_\_\_about his bald patch.
13. It's a pleasure to look after my cousin's children. They're so\_\_\_\_\_. I wish my children had their good manners.
14. Mark is very\_\_\_\_\_person and never makes any decisions without looking into thongs very carefully first.

15. If Simon says he'll do it, then he will. You can trust him. He's very\_\_\_\_\_.
16. Although she was poor, she very\_\_\_\_\_, and refused to accept any form of charity.
17. I wouldn't trust him with anything. He's so\_\_\_\_\_.He's always trying to cheat people.
18. Maureen was very\_\_\_\_\_when I told her that my grandfather had died.
19. Years ago teachers were very\_\_\_\_\_and pupils weren't allowed to speak in class or ask a questions without putting their hands up first.
20. I always try to be\_\_\_\_\_with my friends. If they ask for my opinion, then I give it to them straight, even though they might not like it.

**Exercise 35. Follow up. Using the words from the above exercises, what qualities do you think are most important for the following people to have?**

1. a teacher
2. a partner
3. a boss
4. a politician
5. a soldier

**Exercise 36. Read the story. Then discuss the questions**

### **In the Red**

The letter came **out of the blue!** I wasn't expecting it. But there it was **in black and white**, signed by the bank manager. I had no money in my checking account. I was **in the red**.

I couldn't believe it. So I went to see the manager . we looked at the problem together. The bank had made a mistake. It had put ten dollars into my account instead of one thousand dollars!

Because it was the bank's mistake, there was no delay reopening my account. The manager cut through all the **red tape**. Now I had money on my account. And I had **the green light** to write the checks again.

1. Does the red mean to have enough money or to not have enough money? When a company is in the red, is it in trouble?
2. When you learn something out of the blue, is it a surprise?
3. If doing something takes a lot of red tape, is it easy to do? Sometimes getting papers from the government takes a lot of red tape. Can you think of some examples of things that take red tape?

Each example has an idiom with a color word. Read the example carefully to find the meaning of the idiom. Then look at the definitions that follow the examples. Write the idiom next to its definition.

The black market	You go to the bank to change dollars. But if you change money on the black market, you often get more money for each dollar.
To feel blue	I was alone on my birthday and feeling blue. Then Anny called and invited me out, and I felt better.
The green light	The bank has given us the money. Now we have the green light to start the project.
Green with envy	I was green with envy when I learned that Luis had won a trip to Europe
In black and white	I couldn't believe it was in black and white, as clear as it could be. The letter said that I had won a trip to Europe
In the black	Theo earns a thousand dollars a week. He doesn't have to worry about having enough money. He's always in the black
In the red	I never have enough money to pay my bills. I'm always in the red.
Out of the blue	The news of the factory's closing came out of the blue. No one was expecting it.



The red carpet	When the movie star visited, our town rolled out the red carpet. There was a parade and a special dinner in her honor.
Red tape	Every time you want to get a new passport, you have to go through a lot of red tape. It's not easy and takes a lot of time.
A white lie	I didn't feel like going out. So I told a white lie, and I said I didn't feel well.

1. \_\_\_\_\_ by surprise, unexpectedly
2. \_\_\_\_\_ very clear and easy to understand
3. \_\_\_\_\_ owing money, in debt
4. \_\_\_\_\_ complicated official procedures and forms
5. \_\_\_\_\_ the okay to start something
6. \_\_\_\_\_ special honors for a special or important person
7. \_\_\_\_\_ the market not controlled by the government, where things are sold in private and often against the law
8. \_\_\_\_\_ something that is not true but causes no harm
9. \_\_\_\_\_ jealous of someone else's good fortune
10. \_\_\_\_\_ to feel sad
11. \_\_\_\_\_ having money

**Exercise 23. Answer each question with yes or no. Explain your answer.**

1. My boss just gave me a raise in salary. Am I feeling blue?
2. I took my driver's license in my hand. Was there a lot of red tape?
3. My friend Jack asked if I like new purple tie. I didn't really like it, but I said that the tie was nice. Did I tell a white lie?
4. I always like to keep some extra money in the bank for any emergency. Am I in black?
5. My boss said he had to talk to two other managers about my project. Did I get a green light?

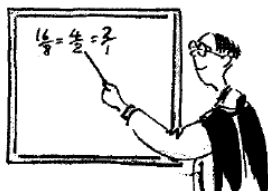
6. They said it was in the contract, but I never saw it. Was the contract in black and white?
7. If I write this check, I won't have enough money in my account to cover it. Will I be in the red?
8. We had no idea at all. He told us he was leaving the company. Was the news out of the blue?
9. When the famous general came to town last year, we even had a special parade and fireworks show. Did the town roll out the red carpet?
10. When I exchange foreign currency at the bank, do I get it on the black market?
11. Sam wanted the job as manager of the store, but another employee got it. Might Sam be green with envy?

## OCCUPATIONS

What's his/her job?



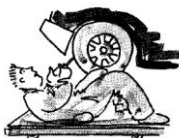
Doctor



teacher



nurse



Mechanic



secretary



shop-assistant



hair-dresser



engineer



farmer

job(noun) and work (verb)

What's your job? or What do you do?

I'm waiter.

Where do you work? I work in restaurant.

Is it an interesting job? Yes, I like it.



**Exercise 24. Where do they work?**

1. A teacher....works in a school/college/university...
2. A doctor.....
3. A waiter.....
4. A secretary.....
5. A shop assistant.....
6. A Hairdresser.....

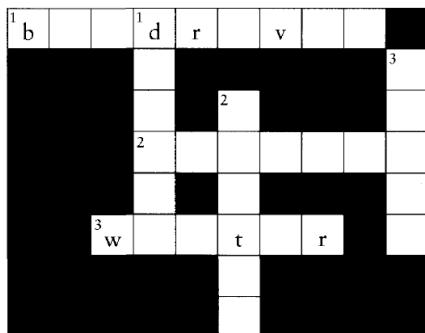
**Exercise 25. Word puzzle. Fill in the letters.**

- across
1. works on a bus
  2. Works in a school

- down
1. Works in a hospital
  2. Works in a restaurant

3. Writes books

3. Works with the doctor



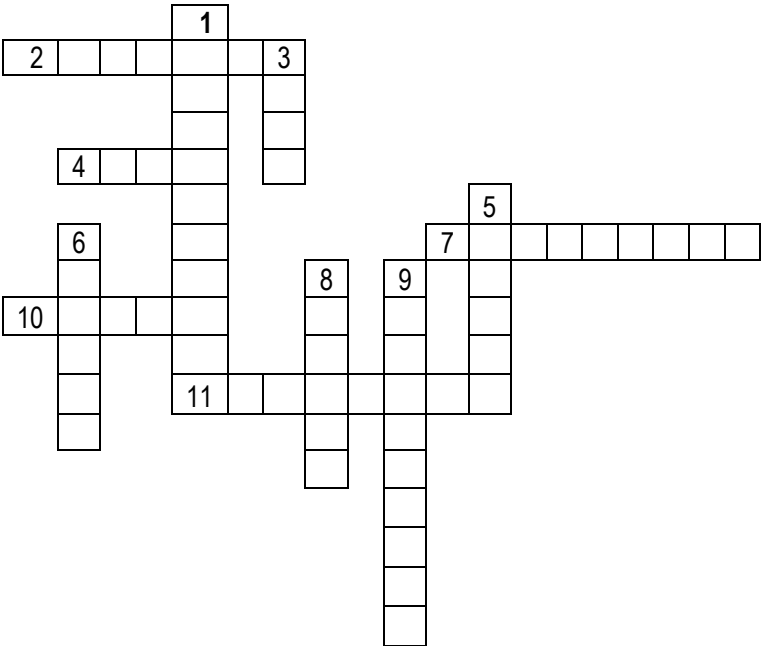
**Exercise 26. Match the jobs on the left to their definitions on the right**

Journalist	a person who drives a bus
Teacher	he/she works in school and teach students
Police officer	rescues people from burning buildings and help put out fires
Accountant	works in hospital and helps doctors
Business person	defends people's rights in court
Doctor	flies an airplane
Nurse	takes people's orders in a restaurants and serves them food
Pilot	works in a police station and maintains public secretary
Taxi driver	works in a bank and keeps records of money
Bus driver	works in a hospital and treats patients
Manager	answers phone calls and does office work for his/her boss
Chef	drives a taxi
Actor	person who reports news on TV, radio or newspaper
Actress	does the cooking in a restaurant or hotel
Firefighter	a woman who plays a role in a movie
Waiter	manages the affairs of a company or business
Lawyer	one who does business

Secretary	a man who acts a movie
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**Exercise 27. Job word puzzle**

Use the clues below to help you guess job related words.



PILOT CHEF DOCTOR DENTIST FIREFIGHTER SCHOOL  
 WAITER POLICEMAN REPORTER TAXI RESTAURANT

across

- 2. Who takes care of teeth?
- 4. Who cooks in a restaurant or hotel?
- 7. This person helps to keep us safe

down

- 1. Who fights fires?
- 3. What does a taxi driver drive?
- 5. This person treats patients at the hospital

10. Who flies planes?

6. Who works in restaurant, but is not a cook?

11. person who reports news on TV, radio or newspaper

8. Where does a teacher work?

9. Where does a waiter work?

**Exercise 28. Match the jobs on the left to their actions on the right**

- |                   |  |
|-------------------|--|
| 1. architect      | a) Design buildings                                  |
| 2. accountant     | b) Represents and defends people with legal problems |
| 3. lawyer         | c) Looks after and treats animals                    |
| 4. pilot          | d) Flies a plane                                     |
| 5. sailor/captain | e) Buys and sells stock                              |
| 6. stockbroker    | f) steers ships                                      |
| 7. engineer       | g) Plans buiding or roads,bridges, machines          |
| 8. surgeon        | h) Controls financial situation in a company         |

**Exercise 29. Fnd the correct pieces and put them together to form job related words.**

etary	nu	lot	ter
eger	officer	alist	pi
ress	ress	tist	ntant
ac	den	cher	wai
ighter	rse	journ	police
driver	ch	wait	law
ef	firef	secr	yer
act	man	essman	busin
doc	taxi	accou	tea
tor	tor		

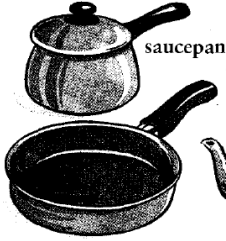
**At the table.**  
**Things we use in the kitchen.**



washing-up  
liquid



tea-towel



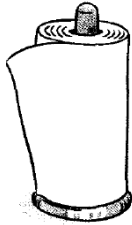
frying pan



teapot



coffee maker



kitchen paper/roll

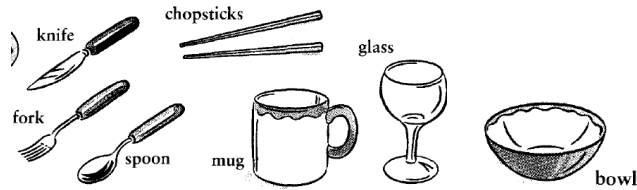
**Things we use for eating and drinking.**



Cup

plate

saucer



### Questions in the kitchen

Where can I find a mug/cloth/some kitchen papers?

Can I help with the washing-up/the cooking?

Where does this cup/plate/frying pan go?(where do you keep it?)

Where shall I put this cup/the milk?

### Exercise 30. Tick (V) yes or no.

1. I use a frying pan to drink out of.
2. Washing-up liquid makes the dishes clean.
3. The fridge is cold inside.
4. The freezer is not as cold as the fridge.
5. I turn on the tap to get water.
6. A tea towel is for making plates wet.

### Exercise 31. Ask questions for these answers. Use words from the left-hand page.

1. ....It's in the cupboard.
2. ....it's on the cooker.
3. ....Please put it in the sink.
4. ....Thanks. you can wash those plates, and I'll dry them

### Exercise 32. What do you need?

1. To make coffee I need...coffee, water, milk, a coffee maker, a cup, a spoon.....
2. To make tea I need.....
3. To fry egg I need.....
4. To eat my food I need.....



5. To drink some water I need.....
6. To make my dinner in just two minutes I need.....

### Things we use in the kitchen

**Exercise 33. Look at the drawings below and write the correct numbers 1-15 next to the following words.**

- |               |        |             |            |
|---------------|--------|-------------|------------|
| apron         | grater | microwave   | scales     |
| bottle opener | grill  | oven glove  | tin opener |
| bowl          | jug    | rolling pin | toaster    |
| frying pan    | kettle | saucepan    |            |



### Verbs to do with cooking

**Exercise 34. Here are eight verbs to do with cooking. Put the correct verb in front of the following.**

- |      |      |       |       |
|------|------|-------|-------|
| bake | chop | grate | mash  |
| boil | fry  | grill | roast |
1. \_\_\_\_\_ some pork chops (under the grill)

2. \_\_\_\_\_ pork or beef (in the oven)
3. \_\_\_\_\_ potatoes (in a saucepan with a fork)
4. \_\_\_\_\_ bread or a cake (in the oven)
5. \_\_\_\_\_ bacon or sausages (in a frying pan)
6. \_\_\_\_\_ cheese (with a grater)
7. \_\_\_\_\_ meat or carrots (with a knife)
8. \_\_\_\_\_ an egg, water (in saucepan)

**Exercise 35. In the following text on how to make a good cup of tea, the lines in the wrong order. Put them in the correct order 1-12. Number 1 has been done for you.**

### How to make a good cup of tea.

Some of the water into a teapot to heat it \_\_\_\_\_  
 and one for the pot. Take the teapot to \_\_\_\_\_  
 put the lid on the teapot and let it brew \_\_\_\_\_  
 Fill a kettle full of cold water. Let the \_\_\_\_\_ 1 \_\_\_\_\_  
 the kettle and pour the water on to the \_\_\_\_\_  
 a perfect cup of tea. \_\_\_\_\_  
 Go on boiling for very long. Pour \_\_\_\_\_  
 put in the tea, one teaspoon per person \_\_\_\_\_  
 tea while it is still boiling. Stir briskly, \_\_\_\_\_  
 thoroughly. Pour the water away and \_\_\_\_\_  
 water come to the boil, but do not let it \_\_\_\_\_  
 for several minutes. You will now have \_\_\_\_\_

### Food

#### Fruit, nuts and berries

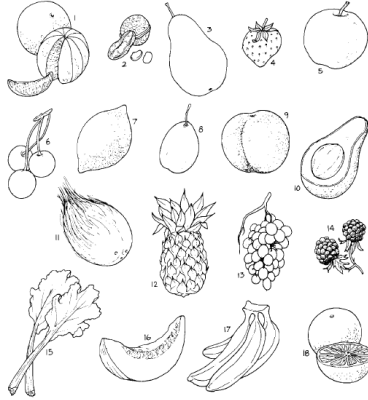
Ex. 1. Look at the drawings below and write the correct numbers 1-18 next to the following word.

apple  
avocado  
banana  
blackberry  
cherry

coconut  
grapefruit  
grapes  
lemon  
melon

nuts  
orange  
peach  
pear  
Pineapple

plum  
rhubarb  
strawberry



Vegetables

**Exercise 36. Look at the drawings below and write the correct numbers 1-20 next to the following word.**

asparagus  
beans  
beetroot  
Brussels sprout

cauliflower  
celery  
corn on the cob  
cucumber

green/red peppers  
leek  
lettuce  
mushroom

onion  
parsley  
peas  
radish  
tomato

cabbage  
carrot

garlic



Groceries

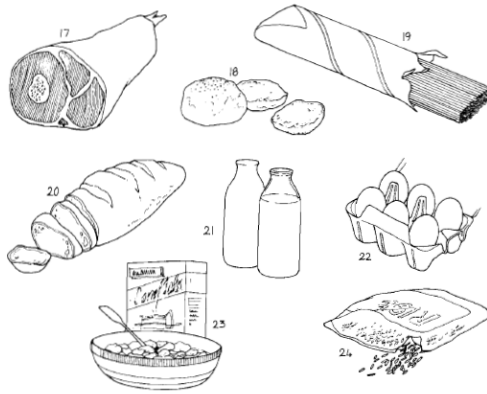
**Exercise 37.** Look at the drawings below and write the correct numbers 1-24 next to the following word.

bacon  
biscuits  
bread  
butter  
cakes  
chips

coke  
cornflakes  
crisps  
eggs  
fish  
meat

milk  
mineral water  
pie  
rice  
roast chicken  
rolls

sausages  
soup  
spaghetti  
sweets  
tea-bags  
Yoghurt

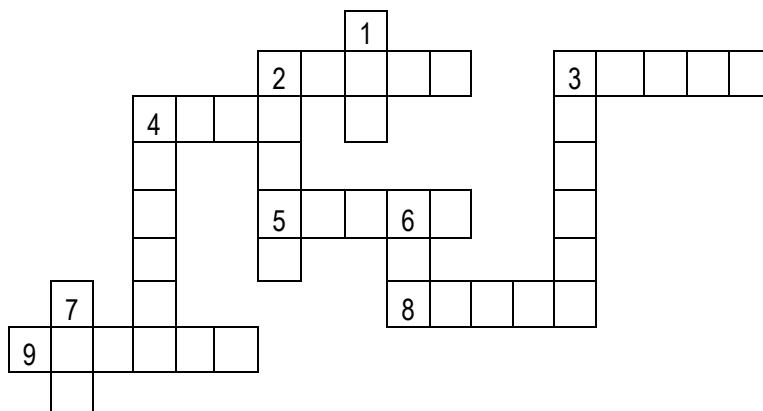


**Exercise 38. How we buy groceries.**

**Match the words 1-15 on the left with the groceries a-o on the right.**

- |                     |                                  |
|---------------------|----------------------------------|
| 1. a bar of         | orange juice, yoghurt            |
| 2. a bottle of      | bread                            |
| 3. a box of         | margarine                        |
| 4. a bunch of       | milk                             |
| 5. a can of         | chocolate, soap                  |
| 6. a carton of      | jam, marmalade                   |
| 7. a dozen          | apples, potatoes, oranges        |
| 8. a jar/pot of     | wine, mineral water, shampoo     |
| 9. a joint of       | eggs                             |
| 10. a loaf of       | soup, sardines, cat food         |
| 11. a packet of     | matches, chocolates              |
| 12. a pint/litre of | beer, coke                       |
| 13. a pound/kilo of | biscuits, cornflakes, cigarettes |
| 14. a tin of        | meat                             |
| 15. a tub of        | grapes, bananas, flowers         |

**Exercise 39. Do the crossword "May I have a cup of coffee?"**



PIECE GLASS CUP BOTTLE GLASS BOWL CAN SLICE  
 BASKET BUNCH CARTON BAR

ACROSS	DOWN
2. I would like to have a ___ of beer.	1. May I have a ___ of soda please?
3. May I have a ___ of bananas please?	2. can you get me a ___ of apple juice please?
4. I would like to have a ___ of noodles.	3. Can you open that ___ of wine please?
5. Would you like a ___ of lemon in your coke?	4. Lilian is feeling seek, let's get her a ___ of fruits.
8. May I have a ___ of cake please?	6. May I have a ___ of coffee please?
9. Please pass me that ___ of milk.	7. I want a ___ of chocolate.

**Exercise 40. Write down at least one vegetable and fruit:**

	vegetable	fruit
1. beginning with the letter "p"	potato, peas	
2. beginning with the letter "b"		
3. beginning with the letter "m"		
4. beginning with the letter "c"		
5. beginning with the letter "a"		

**Exercise 41. Which is the odd one out in each group, and why?**

1. pork	veal	<u>salmon</u>	beef	Salmon is a fish, the others are meat.
2. lettuce	leek	tomato	cucumber	
3. peach	onion	mushroom	courgette	
4. chicken	lamb	beef	crab	
5. grape	cherry	aubergine	melon	

**Exercise 42. Do you eat the skin (=the outside) of these fruits always, sometimes or never? Make three lists.**

apple	orange	banana	cherries	melon
strawberries	pear	pineapple	peach	grapes

**Exercise 43. What do we call:**

1. the meat from a cow?
2. The meat from a calf?
3. The meat from a pig?
4. The main vegetable in a green salad?
5. The two things we often put on salad? Oil and.....or.....

**Exercise 44. Read the story. Then discuss the questions.**

### A Real Lemon

The used car I bought for three hundred dollars was a **lemon**. My friends said I was **nuts** to believe the **baloney** the seller gave. The seller said that the car was like new, with only ten thousand miles on it. She called it reliable transportation at a very low price. She said she was really selling it for **peanuts**.

Starting the engine of the car was **a piece of cake**. I just turned the key – no problem. However, soon I was **in a pickle**: the brakes didn't work! The owner of the Cadillac I hit **went bananas** when he saw the damage to the front of his car. He started shouting at me and wouldn't stop. Now I have to pay him two thousand dollars to repair his car. But my friend Nina was **a peach**. She took my car to the garbage dump so that I didn't have to see it again.

1. Does something that is a lemon work well? Have you ever bought a lemon?
2. Is something that is a piece of cake easy to do or hard to do? name some thing that are a piece of cake for you to do?
3. When someone goes bananas, what happens to the person?



Each example has an idiom with a food word. Read the example carefully to find the meaning of the idiom. Then look at the definitions that follow the examples. Write the idiom next to its definition.

the apple of one's eye	The baby is <b>the apple of her grandfather's eye</b> . He thinks that she's wonderful.
baloney	His speech about the importance of helping the poor is <b>baloney</b> . He wouldn't even give his best friend a dime.
to cream someone	Our basketball team really <b>creamed</b> its opponent. Our team won by a score of 120 to 60.
fishy	On our return home , we found the front door open, and we suspected that something <b>fishy</b> was going on.
to go bananas	She <b>went bananas</b> when she heard she had won first prize in the talent contest.
in a	Bill was <b>in a pickle</b> . After filling his car with gas, he could not find the money to pay.
a lemon	The new tape player I bought was <b>a lemon</b> , and I'm going to take it back to the store for a new one.
nuts	Tony must be <b>nuts</b> to pay over a hundred dollars for a shirt.
a peach	When I was sick last week, Susan visited me and bought groceries for me. She's <b>a peach</b> .
peanuts	Rose buys used clothes at secondhand stores, and she gets nice-looking clothes for <b>peanuts</b> .
a piece of cake	The math test was <b>a piece of cake</b> for Erik. He is very good at doing math problems.

- |        |  |
|--------|--|
| 1..... | in trouble   |
| 2..... | something that is very easy to do  |
| 3..... | something that does not work, usually an electrical appliance or mechanical item |
| 4..... | to totally beat someone in a game  |
| 5..... | a very small amount of money   |
| 6..... | nonsense   |
| 7..... | suspicious, not right or honest  |

- 8..... to go crazy, very upset  
9..... a very nice person  
10..... someone's favorite person

**Exercise 45. Answer each question with yes or no. Explain your answer.**

1. When the president gave Lou her award, they shook hands, and the audience applauded politely. Did the audience go bananas?
2. Sokolovshy beat Splatsky 11 to 1 in the chess championship. Did he cream Splatsky?
3. Someone on the street offered to tell me a gold watch for five dollars. Was something fishy happening?
4. When dad was making breakfast, the bacon caught on fire. Was making breakfast a piece of cake for him?
5. My car has only three thousand miles on it and has already been to the garage five times for repairs. Is it a lemon?
6. The salesperson told me he could give a big discount, just for me. Was he probably talking baloney?
7. John has a good job and today he won a million dollars in the lottery. Is he in a pickle?
8. John just gave a million dollars to a stranger. Will people say that he's nuts?
9. Maria went to a fancy store and paid full price for her furniture. Did she buy the furniture for peanuts?
10. Bob Kent thinks his daughter is the best. Is she the apple of his eye?
11. Karen promised to spend Saturday helping me cook the food for the party. Is Karen a peach?

Each example has the correct idiom, but there is one error with each idiom. Find the error and correct it.

1. Using the computer was so easy, it was piece of cake.
2. Something fish must be happening. We are the only ones here, but I'm hearing strange noises.
3. That man doesn't know anything, but he talks as if he knows everything. Everything he says is the baloney.

4. My new TV is lemon. It has a very bad picture.
5. Millie was in pickle when the police officer stopped her for speeding.
6. The dog went nut when its owner come home.
7. In the soccer tournament, our team crammed its opponent 8 to 1.
8. The team went banana when it won the championship.
9. Norma is very nice. She's peach.
10. Jason bought a used stereo for peanut, and it sounds really good.
11. I'm the apple of my grandmother's eyes.

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## **CHAPTER 4 STYLES**

### **4.1. THEORY**

Во многих современных литературных языках выделяются **обиходно-литературный, газетно-политический, производственно-технический, официально-деловой и научный** функциональные стили, но объём каждого

из них, соотношение друг с другом, место в стилистической системе в разных языках неодинаковы. Во всех языках центральное положение занимает обиходно-литературный стиль, бытующий в широком повседневном неспециальном общении и в художественной литературе, — «нейтральная» разновидность литературного языка, на фоне которой проявляются особенности других функциональных стилей. В её пределах дифференцируются возвышенный/сниженный стили языка, отражающие различие типов ситуаций общения. Газетно-политический стиль связан с общественно-политической сферой жизни, официально-деловой — стиль деловых бумаг и специального общения в экономической, юридической, дипломатической сферах, в государственных учреждениях и т. п., научный и производственно-технический стили обслуживают науку и производственно-техническую сферу. Статус языка художественной литературы вызывает споры. Некоторые учёные считают его функциональным стилем, другие видят в нём особое явление, отмечая, что он соотносится со всем национальным языком, включая территориальные и социальные диалекты. Спорным остается вопрос о месте разговорной разновидности в системе функциональных стилей литературного языка.

Функциональный стиль — категория социальная и историческая, зависящая от исторически изменяющихся социально-культурных условий использования языка, порождённая сложностью и многообразием общественно-речевой практики людей. Системы функциональных стилей различны в различных языках и в разные эпохи существования одного языка. Так, социально значимыми являются у многих народов сферы устной народной словесности, культа, что вызывает к жизни соответствующие функциональные разновидности языка. В определённые периоды, особенно предшествующие складыванию наций и литературных языков, определённые сферы общения могут обслуживаться чужими языками.

Функциональный стиль реализуется в устной и письменной формах и имеет особенности в лексике, фразеологии, словообразовании, морфологии, синтаксисе, фонетике, в использовании эмоционально-оценочных и экспрессивно-образных средств, в наличии своей системы клишированных средств. Для системы функциональных стилей существенную роль играет взаимодействие противопоставленных по своим признакам книжно-письменных и устно-разговорных языковых средств.

Различен в функциональных стилях удельный вес стилистически-нейтральных средств выражения.

Функционально-стилистические границы в современных литературных языках тонки и сложны, однако существует регулярная воспроизводимость, предсказуемость употребления определённых языковых явлений для каждого функционального стиля. Закономерности функционально-стилистической системы носят во многом вероятностно-статистический характер; например, грамматических явлений, имеющих функционально-стилистическую отмеченность, в целом немного, но различия в частотности сходных грамматических явлений в разных функциональных стилях весьма значительны.

Научное изучение функциональных стилей начинается в 20 в. и углубляется в связи с формированием функционального подхода к языку.

**Официально-деловой стиль** — функциональный стиль речи, среда речевого общения в сфере официальных отношений: в сфере правовых отношений и управления. Эта сфера охватывает международные отношения, юриспруденцию, экономику, военную отрасль, сферу рекламы, общение в официальных учреждениях, правительственную деятельность.

Среди книжных стилей языка официально-деловой стиль выделяется своей относительной устойчивостью и замкнутостью. С течением времени он, естественно, подвергается некоторым изменениям, вызванным характером самого содержания, но многие его черты, исторически сложившиеся жанры, специфическая лексика, фразеология, синтаксические обороты придают ему в целом консервативный характер.

Характерной чертой официально-делового стиля является наличие в нем многочисленных речевых стандартов — клише. Если в других стилях шаблонизированные обороты нередко выступают как стилистический недостаток, то в официально-деловом стиле в большинстве случаев они воспринимаются как вполне естественная его принадлежность.

Многие виды деловых документов имеют общепринятые формы изложения и расположения материала, а это, несомненно, облегчает и упрощает пользование ими. Не случайно в тех или иных случаях деловой практики используются готовые бланки, которые нужно только заполнять. Даже конверты принято надписывать в определенном порядке (различном в разных странах, но твердо установленном в каждой из них), и это имеет свое преимущество и для пишущих, и для почтовых работников. Поэтому все те

речевые клише, которые упрощают и ускоряют деловую коммуникацию, вполне в ней уместны.

Официально-деловой стиль — это стиль документов: международных договоров, государственных актов, юридических законов, постановлений, уставов, инструкций, служебной переписки, деловых бумаг и т. д./

В английском литературном языке в процессе его развития обособился речевой стиль, который называется стилем деловой речи, или стилем деловых документов (official style). Как и другие речевые стили, общественно-осознанные как самостоятельные системы, этот стиль тоже имеет определенные цели коммуникации, имеет свои, общие для данного стиля закономерности и языковые характеристики.

Деловая речь имеет несколько разновидностей. В области международных отношений выделяется стиль дипломатических документов; в области торговли и экономики — стиль коммерческой корреспонденции; в области юриспруденции — язык законоуложений, кодексов, судебно-процессуальных документов, государственных постановлений, парламентских решений. Как особая разновидность деловой речи в современном английском языке выделяется язык военных документов: приказов, уставов, донесений и др.

Основная цель деловой речи — определить условия, которые обеспечат нормальное сотрудничество двух сторон, т.е. цель деловой речи — достигнуть договоренности между двумя заинтересованными сторонами. Это относится и к деловой переписке между представителями различных фирм, и к обмену нотами между государствами, и к установлению прав и обязанностей солдата, записанных в военном уставе английской армии, и к процедуре совещаний. Все эти отношения находят то или иное выражение в форме официального документа — письма, ноты, договора, пакта, закона, устава и т. д. Даже те документы, в которых не выясняются условия договоренности, а выражается протест против нарушения этих условий, связаны с основной задачей деловой речи — достижение договоренности между двумя и более заинтересованными лицами или организациями.

Эта наиболее общая функция деловой речи в значительной степени предопределила и характерные особенности языка этого стиля. Прежде всего, в нем также, как и в стиле научной прозы вырабатывается специфическая терминология и фразеология. Например: I beg to inform you; I beg to move; the above mentioned; here in after named; on behalf of; to constitute

a basis; to draw consequences; discontinue; negotiable; to second the motion; provided that; provisional agenda; draft resolution; adjournments; private advisory и др.

Такого рода фразеологические сочетания и отдельные слова - термины можно встретить в отчетах, уставах, законах, нотах и т. д., причем каждая область имеет свою специфическую терминологию. Так, например, в деловых документах финансово-экономического характера встречаются такие термины, как *extra revenue*; *taxable capacities*; *liability to profit tax* и др. В дипломатической терминологии: *high contracting parties*; *to ratify an agreement*; *memorandum*; *pact*; *Chargé d'affaires*; *protectorate*; *extraterritorial status*; *plenipotentiary* и др. В юридических документах часто встречаются такие термины и сочетания, как: *the international court of justice*; *casting vote*; *judicial organ*; *to deal with a case*; *summary procedure*; *a body of judges*; *to hear a case*; *as laid down in*; *on the proposal of the court*; *recommendation of* и др.

Соответственно для других сфер деятельности используется своя специфическая терминология.

Для языка деловых документов характерна традиционность средств выражения, которая ускоряет процесс формирования фразеологических единиц типичных для этого стиля. Традиционность средств выражения лежит в основе другой черты стиля английских официальных документов, а именно — наличие значительного количества архаических слов и выражений. В любом деловом документе можно встретить употребление таких слов, как *hereby*; *henceforth*; *aforesaid*; *beg to inform* и др.

Для дипломатического языка характерно использование некоторого количества латинских и французских слов и выражений, получивших своего рода терминологическую окраску в языке дипломатических документов. Наиболее часто встречаются такие слова и выражения, как: *persona grata*; *persona nongrata*; *pro tempore*; *the quorum*; *conditio sine qua non*; *status quo*; *mutatis mutandis* и др.

Общим для всех разновидностей делового стиля является наличие всякого рода сокращений, аббревиатур, сложносокращенных слов и т. д. Например, *M. P.* (*Member of Parliament*); *H. M. S.* (*His Majesty's Steamship*); *gvt* (*government*); *pmt* (*Parliament*); *i. e.* (*id est=that is*); *G. C. S. I.* (*Knight Grand Commander of the Star of India*); *U. N.* (*United Nations*); *D. A. S.* (*Department of Agriculture, Scotland*); *D. A. O.* (*Divisional Ammunition Officer*).

Особенно много таких сокращений встречается в военных документах. Здесь эти сокращения преследуют не только цель достижения краткости, но и являются кодом.

В стиле деловых документов слова употребляются преимущественно в основных предметно-логических значениях (за исключением тех случаев, когда производные предметно-логические значения являются в данной сфере общения терминологическими).

В связи с этим выступает и другая особенность стиля деловой речи – отсутствие каких бы то ни было образных средств: в текстах деловых документов нет метафор, метонимии или других приемов создания образности речи.

В отличие от языковых особенностей газетных сообщений, которые также характеризуются отсутствием образности, в некоторых документах появляется эмоционально-окрашенная лексика. Однако эти эмоциональные элементы языка в стиле деловой речи теряют свою эмоциональную функцию, они становятся условными формулами обращения, условными обозначениями просьбы, отказа, заключения и т. д.

Художественная речь – это особый стиль речи, исторически сложившийся в системе английского литературного языка, обладающий рядом общих черт, также исторически изменчивых, и большим разнообразием частных особенностей, видоизменяющихся в зависимости от форм проявления этого стиля (подстиля), от эпохи, от индивидуальной манеры автора.

Стиль художественной речи представляет собой сложное единство разнородных черт, отличающих этот стиль от всех других стилей современного английского литературного языка. То обстоятельство, что этот стиль допускает использование элементов других стилей, хотя и обработанных соответственно общим, типическим чертам этого стиля, ставит его в несколько особое положение по отношению к другим речевым стилям. Более того, стиль художественной речи допускает использование таких элементов языка, которые на данном этапе развития литературной нормы языка недопустимы. Так, в языке художественных произведений современных английских писателей можно найти языковые факты, выходящие за нормы литературного языка, например, жаргонизмы, вульгаризмы, диалектизмы и т. д. Правда, и эти элементы в стиле художественной речи предстают в обработанном, типизированном,



отобранном виде. Они не используются здесь в своем, так сказать, натуральном виде; такое использование нелитературных слов засоряло бы язык и не способствовало бы обогащению и развитию литературной нормы языка.

Таким образом, основная функция стиля художественной речи — это путем использования языковых и специфических стилистических средств способствовать соответственно замыслу автора и более глубокому раскрытию перед читателем внутренних причин условий существования, развития или отмирания того или иного факта этой действительности.

Стиль художественной речи имеет следующие разновидности: стихотворная речь, художественная проза и язык драматургии.

Стиль художественной речи прежде всего характеризуется образностью. Образ, создаваемый различными языковыми средствами, вызывает чувственное восприятие действительности и, тем самым, способствует созданию желаемого эффекта и реакции на сказанное. Наиболее прямые пути создания образности это использование метафоры и метонимии. Зрительный образ, несмотря на то, что он создается опосредствованно, т. е. через слова, оказывается наиболее конкретным, слуховой образ оказывается менее конкретным, менее устойчивым, более смутным.

Образы, созданные метафорой и метонимией, если они не надуманы и не абстрактны по своему содержанию, всегда точно воспроизводят действительность и поэтому конкретны.

Второй наиболее общей ведущей чертой стиля художественной речи, тесно увязанной и даже взаимообусловленной с образностью, является эмоциональная окраска высказываний. Подбор синонимов с целью эмоционального воздействия на читателя, разнообразие и обилие эпитетов, разные формы эмоционального синтаксиса становятся достоянием этого стиля. Здесь эти средства получают свое наиболее законченное и мотивированное выражение в идейно-художественном отношении.

Конечно, степень эмоциональной окраски высказывания зависит от ряда причин: от характера и жанра художественного произведения, от содержания высказывания, от индивидуально-творческой манеры автора, от цели высказывания и т. д.

Наиболее яркую эмоциональную окраску имеют высказывания в стихотворных произведениях. Ритм, звуковая организация высказывания и

другие качества, вытекающие из природы стихотворных произведений, оказывают значительное влияние на повышение тона эмоциональной напряженности. Вообще стихотворные произведения обладают наиболее ярко выраженными особенностями стиля художественной речи. Именно в этой разновидности данного стиля все наиболее типические черты его предстают в сгущенном виде.

Следующей наиболее общей характерной чертой стиля художественной речи являются особые формы связи между частями высказывания. Как и образность, эта черта оказывается тесно увязанной и взаимообусловленной с эмоциональной окрашенностью высказываний. В этом стиле речи нашли свое типизированное использование такие формы связи народной дописменной речи, как бессоюзие, присоединение (получившее свое грамматическое признание лишь в результате наблюдений над особенностями синтаксической организации литературно-художественной речи), многосоюзие и др.

В стихотворной речи нередко наблюдается и полное отсутствие какой-либо связи между частями высказывания, и сами части выступают, таким образом, как самостоятельные отрезки. Иногда лишь последние строки, мысль, выраженная в конце высказывания, смутно подсказывает характер связи между частями высказывания.

К характерным чертам стиля художественной речи нужно отнести и исторически обусловленный синтез устного и письменного типов речи. В современном английском языке такое объединение элементов устной, разговорной речи и письменной книжной речи по-разному проявляется в разновидностях стиля художественной речи. В драматургических произведениях стихия разговорной речи находит свое, хотя и литературно-обработанное, но наиболее полное выражение.

В языке художественной прозы преобладание одних элементов над другими зависит от жанра литературного произведения, от содержания произведения, от индивидуальной манеры авторского повествования и от ряда других причин. Чаще всего в языке художественной прозы можно увидеть синтез этих двух сторон языка, знаменующих общие тенденции в использовании общенародных средств языка. В романах, рассказах, повестях английских и американских писателей прямая речь героев, естественно, дана в типизированной форме устно-разговорной стихии языка.

Язык художественной прозы не так четко очерчивается с точки зрения взаимообусловленности компонентов его системы, как другие стили речи. Но ведущие черты этого стиля проступают с достаточной определенностью и легко противопоставляются ведущим чертам других стилей речи. Особенности языка художественной прозы, несмотря на то, что они все более и более множатся, остаются типическими для данного стиля. Действительно оригинальная образность речи в сочетании с эмоциональной синтаксической организацией высказывания; синтез авторского плана повествования и речи персонажей; использование элементов разных стилей речи, обработанных и приспособленных для целей художественного повествования; использование слов в производных и контекстуальных значениях — все эти особенности, взаимодействуя друг с другом, образуют свою систему, неповторимую ни в каком другом стиле речи.

**Научный стиль** характерен для текстов, предназначенных для сообщения точных сведений из какой-либо специальной области и для закрепления процесса познания. Наиболее бросающейся в глаза, но не единственной особенностью этого стиля является использование специальной терминологии. Каждая отрасль науки вырабатывает свою терминологию в соответствии с предметом и методом своей работы. Свою специальную терминологию имеют и разные области культуры, искусства, экономической жизни, спорта и т.д.

Однако присутствие терминов не исчерпывает особенностей научного стиля. Научный текст, или устно произнесенный научный доклад, или лекция отражают работу разума и адресованы разуму, следовательно, они должны удовлетворять требованиям логического построения и максимальной объективности изложения.

Стилеобразующими факторами являются необходимость доходчивости и логической последовательности изложения сложного материала, большая традиционность. Отсутствие непосредственного контакта или ограниченность контакта с получателем речи (доклад, лекция) исключает или сильно ограничивает использование внеязыковых средств; отсутствие обратной связи требует большей полноты. Синтаксическая структура должна бытьстройной, полной и по возможности стереотипной. В качестве примера научного текста приведем отрывок из знаменитой книги родоначальника кибернетики Норберта Винера (1894—1964) «Кибернетика, или Управление и связь в животном и машине». Отрывок взят из раздела, в

котором автор, показав, как в разные исторические эпохи развивалась мечта человечества об автоматическом механизме, подводит читателя к выводу о том, что в наше время исследование автоматов — из металла или из плоти — представляет собой отрасль техники связи и фундаментальными понятиями являются понятия сообщения, количества помех, или «шума», количества информации, методов кодирования и т.д. Н. Винер доказывает, что автоматы и физиологические системы можно охватить одной теорией и что создавать автоматические механизмы надо по принципам физиологических механизмов, т.е. исследуя принципы передачи информации и управления в живых организмах. Отрывок, следовательно, представляет для данной книги особый интерес. Вот этот текст:

Today we are coming to realize that the body is very far from a conservative system, and that its component parts work in an environment where the available power is much more limited than we have taken it to be. The electronic tube has shown us that a system with an outside source of energy, almost all of which is wasted, may be a very effective agency for performing desired operations, especially if it is worked at a low energy level. We are beginning to see that such important elements as the neurons, the atoms of the nervous complex of our body, do their work under much the same conditions as vacuum tubes, with their relatively small power supplied from outside by the circulation, and that the book-keeping which is most essential to describe their function is not one of energy. In short, the newer study of automata, whether in the metal or in the flesh, is a branch of communication engineering, and its cardinal notions are those of message, amount of disturbance or «noise» — a term taken over from the telephone engineer — quantity of information, coding technique, and so on.

In such a theory we deal with automata effectively coupled to the external world, not merely by their energy flow, their metabolism, but also by a flow of impressions, of incoming messages, and of the actions of the outgoing messages. The organs by which impressions are received are the equivalents of the human and animal sense organs. They comprise photoelectric cells and other receptors for light; radar systems receiving their own short Hertzian waves; Hydrogen-ion-potential recorders, which may be said to taste; thermometers; pressure gauges of various sorts; microphones and so on. The effectors may be electrical motors or solenoids or heating coils or other instruments of very diverse sorts. Between the receptor or sense organ and the effector stands an intermediate set of elements whose function is to recombine the incoming impressions into such form as to

produce a desired type of response in the effectors. The information fed into this central control system will very often contain information concerning the functioning of the effectors themselves. These correspond among other things to the kinesthetic organs and other proprioceptors of the human system, for we too have organs which record the position of a joint or the rate of contraction of a muscle, etc. Moreover, the information received by the automaton need not be used at once but may be delayed or stored so as to become available at some future time. This is the analogue of memory. Finally, as long as the automaton is running, its very rules of operation are susceptible to some change on the basis of the data which have passed through its receptors in the past, and this is not unlike the process of learning.

The machines of which we are now speaking are not the dream of a sensationalist nor the hope of some future time. They already exist as thermostats, automatic gyrocompass ship-steering systems, self-propelled missiles — especially those that seek their target — anti-aircraft fire-control systems, automatically-controlled oil-cracking stills, ultra rapid computing machines, and the like. They had begun to be used long before the war — indeed the very old steam-engine governor belongs among them — but the great mechanisation of the Second World War brought them into their own, and the need of handling the extremely dangerous energy of the atom will probably bring them to a still higher point of development. Scarcely a month passes but a new book appears on these so-called control mechanisms, or servo-mechanisms, and the present age is as truly the age of servo-mechanisms as the nineteenth century was the age of steam engine or the eighteenth century the age of the clock.

To sum up: the many automata of the present age are coupled to the outside world both for the reception of impressions and for the performance of actions. They contain sense organs, effectors and the equivalent of a nervous system to integrate the transfer of information from the one to the other. They lend themselves very well to the description in physiological terms. It is scarcely a miracle that they can be subsumed under one theory with the mechanisms of physiology.

Рассмотрим, прежде всего, синтаксическую структуру этого текста.

В нем преобладают сложноподчиненные предложения. Немногочисленные простые предложения развернуты за счет однородных членов. Во всем этом довольно обширном тексте только два коротких

простых предложения, и самая краткость их выделяет весьма важные мысли, которые в них содержатся.

This is the analogue of memory.

They lend themselves very well to description in physiological terms.

Отдельные члены предложений развернуты. Необходимость полноты изложения приводит к широкому использованию различных типов определений. Почти каждое существительное в приведенном отрывке имеет постпозитивное или препозитивное определение или и то и другое одновременно. Специфичными для технических текстов, в особенности таких, в которых идет речь о приборах или оборудовании, являются препозитивные определительные группы, состоящие из целых цепочек слов: hydrogen-ion-potential recorders, automatic gyrocompass ship-steering systems, anti-aircraft fire-control systems, automatically-controlled oil-cracking stills.

Большое развитие определений этого типа связано с требованием точного ограничения используемых понятий. По этой же причине многие слова поясняются предложными, причастными, герундиальными и инфинитивными оборотами.

Связи между элементами внутри предложения, между предложениями внутри абзацев и абзацами внутри глав выражены эксплицитно, что ведет к обилию и разнообразию союзов и союзных слов: that, and that, than, if, as, or, nor...

Для научного текста характерны двойные союзы: not merely... but also, whether... or, both... and, as... as... Во многих научных текстах встречаются также двойные союзы типа thereby, therewith, hereby, которые в художественной литературе стали уже архаизмами.

Порядок слов преимущественно прямой. Инверсия в предложении *Between the receptor or sense organ and the effector stands an intermediate set of elements* служит для обеспечения логической связи с предыдущим.

Важную роль в раскрытии логической структуры целого играет деление на абзацы. Каждый абзац в рассматриваемом тексте начинается с ключевого предложения, излагающего основную мысль. Для усиления логической связи между предложениями употребляются такие специальные устойчивые выражения, как *to sum up, as we have seen, so far we have been considering*.

Той же цели могут служить и наречия *finally, again, thus*. Употребление их в научном тексте специфично, т.е. сильно отличается от употребления их в художественной прозе.

Авторская речь построена в первом лице множественного числа: *we are coming to realize, we have taken it to be, the tube has shown us, we are beginning to see, we deal with, we are now speaking*. Это «мы» имеет двойное значение. Во-первых, Н. Винер везде подчеркивает, что новая наука создана содружеством большого коллектива ученых, и, во-вторых, лекторское «мы» вовлекает слушателей и соответственно читателей в процесс рассуждения и доказательства. Интересно также отметить сравнительно частое употребление настоящего продолженного и будущего вместо простого настоящего: *the information will very often contain*, что придает изложению большую живость.

Экспрессивность в научном тексте не исключается, но она специфична. Преобладает количественная экспрессивность: *very far from conservative, much less limited, almost all of which, very effective, much the same, most essential, very diverse sorts, long before the war* и т.д. Образная экспрессивность встречается преимущественно при создании новых терминов. В данном тексте это взятое в кавычки слово «noise», которое тут же раскрывается синонимичным описательным выражением *amount of disturbance* и поясняется автором как термин, заимствованный у специалистов по телефонии. Первоначально образный термин в дальнейшем закрепляется в терминологии и, получив дефиницию, становится прямым наименованием научного понятия. Так это в дальнейшем и произошло со словом *noise*, и оно уже давно употребляется без кавычек.

В других текстах экспрессивность может заключаться в указании важности излагаемого. Логическое подчеркивание может быть, например, выражено лексически: *note that..., I wish to emphasize..., another point of considerable interest is..., an interesting problem is that of..., one of the most remarkable of... phenomena is..., it is by no means trivial...* Все эти выражения являются для научного текста устойчивыми.

Экспрессивность выражается также в имплицитной или эксплицитной заявке отправителя речи на объективность, на достоверность сообщаемого.

Общая характеристика лексического состава этого или любого другого научного текста включает следующие черты: слова употребляются либо в основных прямых, либо в терминологических значениях, но не в экспрессивно-образных. Помимо нейтральных слов и терминологии употребляются так называемые книжные слова: *automaton — automata, perform, cardinal, comprise, susceptible, analogous, approximate, calculation,*

circular, heterogeneous, initial, internal, longitudinal, maximum, minimum, phenomenon — phenomena, respectively, simultaneous. Слова других стилей не используются.

Книжные слова — это обычно длинные, многосложные заимствованные слова, иногда не полностью ассимилированные, часто имеющие в нейтральном стиле более простые и короткие синонимы. Неполная грамматическая ассимиляция выражается, например, в сохранении формы множественного числа, принятой в языке, из которого данное существительное заимствовано: *automaton* — *automata*.

Рассмотрение отрывка из книги Н. Винера позволяет показать многие характерные черты научного текста, хотя, несомненно, неповторимая индивидуальность большого ученого неизбежно сказывается на языке, уменьшает стереотипность, приближая текст к художественному. Укажем дополнительно некоторые типические черты научных текстов, касающиеся их морфологии. Эти черты изучены меньше, чем лексические, но все же некоторые наблюдения имеются. Все авторы, занимавшиеся этим вопросом, отмечают преобладание именного стиля. Преобладание в научном стиле именных, а не глагольных конструкций дает возможность большего обобщения, устраняя необходимость указывать время действия.

По этой же причине в научном стиле заметное предпочтение отдается пассиву, где необязательно указывается деятель, и неличным формам глагола. Вместо *I use the same notation as previously* пишут: *The notation is the same as previously used*. Наряду с первым лицом множественного числа, представленным в тексте из книги Н. Винера, широко употребляются безличные формы *It should be borne in mind, it may be seen* и конструкции с *one*: *one may write, one may show, one may assume, one can readily see*. Частотное распределение частей речи в научном тексте отличается от того, которое наблюдается в нейтральном или разговорном стиле: увеличивается процентное содержание имен, уменьшается содержание глаголов в личной форме, совсем отсутствуют междометия.

Стоит упомянуть особую, характерную для научного текста форму замещения конструкциями: *that of, those of, that + Part*. В той же книге Н. Винера находим такой пример:

*To cover this aspect of communication engineering we had to develop a statistical theory of the amount of information, in which the unit of the amount of information was that transmitted as a single decision between equally probable*



alternatives. This idea occurred at about the same time to several writers, among them the statistician R.A. Fisher, Dr. Shannon of the Bell Telephone Laboratories, and the author. Fisher's motive in studying this subject is to be found in classical statistical theory; that of Shannon in the problem of coding information; and that of the author in the problem of noise and message in electrical filters.

Исследования грамматических особенностей технических текстов показали, например, что термины, обозначающие вещество и отвлеченное понятие, имеют особенности по сравнению с соответствующими разрядами существительных в общелитературном языке в своем отношении к категории числа. Они употребляются в обеих числовых формах без сдвига лексического значения и могут определяться числительными: Normally two horizontal permeabilities are measured. Объясняется это не ограничениями внутриязыкового порядка, а экстралингвистическими причинами. Чем глубже наука проникает в законы природы, тем более тонкой становится дифференциация видов вещества и свойств предметов. Для неспециалиста сталь — одно понятие, металлург знает много разных сталей.

Такова общая характеристика научного стиля в современном английском языке.

#### **Вопросы для самоконтроля:**

1. Дайте определение функциональному стилю.
2. Какие функциональные стили характерны для английского языка?
3. Дайте характеристику официально-делового стиля английского языка.
4. Перечислите отличительные черты стиля художественной литературы.
5. Охарактеризуйте научный стиль в английском языке.

#### **4.2. PRACTICE**

***Проанализируйте данные тексты и определите, к какому функциональному стилю они принадлежат. Какие характерные черты каждого стиля вы обнаружили?***

1. Nothing could be more obvious, it seems to me, than that art should be moral and that the first business of criticism, at least some of the time, should be to judge works of literature (or painting or even music) on grounds of the production's moral worth. By "moral" I do not mean some such timid evasion as "not too blatantly immoral". It is not enough to say, with the support of mountains of

documentation from sociologists, psychiatrists, and the New York City Police Department, that television is a bad influence when it actively encourages pouring gasoline on people and setting fire to them. On the contrary, television - or any other more or less artistic medium - is good (as opposed to pernicious or vacuous) only when it has a clear positive moral effect, presenting valid models for imitation, eternal verities worth keeping in mind, and a benevolent vision of the possible which can inspire and incite human beings towards virtue, towards life affirmation as opposed to destruction or indifference. This obviously does not mean that art should hold up cheap or cornball models of behaviour, though even those do more good in the short run than does, say, an attractive bad model like the quick-witted cynic so endlessly celebrated in light-hearted films about voluptuous women and international intrigue. In the long run, of course, cornball morality leads to rebellion and the loss of faith. (J.G.)

2. In tagmemics we make a crucial theoretical difference between the grammatical hierarchy and the referential one. In a normal instance of reporting a single event in time, the two are potentially isomorphic with coterminous borders. But when simultaneous, must be sequenced in the report. In some cases, a chronological or logical sequence can in English be partially or completely changed in presentational order (e.g. told backwards); when this is done, the referential structure of the tale is unaffected, but the grammatical structure of the telling is radically altered. Grammatical order is necessarily linear (since words come out of the mouth one at a time), but referential order is at least potentially simultaneous.

Describing a static situation presents problems parallel to those of presenting an event involving change or movement. Both static and dynamic events are made linear in grammatical presentation even if the items or events are, referentially speaking, simultaneous in space or time.

3. Techniques of comparison form a natural part of the literary critic's analytic and evaluative process: in discussing one work, critics frequently have in mind, and almost as frequently appeal to, works in the same or another language. Comparative literature systematically extends this latter tendency, aiming to enhance awareness of the qualities of one work by using the products of another linguistic culture as an illuminating context; or studying some broad topic or theme as it is realized ("transformed") in the literatures of different languages. It is worth insisting on comparative literature's kinship with criticism in general, for there is evidently a danger that its exponents may seek to argue an unnatural distinctiveness in their activities (this urge to establish a distinct identity is the

source of many unfruitfully abstract justifications of comparative literature); and on the other hand a danger that its opponents may regard the discipline as nothing more than demonstration of "affinities" and "influences" among different literatures - an activity which is not critical at all, belonging rather to the categorizing spirit of literary history.

4. Caging men as a means of dealing with the problem of crime is a modern refinement of man's ancient and limitless inhumanity, as well as his vast capacity for self-delusion. Murderers and felons used to be hanged, beheaded, flogged, tortured, broken on the rack, blinded, ridden out of town on a rail, tarred and feathered, or arrayed in the stocks. Nobody pretended that such penalties were anything other than punishment and revenge. Before nineteenth-century American developments, dungeons were mostly for the convenient custody of political prisoners, debtors, and those awaiting trial. American progress with many another gim "advance", gave the world the penitentiary.

In 1787, Dr. Benjamin Rush read to a small gathering in the Philadelphia home of Benjamin Franklin a paper in which he said that the right way to treat offenders was to cause them to repent of their crimes. Ironically taken up by gentle Quakers, Rush's notion was that offenders should be locked alone in cells, day and night, so that in such awful solitude they would have nothing to do but to ponder their acts, repent, and reform. To this day, the American liberal - progressive - idea persists that there is some way to make people repent and reform. Psychiatry, if not solitude will provide perfectability.

Three years after Rush proposed it, a single-cellular penitentiary was established in the Walnut Street Jail in Philadelphia. By the 1830s, Pennsylvania had constructed two more state penitentiaries, that followed the Philadelphia reform idea. Meanwhile, in New York, where such reforms as the lock-step had been devised, the "Auburn system" evolved from the Pennsylvania program. It provided for individual cells and total silence, but added congregate employment in shops, fields, or quarries during a long, hard working day. Repressive and undeviating routine, unremitting labor, harsh subsistence conditions, and frequent floggings complemented the monastic silence; so did striped uniforms and the great wall around the already secure fortress. The auburn system became the model for American penitentiaries in most of the states, and the lofty notions of the Philadelphians soon were lost in the spirit expressed by Elam Lynds, the first warden of Sing Sing (built in 1825): "Reformation of the criminal could not possibly be effected until the spirit of the criminal was broken."

The nineteenth-century penitentiary produced more mental breakdowns, suicides, and deaths than repentance. "I believe," wrote Charles Dickens, after visiting such an institution, "that very few men are capable of estimating the immense amount of torture and agony which this dreadful punishment, prolonged for years, inflicts upon the sufferers." Yet, the idea persisted that men could be reformed (now we say "rehabilitated") in such hellholes - a grotesque derivation from the idea that man is not only perfectable but rational enough to determine his behavior through self-interest.

A later underpinning of the nineteenth-century prison was its profitability. The sale and intraprisson use of prison-industry products fitted right into the productivity ethic of a growing nation. Convicts, moreover, could be and were in some states rented out like oxen to upright businessmen. Taxpayers were happy, cheap labor was available, and prison officials, busily developing their bureaucracies, saw their institutions entrenched. The American prison system - a design to reform criminals by caging humans - found a permanent place in American society and flourished largely unchanged into the twentieth century. In 1871, a Virginia court put the matter in perspective when it ruled that prisoners were "slaves of the state".

## **2.REVEALED: BRITAIN'S SECRET NUCLEAR PLANT**

A SECRET nuclear fuel plant processing radioactive material a mile from the centre of a British city has been revealed to have serious safety flaws.

Nuclear fuel more volatile than the uranium which caused the recent radioactive leak at a Japanese facility is being secretly manufactured in the Rolls-Royce plant in Derby.

Highly enriched uranium fuel is processed at the factory for the Ministry of Defence (MoD) - although this has never before been disclosed and the local population has not been told because the work is classified. They are only aware that the factory makes engines for Trident nuclear submarines.

Leaked company documents reveal that there is a risk of a "criticality accident" - the chain reaction which caused the nuclear disaster at a fuel manufacturing plant in Tokaimura last month. It has also emerged that after a safety exercise at the plant this year, inspectors concluded that it was "unable to demonstrate adequate contamination control arrangements". There is still no public emergency plan in case of disaster.

"I can't believe that they make nuclear fuel in Derby and don't have an off-site public emergency plan," said a nuclear safety expert who has visited the plant. "Even in Plymouth where they [the MoD] load the uranium fuel into the submarines, they have a publicised plan for the local population."

In the Tokaimura disaster two weeks ago, clouds of deadly radiation poured out from a nuclear fuel plant after a nuclear fission chain reaction. Most nuclear plants in Britain use fuel containing about 3% uranium 235, but in the Tokaimura incident it was about 20%, which was a contributory factor for the chain reaction.

In Derby the fuel is potentially even more unstable, containing more than 90% uranium 235. Rolls-Royce has always said that its marine power division at Raynesway, Derby, makes propulsion systems for nuclear submarines. It has never previously admitted processing the uranium fuel.

### **3.**

Professor W.H. Leeman

79 Rigby Drive

Dorset, Merseyside

Dear Sir!

London

10th March 1998

Contributed papers accepted for the Conference will be presented in oral sessions or in poster sessions, each type of presentation being considered of equal importance for the success of the conference. The choice between the one or the other way of presentation will be made by the Programme Committee. The first is a ten-minute talk in a conventional session, followed by a poster presentation in a poster area. In the poster period (about two hours) authors will post visual material about their work on a designated board and will be prepared to present details and answer questions relating to their paper. The second mode of presentation is the conventional format of twenty-minute talks without poster periods. This will be used for some sessions, particularly those for which public discussion is especially important or for which there is a large well-defined audience.

Sincerely T. W. Thomas, Chairman.

### **4. ENEMY OF THE PEOPLE**

Radio 2

Johnnie Walker, the DJ fined £ 2,000 last week for possessing cocaine, was suitably contrite as Radio 2 opened its arms to welcome him back to work. "I'm

extremely sorry for all the embarrassment I've caused my family, friends and the BBC," he said.

Embarrassment? My dear old chap, this is absolutely the best thing to have happened to Radio 2's image in years.

There has only been one other significant drags scandal involving a Radio 2 presenter. One day in 1993, Alan Freeman accidentally took an overdose of his arthritis pills. Luckily, there was no lasting damage done to Freeman, but for Radio 2 it was touch and go.

Arthritis pills? This was not the image that the station had been assiduously nurturing. For years, Radio 2 has been struggling to cast off the impression that it thinks hip is something that you can have replaced on the NHS at some point in your late seventies.

This struggle has not been a success. To many listeners, it is the station to which people turn when they start taking an interest in golf, Sanatogen and comfortable cardigans.

It is a reliable friend to lean on when you hear yourself say: "Radio 4 is all very well, but why does everything have to be so brash and loud?"

So for Radio 2 to have a chap on the staff who's had a brush with cocaine and wild living was a lucky bonus. For a short time, Radio 2 producers could turn up at nightclub doors without being sniggered at.

5. In most countries, foreign languages have traditionally been taught for a small number of hours per week, but for several years on end. Modern thought on this matter suggests that telescoping language courses brings a number of unexpected advantages. Thus it seems that a course of 500 hours spread over five years is much less effective than the same course spread over one year, while if it were concentrated into six months it might produce outstanding results. One crucial factor here is the reduction in opportunities for forgetting; however, quite apart from the difficulty of making the time in school time-tables when some other subject would inevitably have to be reduced, there is a limit to the intensity of language teaching which individuals can tolerate over a protracted period. It is clear that such a limit exists; it is not known in detail how the limit varies for different individuals, nor for different age-groups, and research into these factors is urgently needed. At any rate, a larger total number of hours per week and a tendency towards more frequent teaching periods are the two aspects of intensity

which are at present being tried out in many places, with generally encouraging results.

## 6. PREPARING A BUSINESS PLAN

A business plan is essential to the start-up, growth and modification of any business whether it be a small private farm or a large state farm or an agricultural processing facility. The business plan specifically defines the business. It identifies and clarifies goals and provides the direction for their achievement.

A well developed plan will serve three primary functions. *First*, it will act as a feasibility study. Writing the plan forces the business owner or director to translate ideas into black and white allowing substantiation and evaluation of the assumptions upon which the plan is based. It helps to determine the need for, and proper allocation of resources and, by allowing the owner to look for weak spots and vulnerabilities, helps reduce the risk of unforeseen complications.

*Second*, the plan will serve as a management tool. It provides a guide for implementation and standards against which to evaluate performance. Properly utilised, it can help alert the owner/manager to potential problems before they become detrimental, and potential opportunities before they are missed.

*Third*, the plan is the tool for obtaining financing for the business. Whether seeking bank financing, private domestic or foreign investors, government financing or venture capital, a detailed, well-drafted plan is necessary.

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5. Разинкина Н.М. Стилистика английского научного текста. – М.: Едиториал УРСС, 2005.

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## CHAPTER 5. CULTURE OF ENGLISH SPEAKING COUNTRIES

### Методические рекомендации

Предлагаемый раздел представляет собой набор слайдов по следующим темам:

1. Взаимосвязь между историей Великобритании и ее культурой.
2. Культура Великобритании.
3. Известные люди в англо-говорящих странах.
4. Взаимосвязь между историей США и ее культурой.
5. Культура США.
6. Известные люди США и Австралии.
7. Культура Австралии и Канады.

Выбор предложенного формата обусловлен огромным объемом материала, необходимостью его систематизации и визуализации.

В конце каждой презентации имеется небольшой тест для проверки как усвоенного визуализированного материала. Кроме того, тест опирается на общие фоновые знания студентов.

Слайды являются опорным материалом для самостоятельной работы студентов. Для выполнения заданий Вам понадобится обратиться к справочной литературе, интернет-источникам, лингвокультурологическим словарям, литературе по разделам темы.

Особое внимание следует уделить заданиям по составлению глоссария. Здесь Вы можете значительно расширить свой лексический запас по теме



«Культура стран изучаемого языка», выбрать те реалии, которые лично Вам представляются наиболее ярко отражающими историю и культуру англо-язычных стран.

Одно из заданий включает составление тестов по теме. В качестве опоры можно использовать информацию, расположенную на слайдах, а также результаты самостоятельного поиска.

При выполнении заданий обращайтесь в разделу «Grammar», где Вы найдете справочную информацию по основным грамматическим явлениям и структурам английского языка.

## 5.1. THE INTERCONNECTION BETWEEN THE HISTORY OF GREAT BRITAIN AND ITS CULTURE

**Task 1. Look through the slides and do the following:**

- a) increase the contents of the slides (10-15 sentences);
- b) make up the vocabulary on the topic;
- c) translate the quotations at slide 4.

**Culture**

- We all live in the world of culture.
- Culture has many definitions.
- Culture is connected with **history** of the country



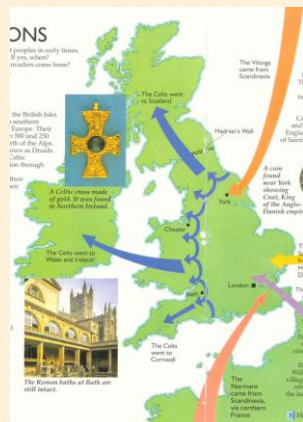
Slide 1



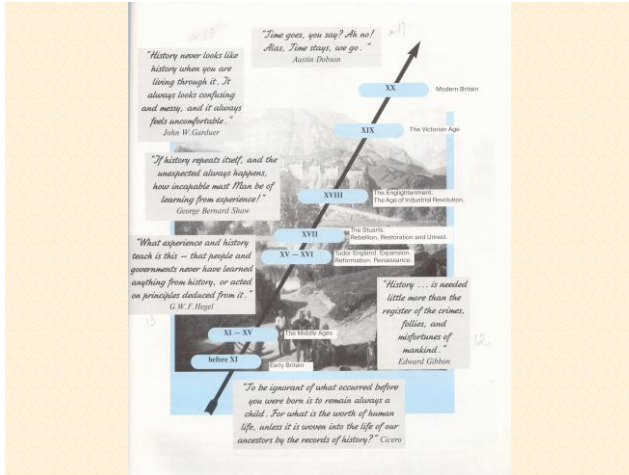
- It is Great Britain today. Let's look into the history of the country and understand what made this country great.
- It started long ago before the Christ.

Slide 2

- Many wanted to conquer British Isles:
- Romans ( 1B.C.);
- Vikings (1A. D.);
- Sacks (5 A. D.);
- Normans (11 c.)
- Every conquest brought something to British and developed the culture of the country.



Slide 3



Slide 4

Great Britain is the Constitutional Monarchy, so the history of the country is closely connected with the history of Royal family



Slide 5

## The most remarkable kings and queens

- **Henry VII**

(15 c.) started Tudor rule. He was a wise and clever king, careful with money, put the end to the War of Roses.



Slide 6

## Henry VIII (16 c.)



- -cruel and ambitious;
- - separated England from Pope;
- - had 6 wives; one of them gave the birth to Elizabeth I

Slide 7

## Elizabeth I

- - reigned 45 years;
- - was clever diplomat;
- - supported the Brave New World;
- - made England strong;
- - won in the battle with the Spanish Armada



Slide 8

## Queen Victoria (19 c.)

- - beloved by British;
- - extended British colonies;
- - her age was the age of wealth and power
- - her main ideas were:
  - home, sweet home;
  - middle class;
  - the openness of Royal life



Slide 9

## Elizabeth II (20 c.)



- - the oldest British monarch;
- - beloved by British in spite of Royal scandals;
- - the head of the state but has very few power

## Slide 10

Britain was the pioneer in many fields:

- democracy;
- technology;
- science;
- art... etc.



## Slide 11

### Test

- **1. Who put the end of War of Roses?**
- a) Henry VII;
- b) Henry VIII;
- c) Elizabeth I.
- **2. What invasions were the most useful for British culture?**
- a) Vikings;
- b) Sacks;
- c) Normans

### Slide 12

- **3) Whom did Queen Victoria helped?**
- a) poor;
- b) rich;
- c) middle class
- **4) Where were the British first in?**
- a) religion;
- b) science;
- c) travelling.

### Slide 13

## Check yourself

- 1. A
- 2. C
- 3. C
- 4. B



Slide 14

## 5.2. THE CULTURE OF GREAT BRITAIN

**Task 2. Look through the slides and do the following:**

- Tell about your favourite English film, book, singer etc.
- Do the tests.

**The Cultural Heritage of Great Britain**

- We'll speak on theatre, painting, literature, music, traditions and sights

Three images representing British culture: a classical building with a statue on top, a red double-decker bus on a street, and a woman holding a Harry Potter book.



## Slide 1

**Theatre**

- British theatre has remarkable history.
- **Shakespeare, Shaw, Wilde: these names are well-known all over the world**

• *Globe,*  
• *Hamlet*      *Pigmalion*  
• *Romeo and Juliet*  
• *The Importance of Being Ernest*

## Slide 2

**Guess**

1

2

3

4

5

6

## Slide 3

## Painting

- 18 century is the top of British painting.
- The most famous painters are:

- **William Hogarth**

- *the master of*
- *dramatic*
- *composition*
- *and critical eye*
- *(Shrimp girl)*



- **Joshua Reynolds**

*a portraitist*



*( Self-Portrait )*

### Slide 4

- **Thomas Gainsborough**

*the purest lyricist*



*(The Morning Walk)*

- **John Constable**

*the greatest English  
Landscape painter*



*(Hay Wain)*

### Slide 5

## Literature

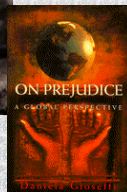
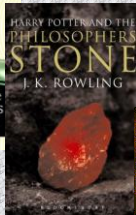
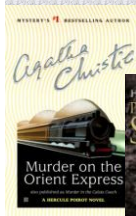
- **Classic**
- **William Shakespeare**
- *(tragedies, comedies, sonnets)*
- **Charles Dickens**
- *(novel, social problems)*
- **Charlotte, Emily and Anne Brontë**
- *(fiction, love stories)*



## Slide 6

## Literature

- **Modern**
- **Agatha Christie**
- *(detective stories)*
- **Joanne Rowling**
- *(fantasy)*
- **Multicultural English**
- **Literature**
- *(the writes who came from former British colonies)*



## Slide 7

## Music

### • The Beatles



- *Let it be...*
- *Yesterday...*
- *The Girl...*

### Rolling Stones



*Rock*

## Slide 8



## Traditions

- **January:** *New Year*
- **February:** *St. Valentine's Day*
- **March:** *Pancake Day*
- **April:** *April's Fool Day, Easter*
- **May:** *Chelsea Flower Show*
- **June:** *Trooping the Colour*
- **July:** *Henley Regata*



Slide 9

**Traditions**

- **August:** *Notting Hill Carnival*
- **September:** *Harvest Festival*
  - **October:** *Halloween*
- **November:** *Veteran Car Rally*
- **December:** *Christmas*



Slide 10

**Sightseeing**

- GB is a very old country. There are many historical sights everywhere.

**London**

*The Tower Bridge*

- *The Tower*



*Big Ben*

Slide 11

## Sightseeing

### Scotland



• *The castle*

### Wales



*The ruins*

### Northern Ireland



*The glen*

- **“Rule, Britannia, the waves,  
Britans never will be slaves!”**
- 

## Slide 12

### Test

- **1. What is the capital of GB?**
  - a) London;
  - b) Glasgow;
  - c) Paris
- **2. When British celebrate Halloween?**
  - a) in May;
  - b) in December;
  - c) in October
- **3) What kind of book did Agatha Christie write?**
  - a) love stories;
  - b) detective;
  - c) fantasy
- **4) What did John Constable paint?**
  - f) portraits;
  - b) landscapes;
  - c) marine

## Slide 13

## Check yourself

- 1. a
- 2. c
- 3. b
- 4. b



Slide 14

### 5.3.FAMOUS PEOPLE IN ENGLISH SPEAKING COUNTRIES

**Task 3.** *Look through the slides and make up your own test on the topic.*

## Famous people in English speaking countries -1

English speaking countries have given lots of great people to the world civilization.

Scientists and entertainers, writers and actors, sportsmen and politicians...

It's very difficult to choose a few. But let's try.

**What great people of English speaking countries do you remember?**



Slide 1.

## Great Britain

- There are many outstanding people in Great Britain. Britain produced statesmen, thinkers, explorers, musicians, writers, **scientists**... Let's start with them.



Slide 2



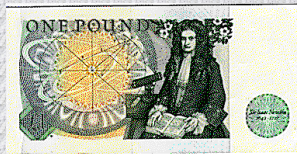
- **Isaac Newton** (17th c.) is one of the greatest men in the history of science. He studied maths at Cambridge University. Newton's contribution to physics astronomy and math is so great that he may be considered the founder of the mordent mathematics and physics.

- **What physical laws did Newton discovered?**



Slide 3

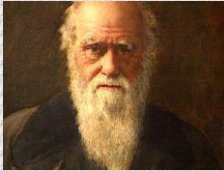
- He discovered the **law of motion and the universal law of gravitation**. He studied the nature of light and colour and came to the conclusion that white colour consists of many different colours known as spectrum. He died when he was 84 and was burred at Westminster Abbey.



Slide 4

- **Charles Darwin** (the 19th c.) was a great biologist. Once there were only simple organisms living in the seas, hundreds millions of years they have developed to produce all the different kind animals and plants we knew today.

- **What did he create?**



Slide 5

He created a new theory of evolution.

- **Michael Faraday** (17th c.) was interested in electricity very much and spent long months studying this strange force. He discovered that electricity passed from the magnet to the wires and cowbell become a strong electric current.

- **What did he open?**



Slide 6



He opened many laws of electricity and magnetism

- **Lord Rutherford**, the great pioneer of nuclear physics, received the Nobel Prize in 1908 for...

- **what?**



Slide 7



...for his investigations into decay of elements  
chemistry of radiated substances.

**William Shakespeare**

became a symbol of the English literature.  
He was born in 1564 in Stratford-on-Avon in England.

In the very early childhood he watched with admiration how visiting groups of actors created whole worlds on stage.

He decided to become ... **what?**



Slide 8

↓

...an actor himself

- Although he did become an actor when he came to London at 21, but the real fame came to him when he started to write plays and pieces of poetry. His 154 sonnets have reached our times through all this time without losing their freshness and artistic value.  
His plays are full of life itself, be it ...**What?**  
His works have been translated into many languages. People all over the world enjoy Shakespeare's works.

Slide 9

↓

"Hamlet", "Othello", "Romeo and Juliet", "King Lear"...

- When we are discussing famous people in English speaking countries, one of the top positions must be given to the most famous rock group "**The Beatles**." The Beatles shaped not only music and the way it is now, but also entire generations. They became a model for how to behave, to dress, to think, even how to live. The members of the group... **who?** met when they were still very young, no more than 17 years old.



Slide 10



John Lennon, Paul McCartney, George Harrison, Ringo Star

- **British Princess Diana** is a person to be remembered. She was born on July 1 1961. Her full name was Lady Diana Frances Spencer, and she was a daughter of the Earl of Spencer. But Diana was famous not as a member of the Royal family.

- **What did she do in her lifetime?**



Slide 11



...she is remembered as an energetic charity activist.

- She was in touch with over 100 British and international organizations giving support to different groups of people. Most of her efforts were spent on fighting the landmines all over the world, and especially in Africa. Thanks to her, lots of people were saved and relieved in time of trouble. Diana died dramatically in a car accident in France but is still in our hearts.



Slide 12

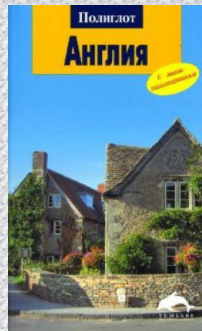
## Do you know them?



Slide 13

## Check up yourself

- 1. Susan Boyle
- 2. Princes Harry and William
- 3. Winston Churchill.
- 4. Margaret Thatcher
- 5. Knights of The Round Table
- 6. David Beckham



Slide 14

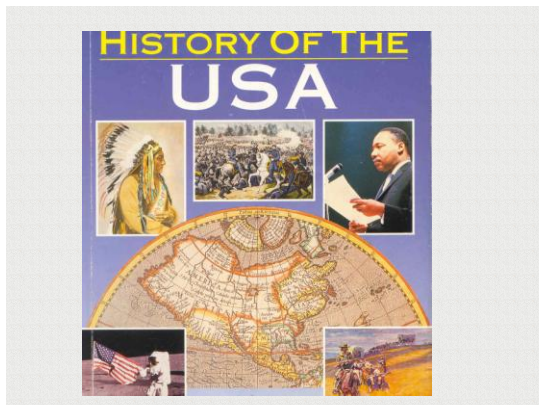
## 5.4.THE INTERCONNECTION BETWEEN THE HISTORY OF USA AND ITS CULTURE

**Task 4 . Look through the slides and do the following:**

- a) increase the contents of the slides (10-15 sentences);**
- b) make up the vocabulary on the topic;**
- c) make up 15 questions on the history of USA**



Slide 1



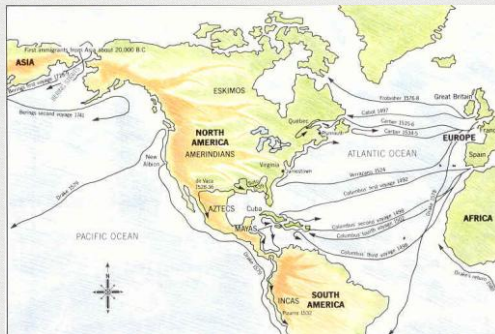
Slide 2

- USA is a young country.
- Its history started in the 15<sup>th</sup> century when Columbus discovered the New World.



Slide 3.

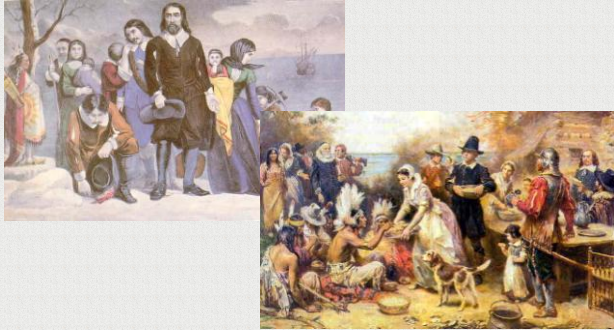
The beginning of immigration. Every wave brought cultural traditions.



Slide 4



The founders met a lot of difficulties. Many people died. The natives helped the “white”. Thus the **Thanksgiving Day** appeared.



Slide 5

In 1776 the new country appeared. It's name was **The United States of America**



- 
- *The Declaration of Independence*
- 
- 
- 

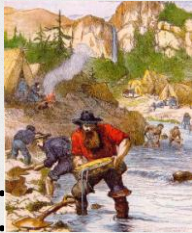


*Miss Freedom with the flag of new state*

Slide 6

## The US in the 19<sup>th</sup> century

- *The Gold Rush*



- *The Civil War*
- *Jack London...*

### *The Civil War*



*"Gone with the wind..."*



## Slide 7

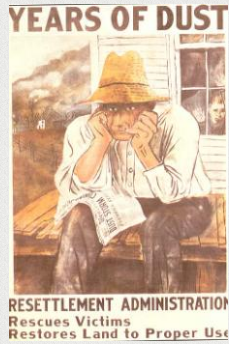
At the beginning of the 20<sup>th</sup> century US was becoming richer than any country of the world

- - the growth of industry...
- - new waves of immigration...
- - no wars at the territory of US...



## Slide 8

In the 30<sup>th</sup> the Great Depression rushed. But the Government found the way out – “The New Deal”



Slide 9

The history of the US in the 20<sup>th</sup> century:

- - the Second World War;
- - Hiroshima;
- - Vietnam;
- - the country of “gold milliard”;
- - the country of contrasts;
- - Iraq;
- - September, 11
- - ...



Slide 10



## Guess



Slide 13

## Check yourself

- 1. White House
- 2. Typical American house
- 3. NASA museum
- 4. Florida
- 5. Arnold Schwarzenegger
- 6. Grand Canyon
- 7. Niagara Fall
- 8. The Statue of Freedom

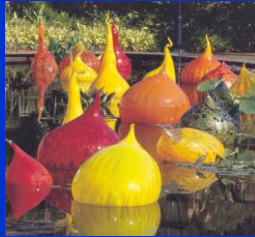


Slide 14

## 5.5. CULTURE OF USA

Task. Tell about your favourite American film, book etc.

### *AMERICA IN CLOSE-UP THE ARTS*



#### Slide 1



- The stereotype:  
culture in USA = TV+sports
  - But!
  - + theatre
- + cinema+museums
  - +pop/country/rock festivals+ etc...
- These activities are growing from year to year
  - The government support is very little
  - Promotion of arts is through private and commercial funding

#### Slide 2

- America is “**melting pot**” of languages and cultures.
  - The artists try to create their own style.
  - The styles of American art are as diverse as the people
- A lot of influences: European Arts, ethnic cultures ...



Slide 3

### Museum Tour: Metropolitan,



Slide 4



- Classic Arts



- Impressionists

Slide 5

### The Museum of Art



Slide 6



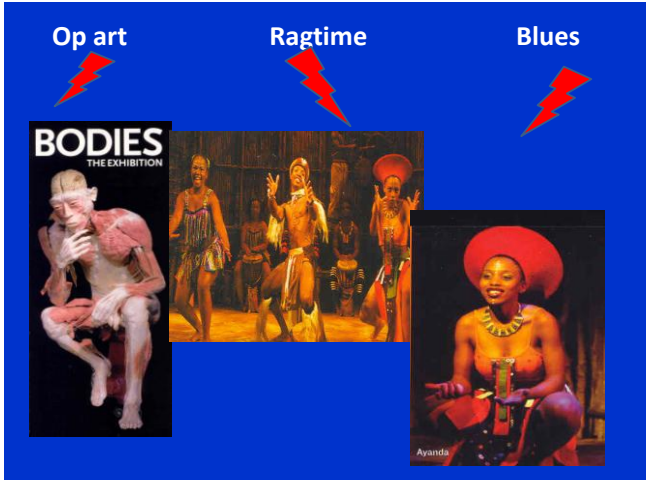
The main trend of American arts is  
*innovations* in everything  
They invented  
**Abstract Arts**



Slide 7



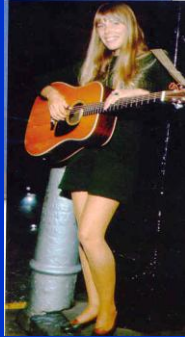
Slide 8



Jazz

Country-western music

Rock



Slide 11

The musical



Slide 12

**Modern dance**



**Hollywood films...**



Slide 13

**...What is next?**



Slide 14

## 5.6. GREAT PEOPLE OF USA AND AUSTRALIA

### *Task 6. Tell about the person you respect more*

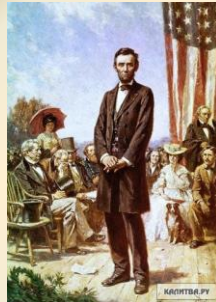
#### Famous people in English speaking countries -2

- The fates of many famous people of America have very much in common.



Slide 1

- Thus, one of the most well-known statesmen of the USA, **Abraham Lincoln**, was born in 1809. His father was a poor farmer and the boy had to work much on their small farm. But he read a lot, too. He became a lawyer and he always tried to use the law to defend people.



Slide 2

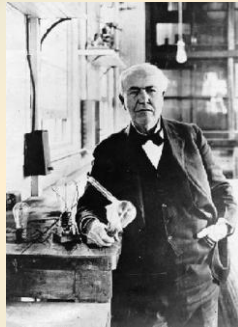
- In 1846 he was elected to Congress. There he said he was against slavery. In 1860 he became the President of the USA. In 1864 Abraham Lincoln was elected the President again, but a year later ... **what happened?**



Slide 3

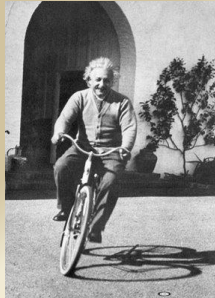
...he was killed.

- An American inventor, **Thomas Alva Edison**, was born in Ohio in 1847. His family was not rich and the boy's education was limited to three months in the public school. When he was 12 he started to work. Several years later Edison learned telegraphy and became a telegraph operator. He wanted to improve... **what?**



Slide 4

### ...the telegraph system



- Any list of the greatest thinkers in history contains the name of the brilliant physicist **Albert Einstein**. His theories of relativity led to entirely new ways of thinking about time, space, matter, energy, and gravity. Einstein's work led to such scientific advances as the control of ...**what?**

### Slide 5

### ...atomic energy

- Everybody knows Yury Gagarin, the first man who flew into space. The next step of space exploration made by An American astronaut, **Neil Armstrong** would be... **what?**



### Slide 6

...to land on the Moon.

- On the moment when Armstrong left the spacecraft after the landing, he said the phrase, which became one of the most famous worldwide.  
He said: ...**What did he say?**



Slide 7

...That's one small step for a man, but one giant leap for mankind."

- **Martin Luther King** was a clergyman and one of the most prominent members of the civil rights movement.. In 1963 he helped to organize March on Washington. At this march he delivered his most celebrated speech. He stressed the importance of ...**what?**



Slide 8



...non-violent protest and described a possible future of racial harmony in the US



- Australia has given many famous entertainers. The most well-known Australian actors are Mel Gibson and **Nicole Kidman**. She began ballet lessons when she was three years old, mime class when she was eight, and acting classes when she was ten. But she had her first great success with ... **what?**

Slide 9

... a role in an Australian TV film.



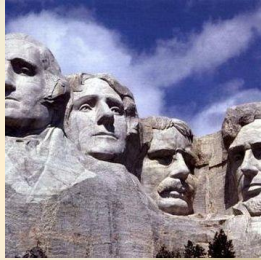
- When Kidman was 17, the whole Australia voted for her as the best actress of the year. Such talent immediately became in great demand in Hollywood, where she debuted in 1990 with Tom Cruise. Since then, she has always been a movie star of world class. One of the best movies of hers is, of course, the musical ... **what?**

Slide 10

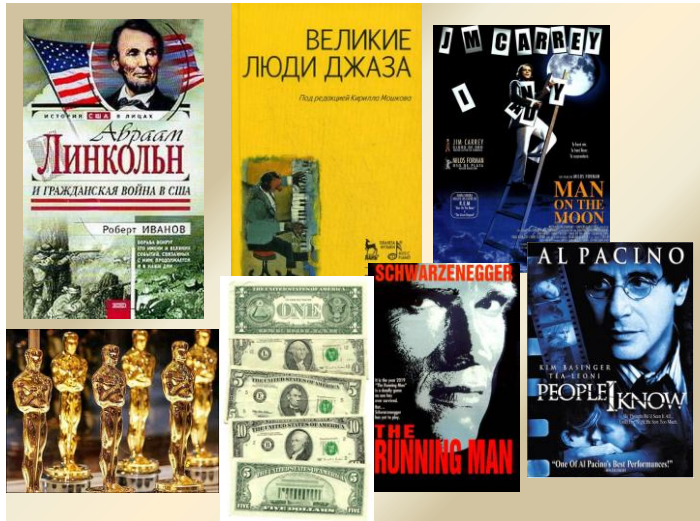


- **MOUNT RUSHMORE**

- There are many ways to honour famous people. In America there is a mountain which attracts many people.
- It is in South Dakota, USA. It's a granite mountain. Four faces are carved on the mountain. They are the faces of four famous presidents. The presidents are Washington, Lincoln, Jefferson and Roosevelt. Many people come to visit this place every year.



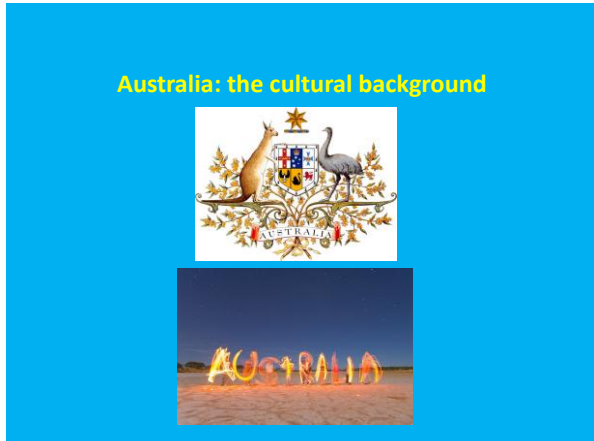
Slide 13



Slide 14

## 7.7. CULTURE OF AUSTRALIA AND CANADA

*Task 7. Make up 15 questions on the topic.*



Slide 1

**Australia**

- Total area** ■ 7.7 million sq. km
- Total population** ■ 20 million
- Ethnic mix** ■ 92% White  
7% Asian  
1% Aborigine
- Capital** ■ Canberra
- Popul. of capital** ■ 330.000
- Government** ■ A federation of six states and two territories. Australia was a British colony until 1901. It is still a monarchy (Britain's monarch is also Australia's) but it is now an independent state.
- Climate** ■ Coasts: fertile, mountainous  
North: tropical  
Centre: desert (known as 'the bush' or 'the outback')



## Slide 2

### Nature of Australia influenced greatly on the culture of the country



- Twelve Apostles – beautiful rocks in Port Campbell National Park, situated along Great Ocean Road



- 1. Коала, сумчатый медведь
- 2. Человек, обладающий статусом неприкосновенности
- 3. Машина с дипломатическим номером
- 4. золотая монета достоинством в \$ 200, на которой изображен медведь коала

## Slide 3

### West Australia, Bungle Bungle National Park



Kangaroo – the symbol of Australia



### Bird National Park Currumbin



## Slide 4

## Australian cities

Sydney



Hobart



Melburne



Perth



Slide 5

## Australian Lifestyle

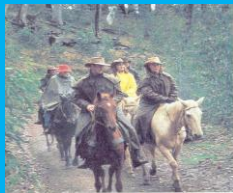
Station



Shearer



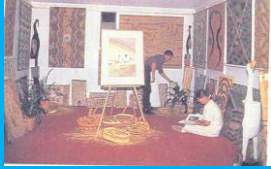
Horse riding ,  
Bush



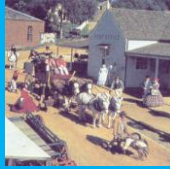
Slide 6

## Australian Culture

The shop of aborigines art

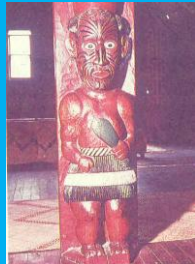


Sovereign Hill

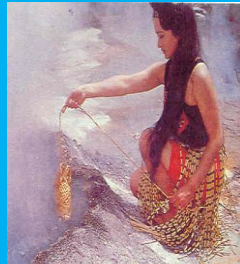


"Australia" with  
Nickol Kidman

Slide 7



Maori



Slide 8

# Canada



Slide 9

## INFORMATION FILE

### Canada

- Total area** ■ 10,000,000 sq. km
- Total population** ■ 32 million
- Ethnic mix** ■ 59% White (English-speaking)  
23% White (French-speaking)  
2% Native American  
16% Other

- Capital** ■ Ottawa
- Popul. of capital** ■ 1 million

**Government** ■ A democracy with a prime minister. Canada was a British colony until 1867. Canada is independent, but the British monarch is still head of state.

- Climate** ■ South: moderate  
North: subarctic and arctic



Slide 10



## Sights of Canada

- Quebec – is the French-speaking capital of Canada



- Toronto is the biggest city of Canada



Slide 11

- Christmas at Ottawa, festivals...



- Niagara Fall



Slide 12

Christmas at Ottawa, festivals...



Niagara Fall



Slide 12

## Glimpses of Canadian Cultural life

8th International Conference on  
Arts and Cultural events in

Toronto



Slide 13

## The culture of Northern people of Canada



- Violin is the national Canadian musical instrument

Slide 14

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## CHAPTER 6. ORAL AND WRITTEN COURSE

*Профиль 050100.62 «Педагогическое образование»*  
*Профиль 050400.62 «Психолого-педагогическое образование»*  
*Профиль 050300.62 «Филологическое образование»*

### **General Contents**

#### **Unit 1**

#### **MY FAMILY**

##### **Exercise 1. Read and translate the text.**

Let me introduce myself. My name's Olga, Olya for short. My full name is Olga Ivanovna Orlova. Orlova is my surname, Olga is my first name and Ivanovna is my patronymic.

I am nineteen and I am in the 2nd year of the Psychological Faculty at Lesosibirsk Teacher Training University.

During the term-time I live in a hostel and quite often go home at weekends or on holidays.

My mother is a housewife and is always busy looking after the house. She is not very tall. She is kind and always ready to help. By character my mother is energetic and talkative, while my father is a quiet man. He works at a big plant as an engineer. He likes his work and spends most of his time there. My father is a tall and well-built man with short black hair and grey eyes. He is 50 and my mother is two years his junior. They both came from quite large families (my mother is one of four children and my father is one of three), so my sister, my two brothers and myself have many aunts, uncles and cousins.

My mother's parents are still alive, but we very rarely see them because they live in a small village quite far away. My elder brother Vladik is almost twenty-five. He is a manager of a trade company and has got much work every day. Vladik looks through the mail, receives customers, makes appointments and goes on business to different cities and towns. He has already been abroad. It is a well-paid job and my brother is very efficient. He works all days long. Sometimes he even works at weekends. Vladik really enjoys his work.

My other brother – Dmitry is 17 and in his final year at school. He does well at school and gets only good and excellent marks. His favourite subjects are biology and chemistry and choosing a career is no problem for him - he has always wanted to become a doctor. My brother's dream is to enter the Medical

University and I think his dream will come true, because he works much and reads much. The youngest member of the family is Julie, who is 5. She goes to the kindergarten. Julie is a very naughty child. She likes to spend her time outdoors, playing different games. She also likes reading, drawing and playing the piano. All of us like music and we can play different musical instruments. My elder brother can play the guitar, my younger brother can play the violin, Julie and I can play the piano. We all get on very well with each other and with our parents.

We like to spend time together. In the evening we watch TV, read books, talk about the events of the day or just play musical instruments and sing our favorite songs. All in all we are a very happy family.

**Exercise 2. Give Russian equivalents to:**

to be in the 2nd year, that is why, during the term-time, to be busy, to look after, to come from quite large families, to see smb. rarely, a well-paid job, trade company, to look through the mail, to make an appointment, to receive customers, to go on business, to go abroad, to be efficient, to get on well with each other, all in all, a naughty child, choosing a career is no problem for him.

**Exercise 3. Give English equivalents to:**

учиться на первом курсе; в течение семестра; присматривать за домом; любить работу; хорошо оплачиваемая работа; на открытом воздухе; выбор карьеры; для него не проблема; энергичный и общительный; проводить большую часть времени.

**Exercise 4. Answer the questions:**

1. Where does Olga live?
2. Olga is in the 3rd year at Lesosibirsk Teacher Training University, isn't she?
3. Where does she live during the term-time?
4. Does she often go home?
5. What is her mother?
6. How old are her parents?
7. Why do Olga, her brothers and her sister have many aunts and uncles?
8. Do they see their grandparents often or rarely?
9. Does Vladik enjoy his work?

10. What is Dmitry interested in?
11. What musical instruments can Olga, her brothers and her sister play?
12. Do the children get on well with each other?
13. How old are you?
14. Are you married?
15. Do you live together with your parents?
16. Are you the only child in the family?
17. Do you help your parents?
18. Do you spend your weekend together with your family?

**Exercise 5. Speak about Ann and her relatives using the given information:**

**A.** Ann – a girl of 18, a student. Her father – a man of 51, a turner. Her mother – a woman of 47, a librarian. Her grandfather – an elderly man of 71, a pensioner. Her grandmother – a woman of 69, a house-wife. Ann's elder brother – a man of 25, a painter. His wife – a young woman of 24, a school teacher. Their son – a boy of 3.

**B.** To be like (unlike) her mother (father); to be thin (stout); to be short (tall); to be pretty (handsome, beautiful, nice, good-looking, attractive); to be dark (fair)-haired; to be blue (dark, brown, black, grey)-eyed; to be snub (straight, long, short)-nosed; to be well-dressed (dressed in good taste).

**Exercise 6. Listen to the dialogue and fill in the table:**

A.: Excuse me.

M.: Yes?

A.: Is this your handbag?

M.: Yes. It's mine. I left it on the bench.

A.: Well, then take it.

M.: Thank you, very much. You are so kind. What's your name?

A.: My name is Alice. What's your name and where are you from?

M.: I'm Mary and I am from Washington D.C. Your English is very good.

Are you English?

A.: Yes, I am. What's your job?

M.: I'm a teacher and what about you? Are you a teacher too?

A.: No, I'm not. I'm a doctor.

M.: How old are you?

A.: I'm about 25. Are you 25 too?

M.: No, I'm 2 years younger than you. Are you married?  
 A.: Yes, I got married last year.  
 M.: Who are you married to?  
 A.: My husband is a taxi-driver. He is 3 years older than I am, and he is in his late twenties.  
 M.: Have you got any children?  
 A.: No, we haven't. Tell me about your family. Is it large or small?  
 M.: My family is large. We are five in our family: father, mother, the elder brother John, the younger brother Paul and myself.  
 A.: How many years is John older than you?  
 M.: He is 3 years older than I am and he is 10 years older than Paul. Have you got any brothers or sisters?  
 A.: No, I haven't, but I have got two cousins. Their names are Jack and Bill. They are very naughty children and I love them very much. Jack is 11 years old and Bill is still quite young. He is 3 years younger than Jack.  
 M.: Where do they live?  
 A.: They live in Washington D.C.  
 M.: It's getting late and I really hate to say «Good-bye», but I must go home. I'm so glad to meet you.  
 A.: I'm so glad to meet you too. See you tomorrow.  
 M.: OK. Good-bye.  
 A.: Good-bye.

Name	Age	Job	Home town	Family	Relatives
Alice					
Mary					

**Exercise 7. Compose short dialogues using following sentences:**

1. Meet my friend, father. I am very glad to meet you. 2. He has a family of his own. He is a ... by profession. 3. Her dream is to become ... . She is just out of school.

**Unit 2  
MY HOUSE AND FLAT**



### **Exercise 8. Read and translate the text.**

I live in a new five-storeyed block of flats. Our flat is on the second floor. It is very cosy. There are three rooms, a kitchen, a bathroom, a small entrance hall and a balcony. The rooms are light, there are big windows there. In the morning I get out of bed and go to the bathroom.

It is not a large room. There is not much furniture in it. The most important thing is a bath-tub, which is in front of the door. There is also a shower with two taps and a sink near the left wall. Above the sink there is a mirror and a glass shelf with many different things on it. Here you can find a soap dish with a cake of soap, tooth brushes in the glass, tooth powder and a comb.

Opposite the sink there is a washing machine. In the corner you can see a towel rail with two towels. Between the sink and the washing machine there is a rubber rug.

When I am ready to have my breakfast I go to the kitchen. The kitchen is not big, but it is very cosy and comfortable. Everything you need is at your hand. The ceiling is whitewashed and the walls are glazed here. Near the left wall there is a stove. If I want to warm up or to cook my food I switch on one of three burnings. Sometimes I bake cakes and pies in the oven. Near the stove there is a sink, where I wash up the dishes. In the right corner you can see a refrigerator, where I keep food. Near the refrigerator there is a table and four stools.

After breakfast I go to the living-room. It is rather large. There is a thick carpet on the floor, a small round table in the middle of the room and a piano near the wall. Opposite there is a sofa and two arm-chairs. Near the sofa there is a bookcase with a lot of books. We are fond of reading. The curtains on the window match the walls. We also have two bedrooms. One bedroom is my parents' room and the other is my own one.

My parents' bedroom is larger than my room. There are two beds, a bedside table, chairs and a wardrobe in it. In the evening I go to my bedroom. I like to have a rest here. There are two comfortable arm-chairs, a sofa and a table with many flowers on it in my room.

Our flat is very cosy with all modern conveniences, such as central heating, electricity, cold and hot running water and a telephone.

**Exercise 9. Answer the questions:**

1. Do you live in a house or in a flat?
2. How many rooms are there in your flat?
3. What furniture is there in your own room?
4. Are the walls in your room papered or whitewashed?
5. Have you got a kitchen unit?
6. Is your kitchen light?
7. Where is the refrigerator in your kitchen?
8. In what room do you receive guests?
9. In what room do you sleep?
10. In what room do you have meals?
11. What colour are the curtains in your sitting-room?
12. Do you have a wall-unit in the sitting-room?
13. Where is the bookcase in the sitting-room?
14. What is there in front of the bookcase?
15. Is your hall cosy and comfortable?
16. Where do you keep your shoes?
17. Where do you put your hats and coats?
18. What modern conveniences do you have in your flat?

**Exercise 10. Read and translate the text**

**A TYPICAL ENGLISH HOUSE**

A person's home is as much a reflection of his personality as the clothes he wears, the food he eats and the friends with whom he spends his time. Most families in Britain live in their own houses, rather than in flats or apartments. The houses are not always very big, and they are often built very close together.

You may want to live in a detached house (the house of your own) or in a semidetached house (the houses under one roof). Many people live in the so called «terraced houses», usually two-storeyed houses that are in a long line, connected to each other. All in all there are six or seven rooms in the house.

On the ground floor there's a dining-room, a sitting-room, a kitchen and a hall. In the hall you can see a stand for hats, coats and umbrellas.

A staircase leads from the hall to the landing on the first floor. On this floor there are four bedrooms, a bathroom and a lavatory. In front of the house they have a small garden in which grow flowers. At the back of the house there is

a much larger garden where they grow all kinds of vegetables. At the side of the house there is a garage, where they can keep their car.

**Exercise 11. Read the words and make up sentences with these words:**

building, floor, ceiling, door, window, chest-of-drawers, conveniences, modern, cosy, room, kitchen, bathroom, hall, flat, wall, shower, sink, table, refrigerator, shelf, bookcase, vacuum cleaner, piano, microwave-oven, carpet, arm-chair, mixer, sofa, bed.

**Exercise 12. Complete the sentences:**

1. In the middle of the room ...
2. On the walls ...
3. On the left ...
4. To the right of the fridge ...
5. Next to the door ...
6. In front of the house ...
7. In the bathroom ...
8. In the kitchen ...
9. Upstairs ...

**Exercise 13. Ask your friend:**

1. Где он живет, на каком этаже он живет, какие комнаты в его квартире?
2. Как обставлена его комната, есть ли у него в комнате магнитофон, где он?
3. В какой комнате у него телевизор, сколько табуреток на кухне, какая комната любимая, почему?
4. Какого цвета ковер в зале, побелены ли стены на кухне или покрыты кафелем?

**Exercise 14. Translate the sentences into English:**

1. Перед нашим домом много цветов.
2. Наша квартира на втором этаже.
3. Квартира моей сестры очень удобная и уютная.
4. Есть ли в вашей квартире кладовая? – Нет. – А холодильник? – Да, есть.
5. Вы можете почистить ковер пылесосом. Это очень легко.

6. Мне нравится мебель в вашей квартире. Она совсем новая и вполне современная. Вы должны только купить ковер и торшер для столовой.
7. Я живу в новом доме. В нашей квартире есть все удобства: электричество, водопровод, центральное отопление, мусоропровод и телефон.
8. В вашей ванной комнате есть зеркало?
9. У вас дома есть английские книги? – Нет.
10. Не могли бы вы мне позвонить? – У меня нет телефона.
11. В вашем саду есть цветы? – Нет, в нашем саду нет цветов, но есть несколько фруктовых деревьев.
12. Моя комната небольшая, но она очень светлая и удобная. Слева стоит кровать. Напротив кровати стол. Между столом и кроватью лежит толстый ковер. Над столом – лампа.

**Exercise 15. Learn by heart:**

1. East or West home is best.
2. There is no place like home.
3. The Englishman's home is his castle.

**Exercise 16. . Make a project "My flat".**

**Exercise 17. Listen to the dialogue and draw a plan of the room.**

### THE SITTING-ROOM

- Hello, I haven't seen you for a long time. How've you been?
- Fine. It's been a long time.
- How are the children?
- They are fine.
- I'm so glad. You look wonderful today. What's the matter?
- I think you don't know that I've moved into a new flat.
- Have you? I'm glad to hear it.
- And now my dream has come true. I have got a beautiful big sitting-

room.

- My congratulations to you.
- Thanks a lot. But I don't know how to make my new sitting-room cosy.
- I can give you a piece of advice. If you want you may follow my advice.
- Thank you very much. You're so kind. I'll be happy to have a talk with you about it.
- Have you got a large window in the room?
- Yes, certainly. And also I've got a balcony.
- You may hang curtains and at night, when it gets dark you may switch on the light and draw the curtains.
- Yes, I think so.
- I know that you like to play the piano. Have you got a piano in the room?
- Yes, I've got a piano.
- But where is it?
- I want to put it by the window. What about your piano? Where is your piano?
- It's opposite the door and in front of it there's a low music-stool.
- What is there next to the piano?
- There is a tall bookcase. Have you got any arm-chairs in the room?
- Oh, I've got two arm-chairs, my husband likes to sit in the arm-chair reading books or newspapers. What about you?
- As for me, I've got a fireplace and on each side of it there's an arm-chair.
- Oh, you've got a fireplace. Have you?
- Yes, I have.
- You're the happiest woman in the world. It's very cosy when the fire is burning.
- You're right. And I'm fond of reading books, sitting in an arm-chair near the fireplace. And have you got a fireplace?
- Sorry to say I haven't got.
- It's a pity. Are the walls in your sitting-room papered?
- No, they aren't papered. They are whitewashed.
- Have you got a standard-lamp in the sitting-room?
- No, I haven't got. And I want to ask you if you know where I can buy it.
- Yesterday, I saw them in a new department store.
- But where is it?

- It's in a bus stop not far from your place.
- What is there in its neighborhood?
- There is a drugstore next to the department store. There's a bus station around the corner from the drugstore.
- Well.
- Oh, it's getting late and I must go home.
- Just a moment. We're having a party next Sunday. I invite you to the housewarming party. Can you come?
- I'd love to. What time should I come?
- Come at six if you can.
- Fine, bye-bye. See you soon.
- Bye-bye. See you on Sunday.

**Exercise 18. Make up dialogues of your own on one of the following topics:**

1. A flat I'd like to have.
2. Buying furniture for a new flat.
3. Moving into a new house.
4. A well-furnished room.

### Unit 3

#### MY WORKING DAY

**Exercise 20. Read and translate the text.**

On week-days I usually get up at 7 o'clock. I make my bed, open the window and do my morning exercises. Then I go to the bathroom where I clean my teeth and wash myself. If I have enough time I take a cold and a hot shower. It really wakes me up and makes my body feel well. After bathroom I go back to my room where I dress myself and brush my hair. In 10 minutes I am ready for breakfast. It may be a cup of tea or corn flakes, and very seldom I eat scrambled eggs.

After breakfast I put on my coat, take the bag and go to the University. As I live not far from the University it takes me only five or seven minutes to get there.

I don't want to be late for the first lesson so I come to the University a few minutes before the bell. I leave my coat in the cloakroom and go upstairs to the classroom.

The lessons begin at eight o'clock in the morning and they are over at five minutes past one in the afternoon. I have three lessons a day with short

breaks between them. After classes I go home and have dinner there. I usually have something substantial for dinner, for example, cabbage soup for the first course, hot meat or fish with some vegetables for the second. Then I drink a cup of tea or milk. Sometimes when I have to stay at the University after classes I go to the canteen and have dinner there.

After dinner I have a short rest, read books, make some telephone calls. Sometimes I go to the library to write a report. As a rule I have very little free time on my weekdays. But when I have some spare time I do some work about the house: do the shopping and the cleaning.

Eight o'clock is supper time in our family. We all get together in the kitchen, then go to the sitting-room and watch TV, read books or discuss different problems. Then I go for a walk with my dog. Twice a week I go to the University in the evening to play volleyball. I am a member of the University volleyball team and we have our training rather late.

At about eleven at night I go to bed.

**Exercise 21. Answer the questions:**

1. When does your working day begin?
2. What do you do when you get up?
3. Do you do your morning exercises every day?
4. Who makes breakfast for you?
5. What time do you leave for the University (for work)?
6. How long does it take you to get there?
7. How long does it last?
8. When do you have dinner?
9. Do you usually have dinner at home or at the canteen?
10. What do you usually have for dinner?
11. Do you have a short rest after dinner?
12. How long does it take you to prepare your homework?
13. Do you sometimes go to the library to get ready for classes?
14. What do you usually do in the evenings?
15. When do you go to bed?

**Exercise 22. Ask your friend:**

1. Когда он встает, завтракает, уходит из дому, возвращается с работы, идет спать, просыпается?
2. Где он делает зарядку, завтракает, обедает, делает уроки?
3. Что он делает утром, днем, вечером, в школе, дома, в библиотеке?

**Exercise 23. Make up sentences using underlined words and word-combinations:**

1. I usually **get up** at 7.
2. My working day **begins** at eight o'clock.
3. I have a sandwich with tea **for breakfast**.
4. My classes **last** 6 hours.
5. **It takes me** three hours to get ready for my lessons.
6. I go **to bed** at 11.

**Exercise 24. Translate into English:**

1. Мой рабочий день начинается в 9 часов и длится 7 часов. 2. Он встает в семь, а уходит из дома в восемь. 3. Чтобы не опоздать на работу, мы вышли из дома на 15 минут раньше обычного. 4. Вчера мой брат был болен и не пошел на работу (остался дома). 5. В будние дни у них практически нет свободного времени. 6. Кроме работы в учреждении, ей приходится делать всю работу по дому. 7. Отец обычно обедает в столовой, дети – дома. 8. Я должен торопиться, чтобы не опоздать на автобус. 9. Чтобы не опоздать на поезд, нам пришлось взять такси. 10. Придя с работы, Дина приняла душ и пошла на дискотеку. 11. Тебе понадобится полчаса, чтобы добраться домой на трамвае. Это долго. Бери такси. 12. Он встал, умылся, оделся, позавтракал, вышел из дома и быстро пошел на остановку.

**Exercise 25. Listen to the text**

### A TYPICAL DAY OF AN OXFORD UNIVERSITY STUDENT

The system of study at Oxford University brings about a situation where all the days of a term are really working days as we are left to work on our own. I will therefore describe a typical day of the term. In term-time I usually get up at



about eight o'clock, eat breakfast, and then begin private study at about nine o'clock.

Most lectures in the Modern languages faculty tend to be either at 10 or 11 o'clock although there are some at 9 and at 12. As lectures are not compulsory I usually try to ascertain which are worth-while and attend these. If I have a lecture I go to the university. I continue private study all morning if I have no lectures. At one o'clock I eat lunch and then continue to study either in the library or in my room. My work involves reading texts, then criticism and finally writing an essay on a title given to me by my tutor. I have to do one or two of these essays a week. I also have to do a French translation and a Russian translation and so almost all the days of the term are devoted to study.

The work I do must be presented to my tutor at a tutorial. Quite often therefore in the afternoon I have to go to a tutorial which lasts one hour. I eat dinner at 6.30 p. m. and usually study for a couple of hours in the evening and then visit some friends to chat for a while. Sometimes I go to see a French or English film in the evening or to see a play. These films are usually at the cinema but some are shown at the University French Society. I will now describe a typical day at home in Manchester during the vacation to prepare for the term and so every day I read for two or three hours. When I am at home I often get up at about 9 o'clock and then read the newspaper.

My mother stays at home nowadays and so I spend a lot of time talking to her so that she can find out what I have been doing at Oxford.

I also help her with the housework. We often go shopping after lunch to buy food and to look at other things in the shops such as clothes, crockery and other household goods.

**Exercise 26. Are the following statements true or false?**

1. There are a lot of days-off during the term.
2. Most lectures begin at about nine o'clock.
3. They are to attend all lectures.
4. After lunch he continues to study either in the library or in his room.
5. He chooses the title of essay himself.
6. He presents his essays to his tutor at a tutorial.
7. In the evenings he usually has a rest.
8. His mother knows about his life at Oxford.

**Exercise 27. Make up a plan and give an account of your working day.**

#### **Unit 4 OUR UNIVERSITY**

**Exercise 28. Read and translate the text**

The Novosibirsk State Teacher Training University is one of the oldest institutions of our city where young people can get a higher education. In 1935 the Evening Teacher Training Institute was founded in Novosibirsk. There were only four departments in it. 109 students were trained there. In 1940 the Department for full-time students was opened. The first institute's intake was 252 students. In 1968 the Institute began constructing a new building that was completed in 1975. The building was designed by the architect M.M.Pirogov. The campus includes educational buildings, the dining hall, the polyclinic, the sanatorium, the kindergarten, the workshops, the gymnasium, the stadium.

Well-equipped laboratories and lecture-rooms with modern equipment: computers and a control system are at the students' disposal. There is also a rich library with two reading-rooms, a beautiful conference hall, good hostels for students and postgraduates. There are also a lot of other facilities.

Our University trains specialists for public education. There are about 10 thousand daytime students and 20 thousand of correspondence ones. There are different faculties and Institutes at our University. Among them there is the Faculty of Foreign Languages, the Faculty of Mathematics, the Faculty of Physics, the Faculty of Further Education, the Faculty of Psychology, the Faculty of Primary Schooling, the Faculty of Pre-school Pedagogics, the Sport Faculty, the Faculty of Technology and Business. And also the Institute of Natural Sciences and Economics, the Institute of History and Humanitarian Education, the Institute of Philology, Psychology and Mass Media, the Institute of Arts, the Institute of Advertisement and Public Relations. More than 60% of teachers' staff have Candidate's and Doctor's degrees. They do important research work. Students can attend their lectures. They can also take part in their seminars and discuss various scientific problems with them. There are also many postgraduate students at our University. They must do research work and solve problems in various branches of science.

The Academic year has two terms and twice a year the students take exams and credit tests. If they pass the exams well they get a grant.

The students' life is very interesting. They take an active part in the social life of the University. They often arrange the concerts of home talents, different contests. They also take part in sport competitions.

The course of studies at the University lasts 5 years. After graduating from the University the students receive a secondary school teachers' diploma. If the graduates have a gift for research work they can take a postgraduate course to improve their qualification and to get the right of teaching in universities, institutes and colleges. Many graduates of our University now work in different parts of the country and some of them hold major posts. We have every reason to be proud of our University.

**Exercise 29. Give Russian equivalents to:**

the most prominent, teacher training institutions, the first institutes' intake, constructing a new building, the campus includes, well-equipped laboratories, to train the specialists, daytime students, foreign languages, to work as interpreters, to supply with, to have a chance, to be engaged, an experimental curriculum, the Faculty of pre-school pedagogics, to make up research groups, applied economy and management, to acquire teaching skills, to be engaged in, on graduation, bachelor's degree, master's degree, to have a gift for, the teachers' staff, an academic year is divided into, an examination session, to receive diplomas.

**Exercise 30. Translate into Russian:**

1. My dream is to work with small pre-school children, that's why I graduated from the Teacher Training University and now I would like to work in a nursery school.
2. Students are to attend lectures and seminars.
3. Those who pass the exams successfully get a scholarship.
4. Our University trains teachers for nursery and boarding schools and special schools for handicapped children.

**Exercise 31. Give synonyms to the following words and word-combinations:**

the Pedagogical University, lots of, teaching, stipend, department, to be busy with, experienced teachers, to train, to have an opportunity, in the sphere of pedagogics, to build, various, to get.

**Exercise 32. Answer the questions:**

1. When was our University founded?
2. How many departments were there in it?
3. When was a new building constructed?
4. Who was the designer?
5. What does the campus include?
6. How many daytime students study at the University?
7. How many students study by correspondence?
8. How many faculties are there at the University now?
9. Describe the faculty you study at.
10. How can gifted students improve their qualification?

**Exercise 33. Listen to the text.**

## STRUCTURE OF EDUCATION AND TRAINING IN THE UK

The education and training systems of England, Wales and Northern Ireland are broadly similar. Scotland has always had a separate system. Differences across the UK are particularly marked in the school systems at the higher education level and for training.

Education provision in England, Wales and Scotland is a part of the local government structure. In Northern Ireland education is a central government responsibility with local authorities having a consultative role through local Education and Library Boards.

The Government helps set the framework for the education and training system and works in partnership with other central and local bodies to implement those policies. It also provides funds for many of the public bodies involved in education and training.

The Government's aims are:

- to support economic growth and improve the nation's competitiveness and quality of life by raising standards of educational achievement and skills;

- to promote an efficient and flexible labour market by enhancing choice, diversity and excellence in education and training, and by encouraging lifelong learning.

The education system in the UK is governed by a series of Acts of Parliament and Statutory Instruments. The legislation sets out the rights,

obligations and powers of individuals and institutions, controls the spending of public money, and lays down penalties for failure to comply with legal obligations.

A national curriculum has been introduced in schools in England, Wales and Northern Ireland, to give all young people access to a broad and balanced education.

Established under the Education Reform Act 1988, the national curriculum sets out the subjects pupils should study, what they should be taught and the standards they should achieve.

In Scotland, there is no prescribed national curriculum; guidelines on the curriculum provide the framework within which schools work. These guidelines were introduced after consultation and reflect the consensual, pragmatic approach taken towards education in Scotland.

Education in England, Wales and Scotland is compulsory for children between the ages of five and sixteen. In Northern Ireland, education is compulsory from the age of four.

### **State Schools**

Over 90 per cent of pupils go to publicly-funded schools, usually known as state schools. There is no charge to parents for the education provided, but the small number of state boarding schools charge for board and lodging.

In most children aged 5 to 10 attend primary schools and move on to secondary schools at the age of 11 for education up to the age of 16 or beyond.

Primary schools usually have both girls and boys as pupils; secondary schools may be either single-sex or co-educational. In addition there are special schools catering for pupils with particular needs. These schools often cater for both the primary and secondary phases of education.

The size of infant classes has been steadily falling towards the target class size of 30 pupils. Classes in secondary schools are smaller, with an average pupil teacher ratio 18:1.

### **Independent Schools**

Independent schools are known as private schools. Some of the older-established ones are called public schools, although they are not funded by the state and obtain most of their finances from fees paid by parents and income from investments. Some independent schools are boarding schools.

About seven per cent of pupils in England attend around 2,200 independent schools. In Scotland, some four per cent of pupils go to independent schools, of which there are around 115.

All independent schools look after their own day-to-day affairs, but they are subject to basic regulation and regular inspection to ensure they maintain acceptable standards of premises, accommodation, instruction and welfare.

### **The School Year**

The school year is divided into three terms, each with a week's holiday at half-term. The school year starts in September, with the first term running to December. After the Christmas holidays the second term lasts from the end of the Easter holidays to July. Public examinations usually take place in May and June.

#### **England**

All state schools in England must teach the National Curriculum. This sets out the subjects pupils should study, what they should be taught and the standards they should achieve. Through the national Curriculum pupils cover a board range of subjects that helps them to develop the qualities and skills needed in adult and working life as citizens in a democracy.

The period of compulsory education is divided into four key stages, depending on pupil age (5-7, 7-11, 11-14,14-16).

Teachers conduct a baseline assessment of pupils when they enter primary school. This is followed by statutory assessment and testing of pupils at ages 7 (Key Stage 1), 11 (Key Stage 2) and 14 (Key Stage 3) to check on their progress under the National Curriculum and to inform teachers and parents on areas of strengths and weaknesses. At the end of Key Stage 1 children are assessed through teacher assessments and nationally designed tests and tasks against attainment targets in the core subjects of English and mathematics, and in English, mathematics and science at the end of Key Stages 2 and 3. At the end of Key Stage 4, pupils take qualifications, primarily GCSE, awarded by independent examination boards. There is similar system of pupil assessment in Northern Ireland and Wales.

*Words and Word-Combinations*

compulsory – обязательный  
publicly-funded – субсидируемые государством  
cater for – заботится о  
co-educational – совместное обучение  
ratio – отношение  
fee – плата  
accommodation – помещение  
term – семестр  
curriculum – учебный план, программа  
assessment – оценка  
baseline – базовый  
target – цель  
awarded – присуждаемый  
key stage – возрастная ступень  
GCSE – general Certificate of Secondary Education – общий аттестат о среднем образовании  
to complete – заканчивать  
approved – утвержденный  
comply – подчиняться, соглашаться  
guidelines – руководство  
issued – выпущенный  
induction – вступление, введение  
to promote – способствовать

**Exercise 34. Correct the following statement beginning with:**

I'm afraid that's wrong ...	As far as I know ...
You are not quite right ...	On the contrary ...
That's not quite true to the fact ...	I don't think so ...
I think you are mistaken ...	According to the text ...

1. In Northern Ireland education is compulsory from the age of six.
2. The foundation curriculum is organized in five areas of learning.
3. Over 70 per cent of pupils go to publicly-funded schools.
4. The size of infant class has been steadily raising.
5. A small portion of schools in England must teach the National Curriculum.
6. The period of compulsory education is divided into 3 key stages.

7. At the end of key stage 2, pupils take qualifications, primarily GCSE.
8. Initial teacher training courses are provided by secondary schools.

**Exercise 35. Answer the following questions:**

1. What are the Governments aims in the sphere of education?
2. What is a school age in England, Wales and Scotland? And in Northern Ireland?
3. What do you know about state schools?
4. What do you know about independent schools?
5. What is the National Curriculum?
6. Who conducts a baseline assessment of pupils when they enter primary school?
7. Who awards GCSE?

**Exercise 36. Render into Russian:**

В 2000 году в Соединенном Королевстве была введена новая система обучения в выпускных классах – A/AS-level. Увеличилось количество предметов, интенсивность обучения и число экзаменов. По новой программе нужно выбрать 4–5 предметов, экзамены по ним сдаются каждый год, а результаты суммируются. Появился дополнительный блок обязательных курсов Key Skills Qualification. В течение первого года изучаются «Коммуникация», «Прикладная статистика», «Информационные технологии».

**Exercise 37. Compose your dialogue “The first day at the Institute”.**

**Exercise 38. Make a project “Our Institute”.**

**UNIT 5  
MEALS**

**Exercise 38. Read and translate the text**

Some people have three meals a day, others have four. I usually have four meals.

My first meal is breakfast. I have it early in the morning before going to school. As a rule, I don't feel hungry early in the morning, so I always have a light



breakfast. I eat a sandwich with cheese or sausage, or scrambled eggs with a slice of bread and butter. After it I drink a cup of black coffee with a lot of sugar. I am fond of coffee and drink it every day.

My mother usually has no breakfast at all. Sometimes she just drinks a cup of tea with milk and eats a spoonful of jam with a little slice of white bread.

My father likes to have a big breakfast. He usually eats something hot — a piece of roast meat or a cutlet with potatoes or macaroni. He drinks a cup of coffee without sugar: he doesn't like sugar in his coffee.

Some people like porridge for breakfast. They say porridge is very healthy food, and we must begin our day with a plate of porridge.

The English usually have a big breakfast. The traditional English breakfast is a plate of porridge, bacon and eggs and a cup of tea with toast and jam or marmalade.

The second meal of the day is lunch. People usually have it at work. As a rule, lunch is a light meal.

I have my lunch at the school canteen. For lunch I have vegetable salad and a sandwich or two with sausage or cheese, or sometimes a couple of frankfurters and a slice of brown bread. I drink a glass of tea or juice.

Dinner is the biggest meal of the day. Some people have dinner at work, others have it at home when they come from work.

On week days it is difficult to gather the whole family for dinner, because people finish work at different times. But on Sunday we always have dinner together.

Our Sunday dinner usually begins with an appetizer: a little salad, or Russian salad, a piece of herring, or perhaps some pickled or marinated mushrooms, tomatoes or cucumbers.

The main course of the dinner is soup, or broth. Broth with meat pies is very tasty.

For the second course we have roast meat or stewed meat and fried or boiled potatoes, or sometimes macaroni or spaghetti. I like roast chicken and mashed potatoes for dinner.

Many people like to have fish for dinner.

For the dessert we drink a glass of mineral water or lemonade or juice. Sometimes we have fresh or canned fruit.

Supper is the last meal of the day. Supper must be a light meal, because it isn't good to eat much in the evening.

We usually have a cup of tea and sandwiches for supper. We also may have sponge-cake, biscuits, rolls or buns, or pies with jam or marmalade. Meat pies, or pies with cabbage and eggs are also very tasty.

The English have lunch at about 12 or 1 o'clock. Usually it is a light meal<sup>a</sup> a sandwich or two, rolls or buns and a glass of tea or juice.

At 5 o'clock in the afternoon the English have tea. The 5 o'clock tea is a famous English tradition. As a rule, the whole family gathers at home for 5 o'clock tea.

In the evening the English have dinner or supper. Supper and dinner in England is practically the same meal, only for dinner you have soup and for supper you don't. It is a long-standing tradition. But nowadays in many families they have both, like us: dinner in the middle of the day and supper in the evening.

***Exercise 39. Answer the following questions.***

1. How many meals a day do people have?
2. How many meals a day do you usually have?
3. What is your first meal?
4. What do you have for breakfast?
5. Do you usually have a light breakfast or a big one?
6. What does your brother (sister, mother, etc.) have for breakfast?
7. Do you like strong or weak tea?
8. Do you like your tea with a lot of sugar?
9. Do you agree that porridge is very healthy food?
10. What does a traditional English breakfast consist of?
11. Where do you have lunch: at home or at the school canteen?
12. What do you usually have for lunch?
13. Why is it difficult to gather the whole family for dinner on week days?
14. What does your dinner usually begin with?
15. How many courses does your Sunday dinner usually consist of?
16. What kind of soup do you like best of all?
17. What did you have for the second course yesterday?
18. Why must supper be a light meal?
19. Is supper a light meal in your family?
20. When do you have supper usually like?
21. What is your supper usually like?
22. Do you usually have a light supper or do you prefer a big one?

**Exercise 40. Work in pairs repeating the dialogues and substituting the italicized parts.**

1.

A. What do you usually have for breakfast?

B. Well, as a rule, I don't feel hungry early in the morning, so I usually have a light breakfast: just **a sandwich with cheese or sausage and a cup of strong tea with lemon**. What about you?

A. Oh, I am a hearty eater, and I always have a big breakfast. I begin with **a plate of porridge**, then I eat **bacon and eggs**, after which I have **a cup of tea with a piece of cake** or some **cookies**. I like my tea **with a lot of sugar**.

2.

A. Pass me the **salt**, please.

B. Here you are.

A. Thank you.

B. You are welcome.

(Words for substitution: *bread, butter, sugar, pepper, mustard, spring onion, parsley, dill, jam, marmalade, cheese, sour cream.*)

3.

A. These **cookies** are delicious! Can I have another one?

B. Of course. Help yourself.

(Words for substitution: *pies, chocolates, peaches, cakes, pancakes, rolls, buns, marinated cucumbers.*)

4.

A. Your **fish salad** is delicious! Can I have another helping?

B. Certainly, you are welcome.

(Words for substitution: *meat salad, Russian salad, cabbage soup, buckwheat porridge*)

5.

A. Shall I cook **liver** for dinner?

B. Oh, great! We haven't had **liver** for dinner for a long time.

(Words for substitution: *kidneys, turkey, cutlets, fish soup, pea soup, spaghetti, stewed cabbage, mushrooms, beef-steak, roast beef, fried potatoes.*)

6.

A. Do we have any **coffee** left?

B. No, I am afraid not.

(Words for substitution: *tea, sugar, potatoes, chocolates, jam, honey, sour cream, cheese, chicken broth, onion, cutlets, tomatoes, cucumbers.*)

7.

A. Have another **cup of** tea?

B. No, thank you, I've had enough.

(Words for substitution: *cup of coffee, glass of juice, piece of cake, piece of pie, helping of salad, plate of soup, sandwich, biscuit, apple*)

8.

A. Let me treat you to **chocolate cake**, I've made it myself.

B. Oh, thank you. The **cake** is delicious! You are a very good (wonderful, great) cook.

(Words for substitution: *fish salad, meat salad, meat pie, raspberry pie, lemon pie*)

9.

A. Help yourself to the **salad**.

B. Thank you with pleasure.

(Words for substitution: *mushrooms, green peas, herring, cheese, sausage, ham, bacon, cake, pie, chicken.*)

10.

A. Will you have another helping of **salad**?

B. Oh no, thank you, I am afraid that would be too much.

(Words for substitution: *tomatoes, green peas, herring, stewed meat, soup, porridge.*)

11.

A. What (is it that) smells so tasty?

B. It's **chicken broth**, I've just cooked it.



DICK. I prefer tomato salad. And I will have roast beef and chips. And coffee, of course.

WAITER. Any wine?

DICK. Oh yes, a bottle of port wine and some mineral water.

WAITER. Yes, sir.

**Exercise 42. Translate in English and act the following dialogues.**

1.

A. Здравствуйте, очень рада вас видеть.

B. Я тоже очень рада.

A. Мы как раз собираемся обедать. Вы пообедаете с нами?

B. Спасибо, с удовольствием. Я утром выпила только чашку кофе.

A. Угощайтесь. Вот рыбный салат.

B. Спасибо. Салат великолепный. Можно мне еще немного?

A. Конечно, угощайтесь.

B. Можно мне попросить кусочек хлеба?

A. Пожалуйста.

B. Спасибо.

2.

A. Садитесь, пожалуйста, с нами завтракать.

B. Спасибо, я сегодня еще не успел позавтракать.

A. Угощайтесь. Вот блины со сметаной, творог. Приготовить яичницу?

B. О, не беспокойтесь пожалуйста. Я только выпью чашечку крепкого чаю и возьму бутерброд с сыром. Будьте добры, передайте, пожалуйста, сахар.

A. Вы пьете чай с молоком?

B. Да, пожалуйста, немного молока.

A. Вот ваш чай.

B. Спасибо. Чудесный чай! Можно еще чашечку?

A. Пожалуйста, угощайтесь.

3.

A. Здравствуйте, как поживаете?

B. Спасибо, хорошо.

A. Не хотите ли чашечку кофе? Я только что сварила свежий.

- В. Спасибо, с удовольствием. Я люблю крепкий кофе без сахара с лимоном.  
О, ваш кофе очень вкусный!
- А. Позвольте, я угощу вас пирогом с малиной.
- В. Спасибо. Чудесный пирог! Вы хорошая кулинарка.
- А. Еще кусочек пирога?
- В. Нет, спасибо. Боюсь, что это будет слишком много.

4.

- А. Когда мы будем обедать? Я утром съел только гречневую кашу и выпил стакан чаю, а сейчас уже два часа.
- В. Обед готов. Помогите мне, пожалуйста, накрыть на стол: расставьте тарелки, разложите ложки, вилки и ножи, нарежьте хлеб.
- А. Я все сделал. Чем еще помочь?
- В. Больше ничего не надо. Садись за стол.
- А. О, что это так вкусно пахнет? Что у нас сегодня на обед?
- В. Щи со сметаной. Я только что сварила.

5.

- А. Что приготовить на завтрак? Сварить гречневую или овсяную кашу?
- В. А можно сосиски с тушеной капустой? У нас осталась капуста?
- А. Да, сейчас разогрею. А ты пока поставь чайник и завари свежий чай. У нас есть лимон и кусочек торта к чаю.
- В. О, чудесно!
- А. На обед приготовить курицу или рыбу?
- В. Лучше рыбу.
- А. Ладно.

6.

- А. Что вы будете заказывать на первое?
- В. Я бы хотела сначала какой-нибудь салат.
- А. Могу вам предложить мясной или рыбный салат или колбасу с зеленым горошком.
- В. Хорошо, сначала колбасу, а потом щи со сметаной.
- А. На второе советую взять бифштекс. Очень вкусный.
- В. Согласна. И немного апельсинового сока, пожалуйста.
- А. Будете пить вино?

В. Нет, спасибо. Чашечку кофе и пирожное.

7.

А. Привет! Как дела?

В. Спасибо, все в порядке. Как насчет того, чтобы заглянуть в это кафе закусить?

А. С удовольствием.

В. Разрешите заказать для вас чашечку кофе. Вы любите черный кофе или с молоком?

А. Я предпочитаю черный кофе.

В. Я хочу угостить вас рыбным или мясным салатом.

А. Нет, спасибо, я только что позавтракала. Я только выпью чашку кофе и съем пирожное.

В. Хорошо. Угощайтесь.

А. Благодарю.

8

А. Привет!

В. Привет! Как поживаешь?

А. Нормально. Давай вместе пообедаем.

В. Чудесно! Я еще не обедала. Чем это так вкусно пахнет?

А. Это грибной суп. Ты любишь грибной суп?

В. О, я очень люблю грибной суп. Спасибо, только не слишком много.

А. Нравится?

В. Очень вкусно. Кто приготовил?

А. Моя мама. Она вкусно готовит, правда?

В. Да, действительно, мне очень нравится. Спасибо.

9.

МАМА. Что у вас было сегодня в школе на завтрак?

АНЯ. Рисовая каша с маслом и кофе с булочкой.

МАМА. Каша была вкусная?

АНЯ. О, очень вкусная. А на обед я взяла куриный суп и мясо с жареной картошкой. Обед был очень вкусный, и я все съела.

МАМА. Молодец! У меня есть что-то очень вкусное для тебя.

АНЯ. Что это такое?



МАМА. Мороженое!  
АНЯ. О! с удовольствием.

10.

- A. Что это так вкусно пахнет?  
B. Куриный бульон, я его только что сварила. Садись за стол.  
A. Спасибо. Передай мне, пожалуйста, зеленый лук, петрушку и укроп.  
B. Пожалуйста.  
A. А что у нас на второе?  
B. Жареная рыба с пюре.  
A. Прекрасно! У нас уже давно не было рыбы на обед.  
B. Вкусно?  
A. Очень! Можно мне добавки?  
B. Пожалуйста, угощайся.  
A. Очень вкусный обед!  
B. А теперь убери со стола посуду и вымой ее, пожалуйста.  
A. Не волнуйся, все будет сделано, как надо.

**Exercise 43. Give Russian equivalents to the following proverbs and sayings. Learn them by heart.**

Every cook praises his own broth.

After supper mustard.

Tastes differ.

A hungry man is an angry man.

It is no use crying over spilt milk.

Dry bread at home is better than roast meat abroad.

Too many cooks spoil the broth.

You cannot make an omelette without breaking eggs

Before you choose a friend, eat a bushel of salt with him.

Better an egg today than a hen tomorrow.

To lengthen your life, lessen your meals.

The way to a man's heart is through his stomach.

He has other fish to fry.

First catch your hare, then cook him.

**Exercise 44. Think of situations or short stories to illustrate each of the above proverbs and sayings.**

## Unit 6 SEASONS. WEATHER

**Exercise 45. Read and translate the texts.**

### Spring

Many people think that the most pleasant season is spring. In spring nature awakens from her long winter sleep. The days get longer and the nights shorter. It grows warmer. The trees open their buds and shoot out new leaves. The meadows grow green again, flowers begin to bloom. Farmers till the soil and sow the seeds. Nightingales, swallows and other migrant birds come back from the south. They build their nests, lay and hatch their eggs and sing their merry songs. The corn fields are bright with blue cornflowers and red poppies.

### Summer

Summer is the warmest season. The sun rises earlier and earlier and sets later and later. In June we have the longest days and the shortest nights and we in St. Petersburg enjoy the White Nights which our city is famous for. The weather is usually fine, the sky is blue and cloudless, the sun shines brightly in the sky. It is warm and even hot. If the heat gets too oppressive, we can bathe in rivers and lakes, or go to the sea-side. The hot sun ripens the corn, vegetables and fruit, and the farmers get ready for the harvest.

### Autumn

Autumn sets in September and brings shorter days, longer nights and colder weather. Autumn is a rainy season, but there may be a spell of fine sunny weather in late September which is called Indian summer, when the sky is clear and the nature is full of bright colours. The ground is covered with fallen leaves, and the trees are red, brown and golden. The farmers are busy harvesting.

### Winter

Winter is the coldest season, with short days and long nights, with frosts and snow. But it is also a beautiful season when nature is sleeping under a clean soft blanket of white snow. Lovers of winter sports go skiing and skating and

hockey playing. Winter is a wonderful season for children, too, who enjoy tobogganing, playing snowballs and making snowmen.

**Exercise 46. Repeat the description of seasons close to the text.**

**Exercise 47. Practice reading the following bits of conversation. Learn them by heart.**

1.

A. Fine day today, isn't it?

B. Yes, simply wonderful!

2.

A. What beastly weather we are having!

B. Yes, it's terrible.

3.

A. It has been raining cats and dogs since morning!

B. Yes, and there is no sign of the rain stopping.

4.

A. Will it clear up, do you think?

B. Who knows? You never can tell...

5.

A. What lovely weather we are having!

B. Yes, indeed. I hope it will last.

6.

A. The morning was so fine, and look how the weather has changed.

B. Yes, it's very unpleasant. But what can you expect? The weather in our parts is so changeable.

7.

A. It has been snowing heavily since morning. Look, everything is covered with a thick layer of snow.

B. Yes, indeed! If it doesn't melt, we can go skiing tomorrow.

8.

A. I am sick and tired of this rain! I am already wet to the skin.

B. Well, what can you expect? It's always like this in this season.

9.

A. Look at these heavy clouds over there. I think it's going to rain.

B. Oh, there is a thunderstorm coming! Look, what a flash of lightning! Let's run for shelter before we get wet through.

10.

A. Is it still raining?

B. Oh, it's simply pouring — a real shower.

**Exercise 48. Learn the following dialogues.**

1.

A. You come from England, don't you?

B. Yes, I do.

A. What's the climate like in your country?

B. It's mild, but not always pleasant. The weather is often rather cold and windy. It often rains, especially in the west.

A. Which is the best season in your country?

B. I like spring and summer. The days are long and the nights are short. The sun rises early and sets late.

A. And it is warm, isn't it?

B. Yes, it is. But our weather is very changeable. It may be fine in the morning and dull and rainy in the afternoon.

A. They say, the English like to speak about the weather.

B. Oh yes. The weather is our favourite subject of conversation.

2.

A. What lovely weather we are having! I am so glad we have come to the country for the week-  
end.

B. So am I. You can't feel the awakening of nature in town as you can here.

A. Of course, everything is different here. How fragrant the air is!

B. It comes from the cherry orchards. The cherry trees are in full bloom. We've got the best cherries in all the district around.

A. Look how lovely the young leaves are. Let's go and sit under those trees.

B. I am afraid the soil is too wet to sit on. Would you mind walking a little?

A. Not at all. It's a pleasure to walk in this bright sunshine.

B. Then let's go and see the cherry blossom.

3.

- A. You got caught in the rain, didn't you?  
B. Just a little. The shower came on all of a sudden, but I was already near home.  
A. It didn't look like rain at all this morning, did it? But you never can tell...  
B. I usually carry an umbrella all the time in this season. But I forgot to take it this morning.  
A. Bad luck!  
B. Yes. As they say, it's sure to rain if you don't take an umbrella.  
A. That's right.

4.

- A. Look at those clouds. How black they are! There's a thunderstorm coming on. Aren't you afraid?  
B. Oh no! I like it. Oh, look, what a flash of lightning!  
A. Yes, and there's a clap of thunder. The first thunder this year.  
B. Shall I turn off the TV?  
A. What? The thunder is so loud, I can't hear you.  
B. I say, shall I turn off the TV? Mom says it's better to turn it off during a thunderstorm.  
A. Yes, do. And I'll shut the window. A gust of wind may break the pane.  
B. Oh, what a shower!  
A. It's good. It will lay the dust and revive the flowers in the garden.

5.

- A. Why don't you go out, Bob? I don't like the way you sit at home and read all day long.  
B. But there's a hard frost, Mom.  
A. You haven't been out yet, so how do you know?  
B. Kate says it's very cold and windy.  
A. Kate doesn't know. She was out early in the morning, then it was really cold. I've just come in, so I know. It's not so frosty now as it was in the morning, and the wind has dropped. Go for a walk.  
B. Oh, Mom, I've got such a wonderful book and I am so comfortable here.  
A. Look how pale you are. An hour or two in the open air will do you good. Just put aside that book, get into your coat and go out like a good boy.  
B. Oh, all right.

6.

A. Have you heard the weather forecast, Mary?

B. No, I haven't. Bull can tell you without any forecast that the weather is beastly. A strong wind is blowing, it is cold, the sky is overcast and it looks like rain.

A. Yes, autumn is here with its slush and drizzle. I think we are not going to see the sun for days and days.

B. They say we'll have a mild winter.

A. I do hope so. It was terribly cold last winter.

B. But the sunny mornings with the hoar-frost on the trees were very pleasant, weren't they?

A. Yes, indeed.

### ***Exercise 49. Translate into English***

1. Вчера утром была хорошая погода. Небо было голубое и безоблачное. Солнце ярко светило на голубом небе. Но к полудню погода начала портиться. Подул холодный ветер с северо-запада. Стало холоднее. Когда я шел из школы, небо было затянуто облаками. Похоже было, что пойдет дождь. И действительно, когда я подошел к дому, первые крупные капли дождя упали на землю. Всю вторую половину дня дождь лил как из ведра. Когда папа пришел домой в пять часов, он был мокрый до нитки.

2. Зимой обычно холодно. Земля и деревья покрыты снегом. Небо серое и облачное. Часто идет снег. Но иногда погода зимой хорошая. Небо голубое и безоблачное. Ветра нет. Солнце ярко светит на голубом небе.

3. Мой друг родом из Греции. Климат в Греции очень хороший. Летом там жарко. Небо обычно голубое и безоблачное. Иногда идет дождь, но обычно погода ясная.

4. Зимой дни короткие, а ночи длинные. Сегодня солнце взошло в 9 часов утра. В 4 часа дня оно сядет. Зимой холодно, особенно когда дует холодный ветер с севера или с востока. Когда ветер дует с запада или с юга, обычно бывает теплее и идет снег. Сейчас тоже идет снег, но ветра нет. Земля покрыта покрывалом из чистого белого снега.

5. Я очень люблю весну, когда природа пробуждается после длинного зимнего сна. Почки на деревьях открываются и выпускают новые листочки.

6. В Петербурге зима обычно наступает в декабре. Это самое темное время. Ночи длинные, а дни короткие. Небо обычно затянуто облаками, иногда идет снег, иногда дождь.

7. Наконец-то наступила весна! Луга снова зеленеют, деревья покрыты свежими зелеными листьями, цветы начинают цвести. Перелетные птицы возвращаются с юга. Они строят гнезда на деревьях и весело поют. Дни становятся все длиннее, солнце светит ярче и ярче. Весна - самое лучшее время года.

**Exercise 50. Give Russian equivalents to the following proverbs and sayings. Learn them by heart.**

Everything is good in its season.

It never rains, but it pours.

A storm in a tea-cup.

One swallow does not make a summer.

Make hay while the sun shines.

After rain comes fair weather.

Rain at seven — fine at eleven.

April showers bring May flowers.

The grass is always greener on the other side of the fence.

Sow the wind and reap the storm.

The tree is known by its fruit.

**Exercise 51. Think of situations or short stories to illustrate each of the above proverbs and sayings.**

**Exercise 52. Listen to a weather forecast as many times as you want and answer the questions:**

**A WEATHER FORECAST**

CHARLIE: And now, at five past eight here on Breakfast Television, it's time for our weather report from Samantha Sweet. Good morning, Sam.

SAM: Hello Charlie, and good morning to all of you watching. As usual, everything depends on where you live this morning. Some of you will be luckier than others. We've got everything: rain, heavy snowfall, freezing conditions, but sunshine too. Right, so let's start with the south-west of the country. As you can see from the chart, it's started quite cold - about 3 degrees centigrade - but it'll warm up as the day goes on, reaching about eight degrees by the afternoon. It's going to be cloudy with sunny periods, I think, but it's going to be a cold night, though, down below freezing - about minus 1, I should think. So be warned!

In the south-east, things are much the same, though not quite as warm as in the south-west. But I don't expect temperatures to fall below freezing tonight. That's because of a warmer breeze coming in from the Channel.

In the middle of the country, things are a bit more confused. Right now it's about 5 degrees centigrade, cloudy, and with some light rain. But that situation is going to change as the day goes on, and by the end of the day it will probably be raining quite heavily and the rain will continue through the night, only easing up tomorrow morning. But don't expect much dry weather in the next few days.

Things aren't quite so bad in Wales and the west. Here the rain will gradually die away in the late afternoon, so people can expect quite a dry night, though tomorrow looks like being a day of scattered showers.

Up the east coast of the country, in the north, and further north into Scotland it's pretty cold already, as anyone there knows. It's about minus 2 degrees centigrade, with heavy cloud, but that should go up to about 1 degree during the morning. But the outlook doesn't look good. Expect some snow by midday, starting quite light, but gradually increasing so that by the evening it will be heavy, with blizzard-like conditions on the road, so do be careful. In fact the police have just issued advice to motorists not to travel at all unless their journey is absolutely necessary. Temperatures tonight will drop to about minus 6 degrees.

And what of tomorrow? As I said, in the middle of the country, it's going to be wet and cloudy, scattered showers with the occasional burst of heavier rainfall. In the north and east, people should settle in for a cold spell with more snowfall over the next few days. Not quite so bad in the south and west, though. Here there will be some sunshine - when it isn't raining, that is.

And that's the end of this morning's forecast. Charlie?

CHARLIE: Thanks, Sam. By the way, you won't be worried about the weather for the next few days, will you?

SAM: No, Charlie, I won't. I'm off on holiday to the sunny Caribbean this afternoon for ten days.

CHARLIE: Well have a nice time, Sam, we'll miss you. And now back to our main news story this morning. The prime minister has announced ...

1. What time of day is it?
2. What is the coldest part of the country in the afternoon?
3. What is the warmest part of the country in the afternoon?
4. Where is Samantha going this afternoon?



**Exercise 53. Work in pairs. Write a weather forecast for where you are.**

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*Профиль 050300.62 «Филологическое образование»*

### **Exercise 54.**

**1. Listening: Look at the newspaper extract on the right, and then listen to an interview with Alice Lester.**

**2. Read the following statements and mark them as T (true), F (false) or N (not stated).**

\_\_\_ Alice was at home when she heard the voices.



- \_\_\_ The second time when Alice heard the voices she was at work.
- \_\_\_ The voices told her to go back home.
- \_\_\_ The voices directed her to the hospital.
- \_\_\_ Alice was absolutely healthy!
- \_\_\_ She didn't have an operation.

### **3. Questions for discussion:**

Do you believe in ghosts?

What would you do if you saw a ghost?

Would you talk to it? Would you run away?

### **Exercise 55. Read the text and answer the questions below:**

#### **“THE MAGIC PASSAGE”**

The passage from the primary to the secondary chronotope in fantasy reflects the archaic pattern of the mythical passage. In his analysis of the **fairy tale**, Vladimir Propp discovers historical and social sources of passage in fairy tales in the ancient **initiation rites**. The young people of the tribe had to undergo a number of **trials** before they could be accepted as rightful members of the tribe. The trials often consisted in ritual quests, getting deliberately lost in an unknown landscape: wood, cave, or sometimes a specially constructed **labyrinth**. During this ritual journey they were supposed to meet evil forces and get help from protecting spirits, often totemic animals. During the initiation rite the young people were to lose their former **identity**, to dissolve into the unknown and return with a new identity. Very often they got a new name, a grownup name in substitute for their «baby name», after the initiation. They were this way ritually dead and reborn into a «higher» reality. In fairy tales the hero undergoes a series of trials in order to establish himself, find his place in the fairy-tale hierarchy. Most often the hero of the fairy tale is the so-called «low, or common hero», and even if he is a prince, he is the younger prince who is not supposed to inherit after his father. When he gets his princess and half the kingdom, he wins his identity, but not until he has gone through the Other World with all its **perils** and comes safely back.

The passage in fantasy is a good example of how narrative elements – motifs, functions and fantasemes – are related to each other in different theories. For Prop, the passage (transference, guidance) is the function (that is, recurrent pattern of behaviour) of the helper. Prop names at least six variants of the function to be found in fairy-tale texts. A scholar of motifs (such as Klingberg, Cohen, Carter) will rather connect the passage with some **tokens**, like caves, pictures, mirrors, dream, magic rings, flying horses etc., that is, attributes rather than actions. However, many of these motifs play an identical role in the narrative; therefore they can be variables of the same fantaseme.

### ***Tasks on the text.***

#### ***1. Answer the questions.***

- What is the main idea of the text?
- Give 7 words from the text which reflect its content (in your opinion).
- According to Vladimir Prop, there are some narrative elements. What are they?
- What fairy tales do you know? Try to analyze it using Prop's pattern.

#### ***2. Explain the words in bold.***

#### ***3. Write down the plan of the text and retell it using your own plan.***

#### ***4. Questions for discussion:***

- Why are fairy tales so popular?
- Are fairy tales written only for children or for adults as well?
- Do fairy tales teach children to differentiate between good and evil?
- What famous fairy tale writers do you know?
- Did you have your favorite fairy tale in childhood?
- What does “fable” mean?
- What do fables tell us about?
- Are fables written for children or for adults or both?
- Who are fable's famous writers?

- What can you tell about Aesop and his famous fables?

**5. Read the story and suggest your own variant of its title. Try to analyze it according to Prop's pattern in the previous text.**

Once upon a time, a long time ago, there was a knight who, as he grew older, lost all his hair. He became as old as an egg. He didn't want anyone to see his bald head, so he bought a beautiful, black, curly wig. One day some lords and ladies from the castle invited him to go hunting with them, so of course he put on his beautiful wig. "How handsome I look!" he thought to himself. Then he set off happily for the forest. However the terrible thing happened. His wig caught on a branch and fell off in full view of everyone. How they all laughed at him! At first the poor knight felt very foolish but then he saw the funny side of the situation, and he started laughing, too. The knight never wore his wig again.

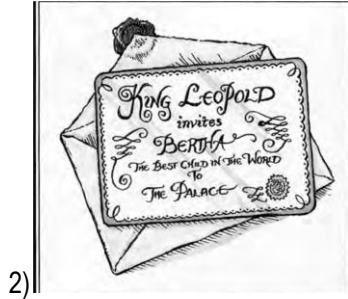
**6. Writing. Complete the moral of the story:** When people laugh at us, it is best to ...

**7. The following sentences have been taken from the story. Read it again and decide where they fit.**

- a) ... as he was dressing in front of his mirror.
- b) he was riding along, singing merrily to himself, when he passed under an oak tree and ...
- c) they were all still laughing when they arrived back at the castle.

**8. Work in groups.** Imagine that you are a journalist, and is going to interview one of a fable's or fairy tale's writer. Think of the questions; make up a detailed plan of an interview.

**9. Writing:** Write your own fairy tale using the following pictures. The story should be about a little girl called Bertha.



10. Which of these do you think is the moral of Bertha's story?

- It pays to be good.
- It never pays to be good.
- It doesn't always pay to be good.

**Exercise 56. Complete the text using the sentences below. What words or expressions helped you to find the right option?**

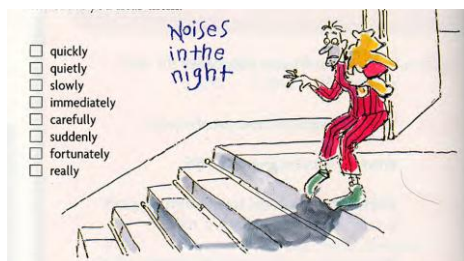
### "THE LAND BEYOND"

All secondary worlds in fantasy exist «beyond» human experience. ... (1) They may be infinitely far away or they may be just here without our knowing it. In C. S. Lewis' Narnia suite (1950-56) you cannot tell where Narnia is situated. When the children are carried to and from Narnia they experience a sense of flight through the atmosphere of the earth. ... (2) Narnia is definitely not a planet (at least not in the astronomic meaning of the word), since it is flat: 'But look here' said Eustace, [—] 'The world's round – I mean, round like a ball, not like a table.'

'Our world is' said Edmund. 'But is this?' 'Do you mean to say', asked Caspian, 'that you three come from a round world (round like a ball) and you've never told me! It's really too bad of you. Because we have fairy tales in which there are round worlds and I always loved them. I never believed there were any real ones' (The Voyage of the 'Dawn Treader', Chapter 15). ... (3) The secondary world in Alan Garner's «Elidor» (1965) is not a planet either, just another world with its own laws and rules ... (4) There is an evident dialogue between Narnia and Elidor, although Garner openly rejects Lewis as his model. For Garner, Narnia is a parody on the fairy-tale world, where everything can happen. ... (5) Moreover, the evil forces can even threaten the primary world, once its inhabitants have involved themselves in this struggle.

- a) It may lie anywhere, once you have passed the door from one world into the other.
- b) For Caspian of Narnia, our world is secondary and hard to believe in.
- c) Some of them, however, are described so that not the smallest hint is given as to their actual position in relation to the primary world.
- d) Unlike Narnia, Elidor is almost not described at all, we get a very vague idea of what kind of a country it is, other than the country is doomed, torn by the struggle of good and evil forces.
- e) But the journey goes too fast to be actually perceived as a flight.

**Exercise 56. Listening: Look at the picture and listen to a man describing what happened to him in the middle of the night. Number the adverbs in the order you hear them.**



***Work with a partner and tell the story again. Use the order of the adverbs to help you.***

***Exercise 57. Read the text and divide it into some paragraphs. Give the heading to each paragraph.***

### **“PATTERNS OF JOURNEY”**

The magical journey in fantasy may be of two principal kinds: linear and circular. Linear journeys take the protagonist from one world into another, possibly from there to a third and so on. This type is quite rare in fantasy for children, since it involves a definite farewell to the character's own world. Two of the most famous Swedish fantasies, «Mio, My Mio» and «The Brothers Lionheart» by Astrid Lindgren, picture this type of journey. Circular journeys bring the character back into his own world when the adventure (quest, struggle) is completed. The end of a circular journey often means that the magic is over, either by agreement or by the nature of the magic itself. In Barbara Sleigh's «Carbonel» (1955), for instance, the magic broom is burned by mistake, which means that Rosemary can neither enter the secondary world, nor communicate with Carbonel the cat. Also, when evil forces threatening the primary world are overwon, the good magic forces depart as well. Circular journeys are more common in fantasy for children than linear ones, which is natural: the child characters return to their own safe home. A third pattern may be added here: a loop, that is a recurrent circular journey. The pattern is especially often used in time fantasies, when each circular journey goes either to one and the same or different secondary times. Also series of novels, like the Narnia suite, or Susan Cooper's «The Dark is Rising» (1965–1977), seen as a whole, feature a loop journey. But this pattern can eventually end as a linear journey: after repeated travels to Narnia and back the children proceed into the tertiary world; after several travels into the past and back into his own time Dickie Harding decides to stay in secondary time. In «Bonfires and Broomsticks» (1947) by Mary Norton, Miss Price and Emelius also choose willingly to go forever into a secondary time.

#### ***Tasks on the text.***

**1.** Read the text again, then read the sentences below and circle the correct item:

1) This kind of journey makes the main character travel in the past.

a) linear                      b) circular                      c) tertiary

2) What is the most popular kind of magical journey?

a) linear                      b) circular                      c) tertiary

3) What is a loop journey?

a) linear journey with time reference

b) a kind of circular journey

c) tertiary journey

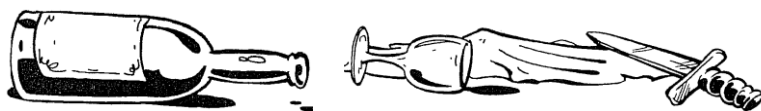
**2. Work in pairs. Ask some questions about the text.**

**3. Writing: Make up a fantasy story using the following words and expressions: journey, safe home, magic forces, adventure, struggle, a sense of flight, dream. (Use 20-25 sentences)**

**Exercise 58. Listening from «The Magic World of English Literature»**

**1. You are going to listen to the story of Othello by William Shakespeare.**

**Here are the main characters: Othello (leader of the army of Venice), Cassio (Othello's lieutenant), Iago (a man in Othello's army), Desdemona (Othello's wife), Emilia (Desdemona's maid and Iago's wife). Listen to the play and try to explain why the following pictures are important.**



**2. Look at these letters to a problem page. Can you match each letter to a character from the play? Then write a letter giving advice to one of these characters.**

Cassio

Othello

Iago



**3. I hate my boss. He didn't give me the job that I want. Now I can't stop thinking about how much I hate him. What must I do?**

**4. I am an idiot. I got drunk and I had a fight with another man. My boss saw me and I lost my job. What can I do?**

**5. I love my wife so much. But now I know that she is a liar and she loves another man. What must I do?**

**Exercise 59. Read and translate the text.**

### **“SHAKESPEARE CONSPIRACY THEORY”**

William Shakespeare, born in **humble** circumstances in 1564 in Stratford-upon-Avon...you know how it goes. But did this lower class **plebeian** really become a **playwright** for the great Queen Elizabeth? The evidence is practically nonexistent. There is no record of little Billy Shakespeare in any school or university in Stratford, and the few copies of his signature reveal the great “Swan of Avon” couldn't even spell his own name. Apparently he didn't even own a book, yet had a vocabulary of over 29.000 words. Convinced? There is more. Despite the exotic locations of his plays, Shakespeare was unlikely to have visited Europe. The furthest he probably got was **sunning himself** on Brighton beach...So, who are the contenders for Shakespeare's crown? First up we've got Francis Bacon (1561-1626). Bacon-lovers with too much spare time on their hands rearranged the letters of the made-up word from the play “Love's Labor's lost”. The word revealed a secret message meaning “these plays, F. Bacon's offspring, are preserved for the world”. Next contender is Sir Edward de Vere (1550-1604), a right proper gentleman who lived in extravagant and expensive way in Queen's Elizabeth Court. He was a 16<sup>th</sup> century rich and fashionable person who travels frequently, he regularly visited Italy. So he had the lifestyle to

match the descriptions in the plays. Only one small problem – de Vere died in 1604, but “Shakespeare” continued to publish plays until 1609. And lastly, we have Christopher Marlowe (1564-1593), author **in his own right**. His is a complicated story that reads like a plot for the next Hollywood blockbusters. Man gets himself into trouble with the Queen. Needs to disappear. Fakes his own death but continues to write from beyond the grave under the pseudonym Shakespeare...So, what do you believe?

### **Tasks on the text.**

**1. Explain the words in bold using one of the following descriptions: a) getting a suntan; b) a common person; c) modest, poor; d) as a result of his own efforts and skills; e) someone who writes plays.**

**2. Presentation: Find out more information about Shakespeare’s real existence and share it with your group mates. Be ready to answer the questions.**

**. Exercise 60. Read the text:**

### **“THE DAWN OF THE ENGLISH LITERATURE”**

The ancient period of English literature dates back V–XI centuries A.D. (our era). During these 6 centuries the earliest literary works that reached our days, had been created. The development of ... (1) is closely connected with the British history. The British Isles were conquered by different invaders many times. Some of them left traces of their stay, others did not do that. First, the Britons were conquered by the Celts and even nowadays we can find traces of ... (2) in the Irish and Scottish languages. Then the Romans came and occupied Britain for 4 centuries. Many things the Romans taught the Britons were given Latin names; hence some English words have the Latin origin. After them the Germanic tribes invaded Britain. These tribes brought ... (3) with them. The Anglo-Saxon had no written language, but they had their own letters called «runes» which they carved on stone and wood. There were folk-dances, folk-songs and folk-poems that people made up when at work or at war, or for ... (4). Yet there were special

professional musicians called «bards» or «scops». People invited ... (5) called «gleemen» on feast days to amuse them. The songs and poems of that period were about events people wanted to be remembered. They sang songs of wonderful battles and of exploits of ... (6). At first these songs were handed down to children and grandchildren as the pagan priests forbid to write down songs and poems. That's why many poems, songs and stories are lost for us for ever. Some of them were put down by «scribes» when the Anglo-Saxons were converted into Christianity. The most significant ... (7) of those days called «Beowulf» reached our days. The poem is considered to be created in the 8th century, but it was compiled in the 10th century by the unknown scribe. The manuscript is in the British museum, in London. Anglo-Saxon verse had no rhyme. It had even no regular number of syllables for its line. Yes it was necessary that the stressed syllables of one line should begin with the same consonant. This made them very musical in sound and was called «alliteration». Many nouns and names of people are accompanied by one or even two ... (8). Based on certain likeness between two subjects or two ideas, the descriptive words show them in a new light. They help the reader to catch the exact meaning of what the author had in mind. These words, whether verb, noun or adjective, are called «metaphors».

### ***Tasks on the text.***

#### ***1. Complete the text with the following words:***

- a) descriptive words
- b) professional singers
- c) folk poem
- d) English literature
- e) brave warriors
- f) their invasion
- g) stories and poems
- h) entertainment

#### ***2. Read the following statements and mark them T (true), F (false) or N (not stated) (as in the example):***

\_F\_ The British history is not connected with the development of English literature.

\_\_\_ Traces of the Celts invasion can still be found in the English language.

\_\_\_ The Britons borrowed some Latin words from the Romans.

\_\_\_ The Germanic tribes brought poems and fairy tales.

\_\_\_ People invited “gleeman” for entertainment.

\_\_\_ «Beowulf» is the most significant folk poem reached our days.

\_\_\_ “Alliteration” meant that the unstressed syllables of one line should begin with the same consonant.

\_\_\_ Anglo-Saxon verse had some regular number of syllables for its line.

\_\_\_ Christianity influenced greatly on the development of the English literature.

**3. Write down the plan of the text. Retell the text according to your own plan.**

**4. Make up a dialogue. Discuss the following: What does literature mean for people nowadays? What did it mean for people in the past?**

**5. Presentation: What do you know about the dawn of the Russian literature? Do small research and share the information with your group mates.**

**Exercise 62. Listening: You will listen to the story of Robin Hood.**

**Tasks on the text.**

**1. In this story Robin meets a knight. Choose the correct answer A, B or C.**

1. Robin Hood was in prison because

a) he shot some deer in the forest

b) he killed the Sheriff of Nottingham

c) he was hungry

2. Friar Tuck came to see Robin Hood because

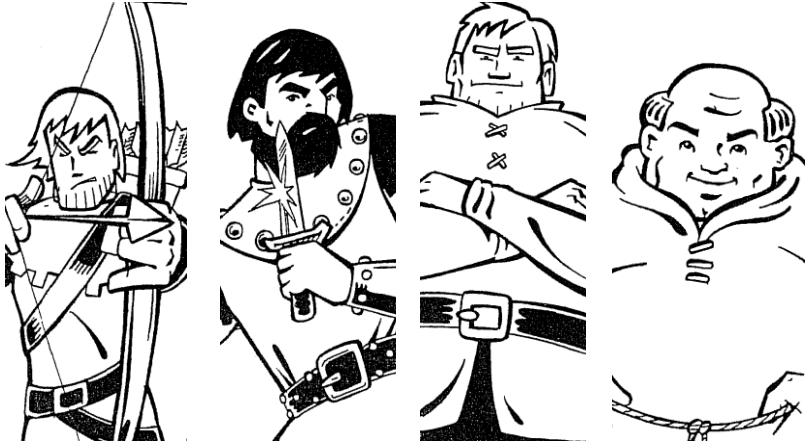
a) the Sheriff wanted him to

b) the King wanted him to

- c) he wanted to give him some food.
- 3. Robin was ... than John Little.
  - a) bigger and stronger
  - b) smaller
  - c) bigger and fatter
- 4. When Robin speaks to the knight, he is
  - a) by himself
  - b) with a group of men
  - c) with John and Friar Tuck
- 5. The knight is unhappy because
  - a) he owns the Sheriff a lot of money
  - b) the Sheriff borrowed money from him
  - c) he is going to get a new castle
- 6. Robin and his men steal from
  - a) wealthy people
  - b) poor people
  - c) beautiful people
- 7. The knight is
  - a) sad his daughter married Robin hood
  - b) upset his daughter is leaving his castle
  - c) is pleased his daughter married the Sheriff
- 8. The Sheriff of Nottingham
  - a) gave up fighting Robin Hood
  - b) carried on fighting Robin Hood
  - c) thought he could beat Robin Hood.

**2. Before listening, read and translate the sentences, try to give the answer yourself. What do you know about the Robin Hood legend?**

**3. Look at the characters of the story. Who are these people? Match the descriptions to each person (Friar Tuck, John Little, Robin Hood, the Sheriff of Nottingham).**



- a) He was a tall man \_\_\_\_\_
- b) He was quite fat \_\_\_\_\_
- c) He was very mean \_\_\_\_\_
- d) the Sheriff of Nottingham hate him \_\_\_\_\_
- e) He was cruel \_\_\_\_\_
- f) He was religious \_\_\_\_\_
- g) He was a good friend to Robin \_\_\_\_\_
- h) He could shoot well with a bow and arrow \_\_\_\_\_

**4. Listen again. What do you find out about Maid Marian? Write down 3 sentences.**

**5. Presentation: The story of Robin Hood is a “legend”. In other words, it might not be true but it is very famous. Do you know any legends from your own country? Use the internet to find out one legend and present it to the group.**

**Exercise 63. Read the text:**

### “ELEMENTS OF THE NOVEL”

In analyzing a novel, we note a number of basic elements which the author has developed in his narrative. These elements are theme, plot, characterization, setting, and conflict. The theme is the main idea behind the story presented in the novel. This is sometimes described as the author's «message» or «thesis» or «moral» of the book. In most novels, the theme is not stated in so many words, but if the author has handled his materials well, the reader is in no doubt as to what the novel must tell him. Thus, the theme of «The Uncle Tom's Cabin» is evils of slavery. A novel is basically a story. The plot of the novel is the sequence of imaginary events which make up the story. The novelist must plan this sequence of events carefully, not only to hold the interest of his reader but also to show the psychology of his characters and to express the idea or theme which lies behind the story. As the plot develops, it reaches a high point or climax, which is followed by a denouement. To be effective, the plot must be believable. The reader must believe that the events described are really taking place, and that each event develops naturally from those that come before it. Some novelists give more importance than others to the plot or story line. W. Somerset Maugham, for example, said that the heart of every novel lies in its story. The characters, of course, are the people in the novel, presented to the reader by the author. It is through the people that the theme is expressed and the action of the novel is carried forward. The reader can be interested in a novel and can be moved only if the novelist can make the characters «come alive». To make us «see» and understand his characters, a novelist uses description, dialogue, and the reaction expressed by the other characters. Perhaps the most important method of portrayal is the way in which the character reacts to the situations and problems presented in the novel.

### ***Tasks on the text.***

#### ***1. Answer the following questions:***

- What are the basic elements of a novel?
- What does “theme” mean?
- What does “plot” mean?
- What is plot used for?
- Who are “the characters”?
- How does the author make us see the characters?
- What is the most important method of portrayal?

**2. Read an extract from a very famous novel by English writer Charles Dickens "David Copperfield".**

**Tasks on the text.**

**1. Analyze the abstract describing its basic elements (theme, plot, characterization, setting, and conflict).**

I was born in Blunderstone, in Suffolk. I was a posthumous child. My father's eyes had closed upon the light of this world six months when mine opened on it. On the afternoon on that eventful and important Friday, my mother was sitting by the fire, very timid and sad, and very doubtful of ever coming alive out of the trial that was before her, when, lifting her eyes to the window opposite, she saw a strange lady coming up the garden. When she reached the house, instead of ringing the bell, she came and looked in at that window, pressing her nose against the glass. She gave my mother such a turn, that I have always been convinced I am indebted to Miss Betsey for having been born on a Friday. Then she made a frown and a gesture to my mother, like one who was accustomed to being obeyed, to come and open the door. My mother went.

"Mrs. David Copperfield, I think," said Miss Betsey.

"Yes," said my mother faintly.

"Miss Trotwood," said the visitor. "You have heard of me, I dare say?"

My mother answered that she had had the pleasure.

"Take off your cap, child," said Miss Betsey, "and let me see you. Why, bless mu heart! You are a very baby!"

My mother was, no doubt, unusually youthful in appearance; she hung her head, as if it was her fault, poor thing, and said sobbing, that indeed she was afraid she was but a childish widow, and would be a childish mother if she lived.

"Well?" said Miss Betsey. "And when do you expect?"

"I am all in a tremble," faltered my mother. "I don't know what's the matter. I shall die, I am sure!"

"No, no, no," said Miss Betsey. "Have some tea. I have no doubt it will be a girl. I have a presentiment that it must be a girl. Now, child, from the moment of the birth of this girl..."



“Perhaps boy...,”

“Don’t contradict. From the moment of this girl’s birth, child, I intend to be her friend. I intend to be her godmother, and I beg you will call her Betsey Trotwood Copperfield. There must be no mistakes in life with this Betsey Trotwood. She must be well brought up. I must make that my care.”

**2.. Which of the following adjectives describe David’s mother and which describe Betsey Trotwood? Which word describes neither of them?**

Forceful shy confident frightened  
Weak strong miserable impatient  
Bossy meek insensitive motherly  
Severe flustered

**3. Answer the questions:**

- 1) Why was David a “posthumous child”? When had his father died? What was his father’s name?
- 2) Why is that Friday called “eventful and important”?
- 3) What is “the trial”?
- 4) Why is David indebted to Miss Betsey for having been born on a Friday?
- 5) Why does Miss Betsey call David’s mother “child”?
- 6) How many reasons can you find as to why David’s mother is sad and frightened?
- 7) What is Betsey Trotwood absolutely certain about?

**4. Read the events and put them in correct order as in the example, then tell the story.**

- \_\_\_ Miss Betsey was sure it would be a girl.
- \_1\_ David’s father died.
- \_\_\_ Miss Betsey looked very carefully
- \_\_\_ Miss Betsey insisted on the name of a child – BETSEY!
- \_\_\_ Mrs. David Copperfield noticed a woman coming to her house.

\_\_\_ Mrs. David Copperfield was afraid to become a childish mother.

\_\_\_ Mrs. David Copperfield greeted Miss Betsey.

**5. Writing: Think of a story happened before David's birth or a story that will happen after David's birth. Use 25-30 sentences.**

**Exercise 65. Listening: You will hear the text about three great inventions. Fill in the gaps while listening.**

## Jeans

Two Americans, Jacob Davis and Levi Straus, made the first \_\_\_(1) in 1852. Davis bought cloth from Levi's \_\_\_(2). He told Levi that he had special way to make strong \_\_\_(3) for workmen. The first jeans were \_\_\_(4). In 1965 jeans became fashionable for women after they saw them in Vogue \_\_\_(5). In the 1990s, Calvin Klein earned \$ 12.5 million a week from jeans.

## Television

A Scotsman, John Logie Baird, transmitted the first television \_\_\_(6) on 25 November, 1928. The first thing on television was a \_\_\_(7) who worked in the office next to Baird's workroom in London. In 1929 Baird sent pictures from \_\_\_(8) to Glasgow. In 1930 he sent pictures to New York, and also produced the first \_\_\_(9) TV pictures.

## Aspirin

Felix Hofman, a 29-year-old \_\_\_(10) who worked for the German company Bayer, invented the drug Aspirin in April 1897. He gave the first \_\_\_(11) to his father for his arthritis. By 1940 it was the best-selling painkiller in the world, and in 1959 the

Apollo astronauts took it to the \_\_\_(12). The Spanish philosopher Jose Ortega y Gasset, called the 20<sup>th</sup> century “The \_\_\_(13) of aspirin”.

### **Tasks on the text.**

**1. The dates in the text are all incorrect. Your task is to listen to the text again and write down the correct dates.**

**2. Presentation: Find one great invention and present it using the following plan: Invention / Date / Country / Inventor's name / When it became popular / Usage / ...**

**Exercise 66. Read and translate the text.**

### **“ALL THOUGHTS OF CENTURIES, ALL DREAMS, ALL WORLDS”**

1. Russian Encyclopedia Publishers has put out the first volume of a new two-volume encyclopedia called «Myths of the Peoples of the World», containing materials on mythological characters and tales of all epochs, countries and peoples – from the indigenous tribes of Australia and South America to Buddhist, early Christian and Muslim mythology.

2. What we all have considered since childhood to represent mythology has been given prominence: antique myths, the mythological legacy of Greece and Rome which has contributed so much to subsequent culture.

3. There are extremely interesting articles devoted to the Christian tradition and its Biblical roots. The ancient mythologies of Asia Minor, reflected in the earliest known manuscripts, are described in detail.

4. In the article «Fine Arts and Mythology» the author traces the mythological roots of art, from the cave paintings to the Renaissance artists.

5. Myths are regarded not as a simple play of the imagination, but as the reflection of historical events (as transformed in people's minds) and, even more interesting, of our ancestors' ideas about the world around them and its structure. When the myth pertaining to the origin of man (see the article «Anthropogenic Myths») is based on the outward resemblance of man and the monkey, one can only admire the power of observation of the people who created the myth. The

same is true of myths about the stars in the sky (the article «Astral Myths»), reflecting ancient astronomical knowledge, whose high level has been confirmed by archaeology. One case is the earliest inhabitants of Europe who created primitive, observatories – stone structures like Stonehenge (Britain, second millennium B.C.)

6. The mythological characters and images incorporate the wisdom of the peoples of the world, their thoughts about their history and about the earliest and the most important cultural achievements, which in the myths are ascribed to «heroes», for example, the invention of fire – to Prometheus, in the Greek myth.

7. The authors and editors have produced not only a reference book, but an original piece of research which many enjoy reading. The encyclopedia will undoubtedly attract those interested in philosophy as well as in culture and art.

### ***Tasks on the text.***

***1. What paragraph contains the following information? Put the numbers as in the example. Only one variant is possible.***

\_\_\_ Some ancient manuscripts includes the information about the Christian tradition.

\_\_\_ The encyclopedia is for the people interested in art, culture and philosophy.

\_\_\_ The encyclopedia tells about different peoples and their culture.

\_\_\_ The encyclopedia reveals the secrets of art's roots.

\_\_\_ Some great inventions comes from early ages.

\_\_\_ The world around our ancestors was reflected by them in the myths.

***2. Writing: Translate paragraph 5 into the Russian language.***

***Exercise 67. Listening: You will hear an interview with Michio Kaku, Professor of Theoretical physics at City University, New York. He has written a book, Visions, which explains how science will revolutionize the 21<sup>st</sup> century.***

### ***The tasks on the text.***

***1. Michio Kaku is asked these questions. Give your reasons.***

- a) Are you optimistic about the future?
- b) Are we ready for the changes that will come?
- c) Is world population going to be a big problem?
- d) What will happen to people who don't have computers?
- e) Will there be a world government?
- f) Will we have control of everything?
- g) What are your reasons for pessimism?

**2. Discuss your opinions on these subjects.**

**3. Listen to the interview. Make notes on Michio Kaku's answers.**

**4. Answer the following questions:**

- 1) What does Michio Kaku say will continue into the 21<sup>st</sup> century?
- 2) How do some people react to the new technology? What is his reaction?
- 3) Why will the population of the world stop increasing?
- 4) Why will we need a world government?
- 5) What are some of the things we will be able to control?
- 6) What examples does he give of the behaviour of "stupid" people?
- 7) Michio Kaku obviously believes in the power of science. What isn't he so sure about? Do you agree?

**5. Writing. That is the description of the airline of the future:**

*"There will be just two crew members, a pilot and a dog. The pilot's job is to feed the dog. The dog's job is to bite the pilot if he tries to touch anything."*

**What does the message say about life in the future? Write an essay (25-30 sentences).**

**6. Make up a dialogue. What do you think will happen in 50-years time? What are the advantages and disadvantages of technological progress? Are**

***you for or against the techniques' development? Give reasons. Use the words and expressions from Kaku`s interview.***

***Exercise 68. Read and translate the text.***

***The tasks on the text.***

***1. Divide the text into some paragraphs. What words helped you to do that? Give each paragraph the heading.***

### **“THE SEVEN WONDERS OF THE WORLD”**

Of the seven celebrated creations of the ancient world known as The Seven Wonders of the World only the pyramids have survived. In the 6th century B.C. Nebuchadnezzar [ˌneɪbʊkədˈneɪzə] the king of Babylon, ordered to build beautiful gardens on the roof of his palace. These were the famous Hanging Gardens of Babylon. They rose terrace upon terrace to a height of 64 meters and covered an area of 1.5 hectares. All sorts of trees and flowers were planted there. According to the story, these wonderful gardens were laid out to please a queen who came from a hilly country. Next comes the statue of Zeus [zjuːs], which was made by the famous sculptor Phidias [ˈfidiəs] for the temple in Olympia. Zeus – a gigantic figure, seven times life size – was seated on a golden throne decorated with precious stones. The fate of it is unknown. The temple of Artemis [ˈɑːtɪmɪs] was erected in Ephesus [ˈefɪsɪs], a city in Asia Minor. According to a legend, in 356 B.C. the temple was set on fire by Herostratus [hiˈrɒstrətəs], who sought thereby to become famous. Some years later it was rebuilt. The new temple was all of white marble and filled with statues and works of art. Its columns were 20 meters in height, its length was 135 meters and its width 70 meters. It was destroyed by the Goths in the middle of the 3rd century A.D. One of the Wonders was supplied by a widow's tender thought of her husband. Upon the death of king Mausolos [məʊˈsoːləs], who had reigned over a small ancient state in Asia Minor, his queen ordered to erect a beautiful tomb known as the Mausoleum [ˌmoːsəliəm]. It was 50 meters high and its pyramid-like top was surmounted by gigantic statues of Mausolos and his queen. At the beginning of the 15th century it was destroyed by the Crusaders. The Colossus of Rhodes [rɒʊdz] had a short and inglorious history. A bronze statue of the Greek sun god Helios [ˈhiːliəs] of about 35 metres

in height, it was set up in 260 B.C. at the entrance to the harbor of Rhodes. Sixty years later it was overthrown by an earthquake. The last of the Wonders was the Pharos [ˈfæərəs] – the lighthouse of Alexandria [ˌæliɡˈzɑːndriə]. It was built late in the third century B.C. on the island of Pharos at the entrance to the harbor of Alexandria. For years the flames on its top guided the ships safely into the harbor of Alexandria. It was destroyed in an earthquake.

**2. Work in pairs. Think of 10 questions about the text, give answers.**

**3. Retell the text. You can make a plan that will help you.**

**Exercise 69. You are going to listen to the programme about one of the famous inventions in the world - chewing gum.**

**Tasks on the text.**

**1. First read the statements below. Do you think they are true (T) or false (F).**

**Discuss with a partner.**

- a) \_\_ One million tons of gum is chewed every year.
- b) \_\_ Chewing gum was invented in Sweden.
- c) \_\_ Chewing gum was found in the mouth of a nine thousand-year- old skeleton.
- d) \_\_ The first chewing gum was made of tree sap and sugar.
- e) \_\_ Babies are born wanting to chew gum.
- f) \_\_ The ancient Greek believed chewing gum was good for your health.
- g) \_\_ South American Indians made the first packets of chewing gum.
- h) \_\_ Chewing gum was taken to North America by the English.

**2. Listen to part one of the programme and check your ideas. Correct the false sentences.**

**3. Listen to part two of the programme. Answer the following questions.**



**the**

1. Who was William Wrigley?
2. What did he do to advertise chewing gum?
3. When did chewing gum become popular outside the USA?
4. What did the children shout?
5. What is today's chewing gum made of?

**4. Writing: Is chewing gum a common habit in your country? Is it considered a bad habit? Why / Why not? Is chewing gum good for you? Why / Why not?**

**Exercise 70. Read the text:**

### **“HOW THE CALENDAR CAME ABOUT”**

The word «calendar» has been derived from the Latin «calends», the day of the new moon and the first day of the ancient Roman month. The calendar now in use throughout the world is called the Gregorian calendar; it was introduced by Pope Gregory XIII in the 16th century.

Though in early days a calendar was required primarily for religious observance, it was used for civil purposes as well. Unlike modern man, who uses artificial time intervals, primitive man utilized the cycle of recurring natural phenomena, the most obvious and most precise of which were the alternation of night and day and phases of the moon. Other less precise but naturally recurring phenomena were also made use of for calendar purposes, e. g. the sprouting of leaves, the coming of the rains, etc. Longer periods of time were often marked off by the number of harvests, the number of winters or some other occurrences. Thus a child who had lived through ten harvests or ten snows was ten years old.

Primitive man was intrigued by various celestial phenomena which displayed themselves in the clear night skies. He had recognized stars long before he invented written records. Principal stars were grouped into patterns which men identified with familiar animals or with the gods, goddesses, heroes, heroines and creatures of mythology. Since the appearance of the predominant constellations coincided with the natural phenomena, it was possible to trace the path of the moon and that of the sun through the sky. Those constellations were visible just before sunrise, or just after sunset, so primitive man naturally watched them as he rose



with the dawn and «went to bed» at sundown. The risings and settings of stars allowed him to derive the position of the sun among the stars and thus a calendrical year was ultimately obtained. The height to which the sun rose above the horizon at midday was carefully observed by men and finally it was noticed that the sun was above the horizon for the longest period at midsummer. The shadows which were cast by trees were used by primitive civilizations to measure the altitudes of the sun. In such a way the seasons were discerned.

### **Tasks on the text.**

**1.. Read the following statements and mark them T (true), F (false) or N (not stated) (as in the example):**

- T Calendar meant the first day of the ancient Roman month.
- Pope introduced the calendar five centuries ago.
- If a child has lived five summers he is five years old.
- Not every phenomenon can be seen in the night sky.
- Primitive man grouped stars according to their similarity to different things.
- The constellation was visible in any time.
- Midsummer was noticed to be the time when the sun was above the horizon for the longest period.

**2. Write 7 questions about the text for which items 1-7 are the answers.**

- 1) Gregorian calendar;
- 2) clear night skies;
- 3) gods, goddesses, heroes, heroines and creatures of mythology;
- 4) celestial phenomena;
- 5) a calendrical year;
- 6) religious observance;
- 7) at midsummer.

**3. Match a word in the text to the following definitions:**

- a) chart showing the days, weeks and months of a particular year;
- b) the round object that moves round the earth and shines at night;

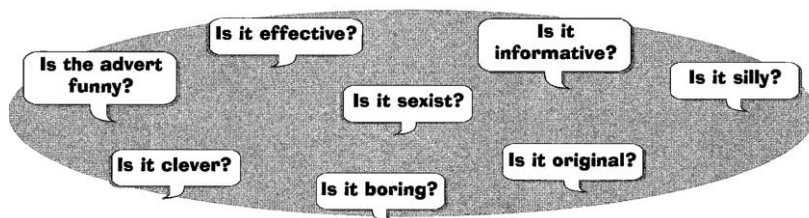
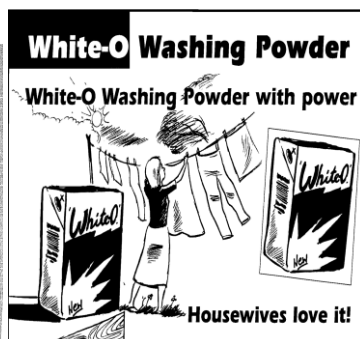
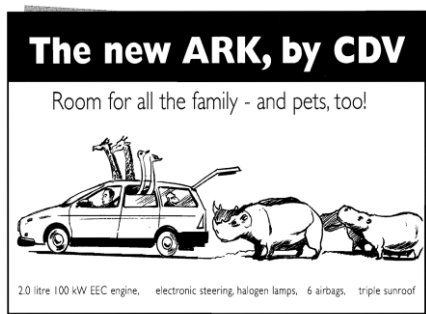
- c) group of stars with a name;
- d) a season for cutting and gathering of crops on a farm;
- e) any of the four periods of the year;
- f) large ball of burning gas seen as point of light in the sky at night.

**4. Discuss the following: What are falling stars? Why is the night sky so mysterious? Why are there many poems about the sky?**



**5. Writing: write a short essay (25-30 sentences) on the following topic "Wish upon a star".**

**Exercise 71. Look at the advertisements. Discuss the points below.**



**Tasks on the problem.**

1. **Presentation:** choose one product and make an advertisement, then present it to your group mates. Evaluate each advert according to the following plan. Put small ticks in the appropriate boxes. Discuss the results with the class.

		Opinion of advert								
Name of product		funny	effective	sexist	informative	silly	clever	boring	original	don't know the advert

2. **Work in pairs:** Make up a dialogue (an interviewer and an advert maker) "Modern adverts". What is advertised today? How effective do you think adverts are? What kind of people is supposed to be attracted by them?

3. **Writing:** write a small article answering the following questions: Where can adverts be found? In what ways are people influenced by advertising? Is there a particular advert that you like / dislike? Why?

**Exercise 72.** You are going to read some information about different television programmes. For questions 1- 9 choose from the programmes (A-E). Some of the programmes may be chosen more than once. There is an example at the beginning (0).

### "WHAT TO WATCH"

#### (A) Darian

This is a modern **soap opera** based on the lives of ordinary people in the northern town of Darian. The main characters, Susan Thamesfield, Brain Kramer and Raymonde D'Aroy run a legal practice in the town, and the story revolves around their lives and their loves, the cases they deal with, the people they meet, their family lives and their **relationships**. Darian is broadcast on Channel4, twice a week at 3.30 pm. The audience is mainly female, in the age range 28-45, and viewing figures peak at around 2.5 million.

### (B) The Lanchesters

The Lanchester family have dominated the oil industry in the Texan **metropolis** of Santa Del Martinez for the last 150 years, ever since Great Grandpa Lanchester sunk the first oil well just 10 miles outside the city. Lanchester wealth built the city, and the Lanchester family guard their wealth and power jealously. A story of power, manipulation, corruption and **fraud**, the Lanchesters is broadcast twice a week on Tuesdays and Thursdays on BBC 1 at 8.00 pm and is Britain's most popular soap, loved by men, women and older children. Viewing figures have peaked at 25 million.

### (C) Port Talbot

This is the story of steel workers and their families in the Welsh town of Port Talbot. It follows the daily lives of the ordinary factory workers: the high points, the low points, **the controversies**, the conflicts, both at the Port Talbot steelworkers and in their home lives. It follows the relationships between unions and management, workers and colleagues, husbands and wives and much more. Port Talbot is shown every day of the week on Meridian television at 11.00 pm and is particularly popular in Wales. The audience is mainly women and the programme has a peak audience figure of 3 million.

### (D) Paradise Beach

This soap follows the adventures of a group of teenagers growing up, living, loving and learning by an Australian beach. The kids all attend the local Paradise High School and in the evenings they are to be found either at Charlie's café or down at Paradise beach itself, surfing, swimming, sunbathing and just **hanging out** with their friends. Paradise Beach is shown every day on BBC 1 at 1.00 pm and is then repeated at 5.30 pm. The audience size averages around 12 million each day and the programme is specially popular with youngsters.

### (E) Spaceworld 3.000

Set in the 41<sup>st</sup> century AD, Spaceworld 3.000 is a spacecraft as large as a planet which is travelling through **the universe** in search of new “civilizations”. The spacecraft has been travelling for 500 years and its citizens are **descendants** of the people of earth, a planet destroyed 200 years before when a gigantic asteroid collided with it. Captain Douglas Dzindskovski and his second-in-command Janet Street live in Control City and guide Spaceworld on its journey through the universe. The programme is broadcast once a week on Meridian at 10.00 pm and lasts for one hour. The audience is generally male and it is very popular with science-fiction buffs. Viewing figures average around 4 million for each episode.

**Tasks on the text.**

**1. Which programme would you particularly recommend for:**

- 0 \_ Someone who is interested in science fiction stories?
- 1 \_\_\_ Someone who only watches television in the afternoons?
- 2 \_\_ A young person?
- 3 \_\_\_ Someone who is interested in Australia?
- 4 \_\_\_ Someone who is interested in futuristic events?
- 5 \_\_\_ Someone who gets home late in the evening?
- 6 \_\_\_ Someone who watches the BBC?
- 7 \_\_\_ Someone who is interested in everyday events?
- 8 \_\_\_ Someone who is interested in the lives of the rich and the powerful?
- 9 \_\_\_ Someone who is interested in law?

**2. Give definitions to the words in bold (in English).**

**3. Discuss the following:**

What programme would you like to watch? Why?  
What programmes are there in your country? Which of them are more popular?

**4. Writing: Translate into Russian one of the texts.**

**Exercise 73. Quiz: Are you literate?**

Do you consider yourself a bookworm (a person who reads a lot) or do you think books are for geeks?

1. How many books do you have in your room?

a) None. I have just got a bed, a computer, a Playstation, an iPod, and a TV. What else do you need?

b) Just a few trashy (of low quality) crime fiction books that I read on the way home or work.

c) My bookshelves are piled high.

2. Which character in children's literature likes chamomile tea?

a) Shrek.

b) Winnie the Pooh.

c) Peter Rabbit, of course!

3. If you are going on a train journey what do you bring with you to keep you entertained?

a) My mp3 player.

b) A comic book or magazine.

c) My beloved copy of War and Peace.

4. What do you think when you hear the name "Homer"?

a) Is he someone you meet down the pub?

b) D`oh!

c) The ancient Greeks: The Iliad, The Odyssey.

5. If you were asked about Shakespeare what would you say?

a) Shakes... who?

b) Oh, I have watched the film with Leonardo Di Caprio in.

c) Romeo, Romeo wherefore art thou Romeo? Why the beep am I saying that, I am bloke! Juliet, Juliet, wherefore art thou, Juliet?

6. Where did Sherlock Holmes live?

a) Dunno. Don't really care. Probably Boston or New York.

b) Somewhere on Baker Street.

c) 221b Baker Street.

7. What is a library for?

a) Sleeping quietly.

b) Reading when you really have to, but mostly for meeting girls/boys.

c) It is a place of knowledge, where you can let your imagination run wild in any work of fiction and learn about anything and everything.

8. What is "the food of love" according to Shakespeare?

a) Pizza

b) Oysters

- c) Oh, for heavens` sake, music!
9. Where was Dracula from?
- a) Suckyourvania  
b) The pages of a book.  
c) Transylvania
10. How do you get to Narnia?
- a) By car  
b) By train from Paddington  
c) By climbing into a wardrobe.

Count up your points and find out where you stand: a=0, b=1, c=2

**0-5:** You know that dusty thing in the corner of your room? It is called a book. Try reading it.

**6-10:** You have read a few books in your time, but wouldn't be seen dead with one in public.

**11-15:** You are not quite a bookworm, but you know your stuff.

**16-20:** You are officially a bookworm. It is time to take your head out of the books and go out more.

**Exercise 74. Read four parts of the text and do the assignments given below.**

## CLOTHING SIGNALS

1. It is impossible to wear clothes without transmitting social signals. Every costume tells a story about its wearer. Even those people who insist that they don't pay attention to clothing, and dress as casually as possible, are making quite specific comments on their social roles and their attitudes towards the culture in which they live.

2. For the majority of people, Clothing Signals are the result of a single daily event – the act of dressing, performed each morning. The once-a-day routine is usually only broken for the wearing of specialised clothing. The man who gets dirty wears working clothes, the sportsman wears high-activity clothes. People attending special ceremonies – weddings, funerals, dances, formal dinners – change into

the appropriate costumes. But although these pursuits mean the doubling of the once-a-day act of dressing, the change is nearly always from 'everyday' clothes into 'special' clothing. The old pattern, in which social rules demanded the changing from 'morning dress' to 'afternoon dress' to 'evening dress', has now disappeared.

3. The modern trend in dressing behaviour is usually referred to as one of increased informality, but this is misleading. In reality, there is no loss of formality, but the exchange of old formalities for new. The wearing of a pair of jeans by a young male today is as much of a formality as was the wearing of a top hat by his equivalent in a previous epoch. He may feel that he is free to wear anything he pleases, but what he wears is as much a uniform today as the costumes were in earlier times. The written rules of yesterday have rapidly been replaced by the unwritten rules of today.

4. There are many trends in the complex world of Clothing Signals. Not all are easy to explain. One of the most mysterious is the relationship between female skirt-length and economic conditions. During the 20<sup>th</sup> century, ever since the First World War, there has been a rather precise correlation between the length of female skirts and the periods of boom and depression. The general atmosphere of financial activity makes women feel more physically active – a condition favoured by shorter, less hampering skirt-lengths.

***Task 1. Say if these statements are true, false or not mentioned in the text:***

The act of dressing is practised only by people who wear specialised clothes.

- ИСТИННЫМ
- ЛОЖНЫМ
- В ТЕКСТЕ НЕТ ИНФОРМАЦИИ

***Task 2. Say if these statements are true, false or not mentioned in the text:***

A young man wearing jeans follow some formal rules.



- в тексте нет информации
- ИСТИННЫМ
- ЛОЖНЫМ

**Task 3. Say if these statements are true, false or not entioned in the text:**

Men are more conservative in dressing behaviour than women.

- ЛОЖНЫМ
- ИСТИННЫМ
- в тексте нет информации

**Task 4. Say if these statements are true, false or not entioned in the text:**

The better economic situation is the shorter skirt lengths are.

- ИСТИННЫМ
- ЛОЖНЫМ
- в тексте нет информации

**Task 5. Indicate the part of the text [1,2,3,4] the information given in the sentences is true.**

The way people dress nowadays is still governed by rules.

- 1
- 4
- 2
- 3

**Task 6. Indicate the part of the text [1,2,3,4] the information given in the sentences is true.**

Clothes serve as a source of information about people and their social roles.

- 4

- 1
- 3
- 2

**Task 7. Choose the correct answer to the question.**

Why do people use clothes? They use clothes ...

- ... to be happy.
- ... to communicate.
- ... to display their wealth.
- ... to look fashionable.

**Task 5. Give the main idea of the text.**

1. People who dress very casually are signalling something.
2. It is difficult to explain some trends in dressing behaviour.
3. Clothing has a social function and is determined by some regulations.
4. People's moods affect the way they dress.

Профиль 050400.62 «Психолого-педагогическое образование»  
Профиль 050100.62 «Педагогическое образование»

**Exercise 75. Look through the short summary of the articles from Journal of Teacher Education then choose an article from any Russian Psychological Journal and make up the similar abstract of the chosen article with keywords.**

# TEACHERS' REFLECTIONS ON COOPERATIVE LEARNING: ISSUES OF IMPLEMENTATION

**Robyn M. Gillies , Michael Boyle**  
**Teaching and Teacher Education**

Volume 26, Issue 4, May 2010, Pages 933-940

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## **Abstract**

Cooperative learning (CL) is a well documented pedagogical practice that promotes academic achievement and socialization, yet many teachers struggle with implementing it in their classes. This study reports on the perceptions of 10, middle-year teachers who implemented cooperative learning in a unit of work across two school terms. Data from the interviews indicated that while the teachers had positive experiences with CL, a number encountered difficulties with implementing it in their classrooms. Issues identified included students socializing during group activities and not working, managing time effectively, and the preparation required. Other issues that the teachers identified as being important for successful group work included the composition of the groups, the task the group was to undertake, the social skills training needed, and the assessment of the learning that occurred in the group.

**Keywords:** Cooperative learning; Small-group learning; Teachers' reflections; Pedagogical practice.

## **RETHINKING THE USE OF VIDEO IN TEACHER EDUCATION: A HOLISTIC APPROACH**

**Dolors Masats, Melinda Dooly**

## **Teaching and Teacher Education**

Volume 27, Issue 7, October 2011, Pages 1151-1162

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### ***Abstract***

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Video case studies are commonly used in teacher training programmes, usually to develop one specific area of competence. The need for an integrative model that meets diverse learning objectives and competences led to a study on how to effectively use videos to guide student-teachers towards professional development. The analysis of case studies helped develop a four-pronged holistic proposal that places student-teachers in the role of both teacher and learner allowing the co-construction of teaching knowledge and the acquisition of digital competences and media literacy. This article outlines the pedagogical scheme and provides qualified evidence that supports arguments for its basis.

**Keywords:** Teacher education; Video technology; Media literacy; Reflective teaching; Project-based learning

## **THE ZONE OF PROXIMAL TEACHER DEVELOPMENT**

**Mark K. Warford G.**

### **Teaching and Teacher Education**

Volume 27, Issue 2, February 2011, Pages 252-258.

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### ***Abstract***

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Toward the end of his short life, Lev Vygotsky found himself teaching teachers in a remote part of the USSR. Though his influence as a developmental psychologist is well-established, little is known about his approach to teacher

development. This article applies the researcher's core concept, the zone of proximal development to teacher education. The resulting model for educating teaching candidates within zones of proximal *teacher* development (ZPTD) integrates Vygotskyan theory into Western models of teacher education. Recommendations are offered with regard the four stages of the ZPTD and implications for the content and sequence of the teacher preparation curriculum.

### **Research highlights**

► Synthesizes findings from Vygotskyan research in teacher education. ► Recognizes and addresses the powerful influence of prior learning experiences and local teaching practices on candidates' development. ► Presents a Zone of Proximal Teacher Development and implications for the teacher education curriculum.

**Keywords:** ZPD; Vygotsky; Teacher development; Pre-service.

(<http://jte.sagepub.com/>)

### **The words and expressions that will help you:**

This study reports – в статье сообщается о...

The article is dedicated to,  
the article is devoted – статья посвящена .....

Data – база данных

Issue – издание, раздел

To underline the idea – подчеркивать идею

The article outlines – статья выявляет...

***Exercise 76. Read the text and do the do the assignments given below.***

### **JOBS AMERICANS CAN'T DO?**

The Myth of a Skilled Worker Shortage

Corporate executives in the tech industry have long called for an increase in pliant, lower-cost foreign labor. They argue that the U.S. is failing to produce a

sufficient number of talented scientists and engineers. These claims, however, are based upon no actual evidence and do not hold up to scrutiny. Behind the industry's calls for guest worker programs that attract the "best and brightest" is the reality that U.S. tech companies are cutting wages by discriminating against qualified American workers, with the full complicity of the federal government. Labor market data clearly indicate that the U.S. has no shortage of qualified scientists and engineers, and economic research demonstrates that immigrants do not make any special contribution to innovation. However, the flood of low-wage guest workers harms American workers and may threaten the nation's future competitiveness.

Skilled guest worker programs are being abused by employers, putting many Americans out of work and denying opportunities to millions of others. Even with unemployment at a 30-year high, corporate executives who use foreign workers to suppress wages in the tech industry have found support on Capitol Hill and in the White House. It goes against all sense of fairness, and it is astounding to realize, that Americans are being denied job opportunities in America while at the same time politicians are calling for the expansion of guest worker programs that will exacerbate this problem. The argument that there exists a shortage of skilled workers in the United States was not true before the recent recession, and certainly is not true now. Simply put, those who promote the idea of a "shortage" of scientists and engineers do so without regard for labor market evidence or the welfare of American workers.

*(<http://www.fairus.org/site/News>)*

### **Tasks.**

1. Read the text for obtaining the information. Give a heading to each paragraph.
2. Give the explanation to the phenomenon of "shortage of qualified scientists and engineers" in the United States from the points of view of Labor market data and American workers. What is the difference?
3. Find out what qualified American workers say about the flood of low-wage guest workers? Is it a problem in Russia? Give your reasons.
4. There are a lot of programs for students and graduates to work and study at the United States. Find the information (use Internet) about the programs (f.e. "Work and Travel", "Au Pair" etc.) and present in any

form you like the advantages and disadvantages of such kind of labour and cultural experience.

5. Make the list of questions to the students of the University you study at who took part in the program "Work and Travel". Use the data in your presentation.

***Exercise 75. Read the text and do the assignments given below.***

## **SAVING PUBLIC EDUCATION: WHY TEACHERS MATTER**

Last fall I attended a talky, high-powered Toronto education conference well-stocked with big international players. I took a few hours off to see a class in a nearby school. The class was already on when the vice-principal showed me in and shut the door. I looked around. The kids were rapt. That's when it hit me: You shut the door of the classroom behind you and all bets are off.

The whole range of topics at the conference — curriculum, "value-added assessment," leadership — becomes moot when that door shuts. Improvement in achievement comes from good instruction, says former B.C. deputy education minister Charles Ungerleider, not from anything else. Kids know it — how couldn't they? They're in there with that teacher five or six hours a day every day in the early years and x number of periods later on. It's like being stuck with your family. It works or it doesn't. Teachers know it and that may be why they often react wearily to the endless trends and fads that wash over their world.

Donald Eckler at Clinton Public School would surely count as a master teacher of Grade 6, and not just based on 35 years in the classroom. "Every few years, teachers have to jump through new hoops," he says. "Like a few years ago. All classes had to do a DPA, daily physical activity. Thirty minutes uninterrupted. It was a big deal, it came from (Premier Dalton) McGuinty, there were workshops. But there was nowhere to do it. So teachers end up dragging kids up and down stairs. Do jumping jacks. Then slowly you realize no one really cares, so you stop. Literally nobody was doing it. Like there's a total disconnect from wherever they issue these edicts.

Now ask what you got from that teacher. Was it some info they passed on, or was it something they ignited in you? Probably the latter. Kids don't need to be taught that much; they're natural learners. They learn from birth, prodigiously. Everyone learns to walk and talk, without teachers — far harder tasks than

anything to follow. The true mystery is that many kids lose their knack for learning, at least during school hours.

Since it's a relationship, teaching is a living thing that's hard to nail down. It's more a practice than a technique. And since it's a relationship, almost anything can and does work. That's its most puzzling feature. So much works — because, as a relationship, it's built on the needs of students and the strengths of teachers, which can vary as much as human nature. So the possible ways to teach are endless. It's like therapy, where distinct, even contradictory methods can all get results if there's a strong relationship. Without that, nothing gels.

So, for example, teachers try to teach kids to think. But as American philosopher of education John Dewey said, "There is no method of thinking. Thinking is the method of thinking." How do you teach that? Your way. Donald Eckler uses "mind traps" to get students thinking "laterally." It works for him, because it's how his mind gets ignited. Principal Barrie Sketchley of Rosedale Heights arts school, who has worked at all levels of the system, says if a teacher stands and talks at the front of the class and does it well, that's fine. A talking head can work.

Consider a crucial area: reading. Wars have been fought over how to teach it: phonics vs. whole word vs. just being read to, etc. It's so silly. Learning to read recapitulates the whole history of our species, in its momentous transition from the oral to the written tradition starting 6,000 years ago. Have some humility. There's no one right way to do that. You can kill the process if you insist there is, and then insist on testing for results. The search for magic teaching bullets is delusional. It includes class size, one of the latest. Research clearly shows smaller classes produce better results. Except I'd rather have Mr. Eckler teach a class of 40 than someone else with 20. Four hundred years ago, a teaching authority, Comenius, said the ideal student-teacher ratio was 300-1. He probably had research to prove it. There is no ideal ratio. In general, smaller may be better, but don't get dogmatic, trust the teacher. What works, works.

What's striking about most current educational reforms is how they try to interfere with what teachers do when the door closes. The advocates don't often say they're interfering, they say they want to help teachers and add, "There is no one best way." Then they list dozens, or more, of specifics for teachers to do.

I have some sympathy for the impulse to interfere. Leaving teachers on their own with your kids and their futures can be scary. It's like the trust you hand over to surgeons when they put you under. But teachers are professionals too,



aren't they? That's the alternative attitude. You see it in Finland. Since the OECD began ranking countries in 2000 for student achievement on Program for International Student Assessment (PISA) tests, it's been the star performer. It always scores at or near the top in all categories.

My biggest surprise there was the staff rooms. They took me in for coffee, a national passion. But in just about each one there was a group of teachers, often with a principal, discussing an educational issue. At my first school, in Helsinki, it was about Facebook. They send daily emails to parents about material covered in class. But some kids got their parents' passwords and copied the emails to Facebook, with wicked comments. A day later, up north in Kokkola, it was about cattiness among 10-year old girls. Next day, elsewhere, it was teasing. There's a national policy on teasing, and they were debating how to apply it. I started wondering if these discussions were staged to impress visitors. I've seen Canadian staff rooms but don't recall such meetings, seemingly cheerful and voluntary. I think of Canadian teachers using staff rooms to chill out. Anyone who raises a classroom issue might get the evil eye. Discussions happen but elsewhere, in the hall or over in the corner. Back home, I checked with people who confirmed it. Every teacher and principal I described it to did some kind of jaw drop. I mentioned it to Toronto District School Board director Chris Spence, a pretty on-message guy not given to outbursts. "Unsolicited??!!" he blurted, as if he couldn't believe those discussions were voluntary.

How do they encourage this teacher engagement in Finland? They don't. Teaching is the incentive. It is high prestige, higher than doctors, lawyers and architects. Last year there were 10 applicants for every university position in teaching programs, which get to "cherry pick" from the top 20 per cent of high school grads. There are entrance exams and interviews, plus a "teaching-like" activity in which they're observed to see if they have the right stuff. The training averages from five to seven-and-a-half years — and is comparable to other professional degrees. All teachers must have a master's degree, and do a thesis. There are no separate teachers' colleges or certification programs. The university degree is the licence to teach. With this training, teachers can readily transfer into jobs at private firms like Nokia. When asked what might make them want to leave, teachers told me pay is not an issue — it's pretty much the national average and similar to other countries'. But a loss of autonomy would make them consider getting out. What matters is their sense of professional control and responsibility.

What caused this commitment to teacher autonomy? Peter Johnson, Kokkola's education director, says it's bred into the national character. Finns fought for autonomy within the Russian empire, fought a civil war, fought for independence, resisted the Soviet invasion and fought to get the Germans out of Lapland. Autonomy is the national cry of honour and it seeps into fields like teaching. "How else can you account for this element in our school system?" says Johnson. A sense of autonomy pervades the whole system. High school isn't compulsory, but Finland has a grad rate of 93 per cent compared with 76 and 77 per cent in Canada and the U.S. Membership in the teachers' union is voluntary, but 96-97 per cent join and pay dues directly; there's no automatic deduction as there is here. It would be surprising if this air of autonomy and self-government didn't extend to classrooms and students.

And in fact Finnish teachers spend fewer hours in class than other teachers — the equivalent of four 45-minute classes daily in the middle grades, about half as much as U.S. teachers, and well under the average in comparable (OECD) countries. Classes tend to be small — from 15 to 30 in the lower grades — but there are no minimum or maximum sizes. Teachers get roughly equal time to do other things, like lesson prep, helping design curriculum or school renovations, and for those staff-room dialogues. They're trusted to use the time well because they're dedicated professionals in a "learning community."

Social prestige and self-respect are of course hard things to nail down objectively. I recall from my own years in school a feeling that some of our teachers bore a hidden wound, as if they knew the deference they got from us would dissipate when we became adults ourselves. When I clumsily asked some Finnish teachers if they felt highly respected, they laughed and said no. But an hour later, at lunch, when I asked what they do in the case of a bad teacher, the answer was: "We have very good teachers." It sounded almost cocky, given the modest, reticent Finnish manner. I don't think you'd hear that in Canada.

Think again about learning to read. Teachers say when kids who've been doing something together are asked to open a book and read, they vanish into their own private worlds. Then they pull out of it again. That's the essence of being human: you're both social and individual. Fine teachers sense that this in itself is a lesson — or the lesson.

*(By Rick Salutin  
Published On Fri Mar 25 2011)*

## Tasks.

1. Read the text using the dictionary to translate the words and phrases which are not familiar to you.
2. Divide the text into 4-5 parts. Give the heading to each of them.
3. The text is full of critical ideas. Make the list of them.
4. Nowadays the "Finnish Educational Wonder" is discussed widely. In the text there are author's impressions on Finland's system of education. Read the text again and make the list of Finnish "secrets of education". What is more impressive for you in that system of education?
5. What is necessary to do in Russian schools to upgrade the system of education? Make the presentation of ideal Russian school in the form of project.

***Exercise 76. Intel Chairman Craig Barrett expressed the idea that good teachers matter more than PCs. Isn't it strange in the atmosphere of global innovations? The article was written in 2008. Does the situation change since that? Read the article and the discussion in Forum. Add your own opinion on the problem.***

***But first give the Russian equivalents to the following words and expressions:***

- financial crisis eventually eases
- longer-term issue of economic competitiveness
- evergreen subject
- "the infrastructure to be competitive"
- bailing out Wall Street
- the public outrage
- the local and state level
- The Feds
- a bully pulpit in education
- high expectations
- improved teacher competence
- measuring results
- a bully pulpit in education
- off-limits
- the most wired country in the world

## INTEL'S BARRETT: TEACHERS MATTER MORE THAN PCS

| October 2, 2008, 7:00 am [Comments \(39\)](#)

Someday, assuming the financial crisis eventually eases, the nation needs to confront the longer-term issue of economic competitiveness. It's an evergreen subject, but also an important one — the only way to revive the economy and deliver higher living standards in the years ahead.



Intel Chairman Craig Barrett.

This was the subject Craig Barrett, the chairman of Intel, wanted to discuss when he dropped by the other day. He bemoaned the way that America seemed to be neglecting “the infrastructure to be competitive,” and he focused in particular on education.

“We’re bailing out Wall Street, we’ll be bailing out Detroit soon, we’re bailing out the agricultural sector with high subsidies at a time of record crop prices,” Mr. Barrett said. “Where is the public outrage that the U.S. education system is failing our kids?”

Mr. Barrett is co-chairman of Achieve Inc., a nonprofit led by state governors and corporate leaders that is seeking to raise the performance of K-12 schools. The challenge, he said, resides mainly at the state level, because America’s education system is controlled and financed at the local and state level. “The Feds have a bully pulpit in education, but the governors have to take the lead in this,” he said.

The keys, Mr. Barrett said, are high expectations, improved teacher competence and measuring results. On the touchy issue of measurement, he said it was necessary, but national testing remained politically off-limits.

Again, Mr. Barrett insists, the answer is collective work largely at the state level, setting rigorous state standards that have a common core.

In citing the nation's shortcomings, Mr. Barrett points to international comparisons of student performance, like data from the 2006 Program for International Student Assessment, where American 15-year-olds ranked 23rd of the 36 countries measured.

The No. 1 country in that international test, and some others, was Finland, where, incidentally, Mr. Barrett's wife, Barbara, became the United States ambassador in April.

Finland, according to various studies, is perhaps the most wired country in the world, measured by broadband access, cellphone use and personal computers in homes.

In its schools, Finland has computers, but typically not in the one-PC-to-one-pupil ratio that is being tried in parts of the United States. Instead, the real Finnish edge seems to lie elsewhere — with high expectations and respected teachers. Mr. Barrett, whose company promotes the use of computers in schools, takes a view. "PCs aren't magic," he said. "Good teachers are."

October 2, 2008 7:25 am [Link](#)

Good teachers are a product of a good culture. The Finns are remarkably homogeneous in language and culture and the country has the characteristically wonderful Nordic social welfare system including health care available to all. Compare this to the United States with a vast, culturally diverse population; no national health care; and other weak or absent social benefits. If we truly care about education, we will pay teachers as well as other professionals like doctors and coincidentally attract as many male teachers as females. Every US citizen deserves health care and a good education like in Finland.

— *Jeff Atwood*

2. October 2, 2008 7:47 am [Link](#)

As long as Americans value sports "heroes", supermodels, and music stars more than teachers, engineers, and scientists, our educational system will remain low on our national priorities.

Maybe we should run reality shows like "America's Next Top Teacher" or "Who Wants To Be a Scientist?"

— *JS*

3. October 2, 2008 8:14 am [Link](#)

If there is a reason that America is not being as competitive as it used to be (and I'm not so certain that is the case) it is because they are under-compensating Engineers and Computer Scientists compared with other professions such as doctors, MBAs, and lawyers.

In the US top lawyers directly out of law school can get \$160,000 per year out of law school. Top engineers and computer scientists out of school should get at least as much. Instead firms like Intel try to get engineers from.

— *Phillip*

5. October 2, 2008 8:55 am [Link](#)

Perhaps there was once a time in America when the authority of teachers and schools was respected, but that era passed. What replaced that is a sense that teachers must be accountable to parents and students, not the other way around.

Americans take an individualistic view of their place in society and respect for others in low on their list of priorities when it comes to their kids.

Some years ago, when my husband was running a school in the US, he forbade some students from whistling inside the open-concept building where classes were in session. The parents revolted, saying he was oppressive and cruel. How something so child-like and whimsical as whistling be met with reprimand? What sort of ogre would deny a child such an innocent and joyful expression? The fact that all of the other students in the building, those attending classes and those studying during the break, were distracted from their work was irrelevant.

This is a small example, but it's these small moments that make up the fabric of the a school's effectiveness or lack thereof.

The truth is, if you can't control the little stuff, you will never get control of the big stuff. Bad behavior grows. Learning becomes irrelevant in an environment increasingly hostile to accountability and discipline.

The US isn't losing ground at the state level. It's losing ground in the classroom, in public schools particularly, but also in private schools dominated by privileged parents who see any attempt to deny their kids the multi-faceted trappings of privilege as a power game.

These are the standards that many US teachers and schools are forced to accept: Responsibility without authority.

— *Mary M*

6. October 2, 2008 9:29 am [Link](#)

The article has this:

Instead, the real Finnish edge seems to lie elsewhere — with high expectations and respected teachers.

This is a common sense principal; it's not impossible to apply it here in the US.

— *Smotri*

7. October 2, 2008 9:33 am [Link](#)

Every teacher and school administrator in the US should have to write this article on the board 100 times.

— *Douglas Grace*

8. October 2, 2008 10:02 am [Link](#)

It evidently needs to be said one more time. Schools matter, teachers matter, but the one overwhelming predictor of student achievement is the amount of time kids spend with their parents reading.

Teachers who spend more time teaching, and students who spend more time sitting at their desks actively learning, learn more. Computers, games, activities, and all the rest take time away from learning. There are no shortcuts, no magic boxes or test that improve learning, hard work by the teachers, and students do.

— *cowhide*

<http://www.thestar.com/news/insight/article/960546--saving-public-education-why-teachers-matter>

**Exercise 77. Read the text and do the assignments given below.**

**WHAT IS GLOBALIZATION?**

Globalization is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange. It is the result of:

1. technological changes that enable people, goods, money and above all information and ideas to travel the world much faster than ever before, and
2. the liberalization of world markets, greatly increasing levels of trade between different parts of the world.

Globalization has been taking place for hundreds of years, but has speeded up enormously over the last half-century. Factors influencing globalization include:

Communications: TV, telephony and internet have created a global village. Transport has become cheap and quick. People now holiday all over the world and people travel to seek better-paid jobs. Business can more easily ship products and raw materials all over the world.' Trade liberalization: governments around the world have relaxed laws restricting trade and foreign investment, with some governments offering grants and tax incentives to persuade foreign companies to invest in their country. The idea that there should be no restriction on trade between countries is known as free trade. Although globalization probably is helping to create more wealth in developing countries – it is not helping to close the gap between the world's poorest countries and the world's richest.

### **Tasks.**

1. Read the article and translate it into Russian.
2. Find the definition of globalization in different Russian and English dictionaries. Compare them with the one given in the text.
3. Make up 5-6 questions to the text.

## **THE CHALLENGE OF GLOBALIZATION**

According to the new theory, traditional divisions between Domestic and Foreign Policy, are no longer valid. They've been rendered obsolete by globalization – the growth of economic, cultural and technological connections across state borders. Whether or not Foreign Policy is any more dead than history, the challenges of globalization are very real. It's been estimated that by the mid 1990, nearly 40,000 multi-national companies accounted for one fifth of



the total global economy. There is a sense that giant corporations such as Microsoft or Shell are beyond the control of any individual state. That feeling of powerlessness in the face of huge multi-national conglomerates helped fuel the violence of anti-globalization demonstrations around the world, from Seattle to Genoa. The targets of the demonstrators' anger are international organizations like the G8 group of industrialized countries and the World Trade Organization. Often, on the streets, well-known global retail brands are also hit. World Trade Organization: The WTO is the only international organization which deals with the global rules of trading between nations across the globe. It was established in 1995 and has 143 member states. Its aim is to resolve trading disputes peacefully by agreement or arbitration. Disputes handled so far include tuna and dolphin fishing in the Pacific and Venezuelan oil exports to the US.

### **CLIMATE CHANGE**

The global challenge of climate change is one area where the old certainties of international diplomacy have been stood on their head. The United Nations has been trying to negotiate a global agreement to tackle climate change. Pollution produced by cars, industry and power plants – so-called 'greenhouse gases', is causing the average temperatures of the world to rise. Experts fear that if nothing is done, the polar caps will begin to melt, causing sea levels to rise and changing the world's climate irrevocably. In Kyoto, December 1997 the UN brokered the world's first treaty to tackle global warming. Signatories pledged to cut their greenhouse gas emissions in the next decade by just over five per cent from 1990 levels. But the USA has dragged its feet on implementing the Kyoto protocol and in March 2001, the new president, George W Bush abandoned the Kyoto treaty altogether, saying it against his country's economic interests.

### **NON-GOVERNMENT ORGANIZATIONS**

The traditional autonomy of Foreign Policy has also been challenged by the rise of what are known (is non-governmental organizations – often referred to in shorthand as NGOs. Where once, there were a few hundred, now there are thousands working across the world. Good examples are aid organizations, such as Oxfam or Save the Children, or the human rights organization Amnesty International. While individual governments cannot control what these organizations do, their opinions can carry considerable weight.

## THE END OF US AND THEM?

Foreign Policy used to be about what went on abroad: diplomatic handshakes in distant capitals, nation speaking solely to nation, far removed from ordinary life. No longer, Today, events in far flung places have a direct impact on our lives. We find ourselves in the midst of a vast network of relationships and interest that disregard national divisions.

In future perhaps Foreign Ministries will become Departments of Global Affairs – as the concept of ‘foreign’ becomes ever harder to define. In the process we will see an end to traditional foreign policy and the evolution of a new foreign policy for a world in which there is no longer any such place as abroad.

*(Лунатова Н.А. Newspaper: пособие по чтению, переводу и реферированию текстов. – М.: РУДН, 2008. С. 28-33)*

### Tasks.

1. Read the article and translate it into Russian.
2. Answer the questions.
  - 2.1. What multi-national companies do you know?
  - 2.2. What are the targets of anti –globalization demonstrations?
  - 2.3. What is the WTO? What is its aim?
  - 2.4. What do you know about the Kyoto protocol?
  - 2.5. What non-governmental organizations do you know? Are their opinions of any value?
  6. What disregards national divisions?
3. Give the explanation to the slides given below. Do you agree or disagree that globalization means Americanization? Give your reasons.

**“What has been happening in my lifetime was the  
Americanization of the world”**

**B.Shaw**

**Globalization =Americanization**



**Americanization:**

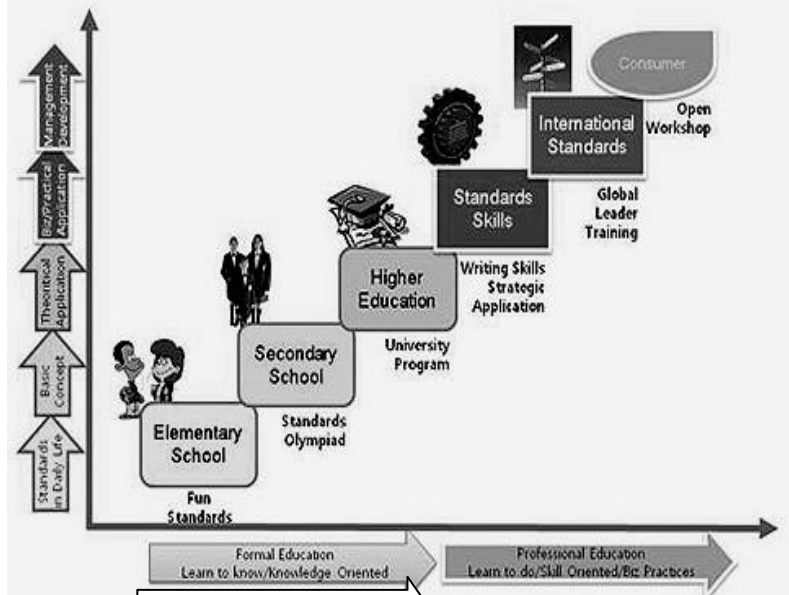
- efficiency;
- calculability;
- predictability;

**-control through Nonhuman Technologies**



***Exersice 78. In the scheme given below there is the model of American understanding of lifelong education. Obtain the information of Russian model of lifelong education using Internet and modern books on Pedagogics. Translate the information into English. Make up the comperative presentation of two options of lifelong education.***

## Lifelong Standards Education Scheme



**Exercise 78.** The professor of Moscow State University Svetlana Ter-Minasova is well-known in many humanitarian spheres of knowledge. Here are the abstracts of her article with the expressive heading. Read the whole text, then parts of it and do the tasks given after each part.

### THE TEACHER AND THE STUDENT: THE WAR AND PEACE OF LANGUAGES AND CULTURES

1. Olga Sergeevna Akhmanova - an epoch, an era, the pivot, the engineer of my heart and soul, the creator of a school of linguistics, a school of ELT, a school of life. She was a very strict, sometimes cruel, teacher, no mistake, no slip of the pen, of the tongue, no faux pas was ever pardoned or forgotten. So we practically stopped making them for ever. However, we knew that she was even stricter and crueller to herself, all her life, intellect, behaviour were oriented to giving an example, to being a paragon, showing us how to work, how to think,

how to live. Interestingly, oddly, paradoxically it did work. In other - more modern - words, Olga Sergeevna created her own "Ohmanova culture" and we, her disciples, are products of this culture. It is thanks to this that we have managed to successfully go through all the cataclysms, catastrophies, horrors, pains, and sacrifices of re-vo-lu-tions (meaning, of course, both: a complete circular movement and a violent change of a system of government, and also values, thinking, behaviour, language and culture). We are ready for anything. As they used to say in Eton College in the 19th century: "We are not afraid of prison, we went through Eton'.

**Task. Can you say that you had a teacher who influenced greatly on you and your life? If so write him a letter where you would describe the impressions of this influence.**

2. Now - the topic: "The Teacher and the Student: the War and Peace of Languages and Cultures": I was bold (or cheeky?) enough to use Leo Tolstoy's collocation for two reasons:

1. I tried to avoid "Dialogues and conflicts" which is now an "in-phrase", which, consequently, is overused and trite, banal, hackneyed (choose the right word).

2. I meant it as a jocular working title, playing upon the name of the famous novel. However, the metaphor became pivotal for the research, although the War of Languages and Cultures does not mean that they fight with one another. "The war" in this case is a war of language and culture fought for protecting the nation and its identity. In other words, language and culture are seen not just as barriers separating peoples but as shields, or dragons guarding their kingdom from all lintruders (including language learners and teachers, interpreters, translators, spies, etc.).

**Task. "War and Peace" is of course the metaphor. Find the definition of "metaphor" in the dictionary. Give 2-3 metaphors as examples.**

3. The conflict between generations caused by the "generation gap" is traditionally called "the conflict of fathers and sons": I would like to draw your attention to "the conflict of teachers and students" which is now a most serious educational problem. It is a universal problem but, as usual, it is Russia which suffers from it more than others (we like to be ahead of the whole planet, both in the good and in the "not-so-good") for most objective reasons. The problem in Russia is not just a "fathers and sons" conflict, it is not a generation - time - gap, it

is a war of different and opposing (!) cultures because Russian teachers and Russian students were born and have grown up in completely different countries with different ideologies, regimes, cultures, and different variants of the Russian language. The teacher was born in the Soviet Union, the student - in a post-Soviet Russia, two very different societies which results in an evitable conflict of cultures, for many, many years; actually - alas! - for the rest of the teachers' work or lives.

**Task. Why does the author think that the conflict of teachers and students in Russia has specific features?**

#### 4. What is the Teacher like nowadays?

1. Underpaid (if they teach in a state institution and over-loaded. Just a couple of lines giving detailed information about the status of teacher in Russia in the 19th and 20th century: financially poor but realizing her authority in the society. Nowadays, being poor it is difficult to feel authoritative though with older generation of teachers it still works, because in the Soviet times the gap between the rich and the poor was almost non-existent. The norm was to be poor while to be rich was shameful and suspicious, so the authority of teachers did not depend on their financial status.

2. The modern teacher is less educated theoretically and more pragmatic. The financial situation is favourable for teachers of English, but private and / or additional teaching eats up most of their time, talent and efforts.

3. Teachers of foreign languages have some, although still scanty - opportunities to visit countries of the languages they teach. However, in elite educational institutions students leave teachers far behind in the sphere.

**Task. Do you agree with the author? If not find the arguments to prove your ideas.**

#### 5. The Student

What is the Student like nowadays? More knowledgeable, or rather better informed, well-equipped with all the treasures of the Internet. More confident, much less inhibited than his / her predecessor - the Soviet student (now - the Teacher). He / She travels freely around the country and the world. Modern students see themselves as citizens of the world. They are concerned about problems of globalization and ecology. 69% think that the knowledge of foreign

languages is a must, especially for working abroad. They know their rights. It seems that they have more rights than duties, they have a much greater choice. The advantages of the modern Student are obvious but, as usual, overcoming one extreme leads invariably to another one. Our drawbacks and faults come directly from our merits. As a result of freedom, choice, realization of their rights to day's students complain about their teachers easily and quickly, do not pardon their mistakes, often feel and behave superior to teachers. The students' feeling of freedom and self-importance often leads to coming to school overdressed or underdressed, as the case may be, to bringing drinks or even food to class, to chewing chewing-gum in class.

Their attitude to wealth, to money-making contradicts not only their teachers' one but the traditions of Russian culture: their goal of education is making as much money as possible. The good old question "Why did you enter this university?" was answered by two students in a new, honest but unexpected way: "We want to earn a lot of money and buy an island": I'm afraid, the picture of students' and teachers' culture is not very rosy or optimistic. What about the mirror of life and culture, that is the language of the young. Their slang is characterised by the same features as general Russian, only they are stronger and more vivid:

- 1) a flood of borrowings from other languages – almost exclusively - English;
- 2) substandard, low style lexis. Interestingly, many borrowings are also substandard. The borrowings come from all language levels: wow, oops, shoozy, etc.

Borrowings from western culture: patronymics are not used, especially in the sphere of business. "Ты" prevails over "Вы" because it is more "democratic": Hasty, unqualified translations of films and books distort both languages but Russian suffers more. As a result, communication between "fathers and sons", teachers and students becomes more and more difficult. To sum up.

The teacher is still underpaid and overworked. Most of them still treat students in a "totalitarian" way by commands and orders, the main principle being "I am a general, boss, zar, I know all, you are a private, subordinate, slave, you know nothing (you as "Ты").

**Task. The author describes the modern student from the critical point of view. What is your opinion? Do you agree with S. Ter-Minasova? Draw the portrait of modern student in a following way using adjectives:**

Positive	Negative
----------	----------

<i>democratic</i> ...	<i>selfish</i> ...
--------------------------	-----------------------

## 6.Changes in the status of teacher:

1) a loss of authority because of a conflict, a war of cultures and languages, and

2) the habit - or inertia - of the past when the position and authority of the teacher were very high. This comes from a very new situation: a financial dependence on the paid student. The student is still full of young enthusiasm, a strive for innovations, a thirst for knowledge and for exciting sensations. The changes or the new features: the student feels like the citizen of the world, he / she is much more free in his: deeds, words, ideas than the teacher (and the former Soviet student, i.e. again the teacher), shatters the norms of language and culture which is natural and - alas! - progressive.

The new student is pragmatic, openly ambitious, obsessed with the wish to become rich (= successful). Correspondingly, the student does not respect losers ("loozers") (= underpaid teachers), hence - a loss of the teacher's; prestige, a conflict of cultures. The process goes on in the rest of the world but in Russia it is deeper and better seen. Now one of the two eternal questions of Russian intelligentsia: What is to be done? A difficult question. A cliched phrase "the young are our future". Let us emphasize: the young are our future. It is our world, students are our children, and it is us, adults, their teachers who have created the world where they grow up, study and learn. We are responsible for this.

**Task. "We are responsible for this', says Ter-Minasova. That's right. But aren't the students responsible too? What are the students' responsibilities?"**

## 7.What is to be done.

1. We must reform ourselves. It is time to realize how much our society has changed.

2. We must learn to respect our students without emphasizing our superiority (often non-existent). We keep talking about "tolerance to other cultures". Let us be tolerant to our children and their culture.



Our children are growing up in a situation radically different from ours, a situation of "another extreme" when the idea of freedom was ousted by anarchy, when the word "patriotism" turned into a political term with negative connotations, when all previous values and ideals were destroyed (gone) surprisingly quickly and easily, and instead there came a flood of cultural and linguistic borrowings - mostly bad things because the evil is much more active than the good. Our students, our children are products of the wild chaos of "the transitional period": (transition where to?)

3. On the other hand, let us keep good things from our past. We should not - once again - give up "the old world", and "destroy it to the base". Let us teach our students all the wise, good, culturally proper ideas and things that we used to have in our old life, what came to us though the centuries - from the treasury of Russian culture. Let us follow the idea of an English genius, William Wordsworth: "What we have loved others will love and we will teach them how". Olga Akhmanova used to teach us: A teacher - like a doctor or a priest - cannot refuse the one who asks for help, the person who wants to learn.

The Young are Our Future.

We, teachers, are responsible for the future of Russia. Our mission is to overcome the intranational conflict of cultures, to ensure a friendly atmosphere in class, a contact with student, to work out a new culture of education, having kept the good from our old system, and accepting the new, caused by the new requirements of new times. Mission possible!

(by Ter-Minasova S.G.)

**Task. Make up the project "The intranational conflict of cultures..." "tolerance to other cultures"... mission possible? Present the project in the group, be ready for discussion.**

**Exercise 80. Read and translate the text. Write the essay "My Philosophy of Education"**

**WHAT'S YOUR PHILOSOPHY OF EDUCATION?**



What is your personal philosophical approach to the idea of education, and indeed that of your school? And do these ideas marry between your personal beliefs and that of your place of employment?

For anyone unfamiliar with some of the philosophical leanings, they make thought-provoking reading.

Firstly, there is the aim of attaining the highest grades as the primary pursuit of an education. There is short-term merit to this argument in the sense that, rightly or wrongly, universities and employers look primarily (if not exclusively) at students' academic achievement before offering them a place to study or a job in the workplace. So perhaps the idea of squeezing every last pip out of the proverbial orange is good for a pupil's long-term life chances. But this does then lean into the extreme of producing exam-takers in exam factories, with an unquenchable thirst for upping UMS marks by multiple re-sits.

Partly this is the explanation for rising grade attainment – more crudely grade inflation – which has unquestionably and systematically occurred since the late 1980s.

To give but one example, the A Level cohort in 2002 (the first year of the full AS Level cycle) saw 20% A grades attained. Last year, it was roughly 27%. Another piece of supporting information is that [Robert Coe's](#) research has shown that a comparable candidate in 1988 would have achieved a U grade at A Level in maths but by 2006 would have attained a mid-range C grade. Is education really about the ruthless pursuit of numbers, so cynically witnessed in the recent exam cheating scandal, or should it be about something more heart-stirring and poetic?

Secondly, one might aim at delivering content as the main focus of schooling. Surely pupils should learn about Shakespeare, Darwin and personal financial management as ends in themselves to enrich their own lives. To

paraphrase Matthew Arnold, young people deserve this "inheritance" as a right and treasure as its own gift – to fill schools with the sweetness and light of academic learning.

And for anyone who says that pupils should be taught things that are only relevant to them in societal terms, like teaching pupils about rap music opposed to Mozart, if pupils never learn about Mozart at school, then when will they ever learn about his brilliance? You could very fairly argue that teachers should be judged not on raw grades, but instead on the amount of pupils they inspire to go on and study their subject at university through the vivacity, passion and joy you evince in your pupils through your lessons and the content they are enjoyably discovering.

Thirdly, you could go down the Labour government's alley of skills attainment being the goal of development. Of producing productive young citizens who will go into the factories, offices and businesses of today and tomorrow, equipped with skills of problem-solving, clear communication and wide data management, opposed to explicit and entrenched knowledge of Wilfred Owen and Florence Nightingale. This education of skills has been articulated by many thinkers, with John Henry Newman as one example in the nineteenth century talking of the "inutility" of teaching just academic content.

Some may snigger upon reading this, but Edexcel currently offer "Working With Others" as a key skill qualification, as one such example. Looking globally, if our school leavers and graduates cannot attract business from overseas in the years to come because they lack the skills necessary to be competitive, our economy will be in even greater trouble. But is there not something hollow in developing pupils who can administer and apply but without knowing in much depth the great and good that has gone before?

Fourthly, pupils' socialization could be the driving factor. Teaching tolerance, respect and world awareness might be seen as the key ingredients of well-rounded students, producing young citizens who will be decent, moral and considered in a mature society.

Sadly, there are many young children in Britain who do not see such virtues extolled at home, and thus it might be argued that teachers need pick up where the gaps are apparent. This is a particularly important aim in those schools where pupils might have suffered significantly traumatic events in earlier years, where controlling anger, aggression and even violence would be considered a higher achievement than an A\* grade.

Finally, and perhaps most romantically for us old heads, should the primary directive of schooling be to make pupils happy, confident, secure and valued? Should schooling be about enjoyment, discovery, friendship and reflection on where you're going in life?

This need not be a hippy, let's all hug each other mentality. But should we avoid piling on homework, pressuring for re-takes in exams and all the rest just to allow pupils to enjoy and immerse themselves in what is one of the most formative, and free, times in their lives? The obvious riposte to this idea is that it wouldn't be much use producing smiling, happy pupils if they can't read or add. But this is probably the most stirring vision of schooling, for all its practical and future economic flaws.

So the reason I have chosen to write on this wide-ranging issue is thus: what is your philosophy of education? What is that of your school? And more widely, what should it be for the schools of the British isles?

Most tangibly, and something I recommend for all new teachers, is to find out what your school's aims are. Inevitably, but also justifiably, most Heads you would speak to would probably want an all-encompassing mish-mash of the above, possibly even differentiated to each pupil in the room. But press them and your Head of Department for a definitive answer. What do they want to see in your lesson when they walk in? Because if you're driving pupils into the ground with exam technique and the school's philosophy is one of socialization, then you will be marked down.

And vice-versa, you might be producing engaged, enthused and incredibly well-educated pupils who could tell you all about the major developments in economic theory, but if the school's drive is for grades and you're fifteen percentage points below the department average, you might be compared unfavourably to Mr Z next door who teachers directly and subsequently gets better exam results.

This is hugely important. Ensure you know exactly what is wanted of you. Because then there will be no surprises come appraisal time. And if your personal philosophy and the school's do not match up, it would then be worthwhile considering if the school you're in is actually the one for you. Not everyone will drop into a school they immediately fall in love with in terms of ethos, so don't be afraid to try a new environment if your ideals or lofty impressions of the profession haven't matched up immediately with the often cold and calculating reality of the education sector in the league table culture we currently live in.

(Sean Reid, Guardian Professional, Wednesday 4  
January 2012 08.09 GMT).

**Exercise 81. Read four parts of the text and do the assignments given below.**

## **MOTIVATION**

1. Motivation is an internal state that activates, guides and sustains behavior. Educational psychology research on motivation is concerned with the volition or will that students bring to a task, their level of interest and intrinsic motivation, the personally held goals that guide their behavior, and their belief about the causes of their success or failure.

2. A form of attribution theory developed by Bernard Weiner describes how students' beliefs about the causes of academic success or failure affect their emotions and motivations. For example, when students attribute failure to lack of ability, and ability is perceived as uncontrollable, they experience the emotions of shame and embarrassment and consequently decrease effort and show poorer performance. In contrast, when students attribute failure to lack of effort, and effort is perceived as controllable, they experience the emotion of guilt and consequently increase effort and show improved performance.

3. Motivational theories also explain how learners' goals affect the way that they engage with academic tasks. Those who have mastery goals strive to increase their ability and knowledge. Those who have performance approach goals strive for high grades and seek opportunities to demonstrate their abilities. Those who have performance avoidance goals are driven by fear of failure and avoid situations where their abilities are exposed.

4. Research has found that mastery goals are associated with many positive outcomes such as persistence in the face of failure, preference for challenging tasks, creativity and intrinsic motivation. Performance avoidance goals are associated with negative outcomes such as poor concentration while studying, disorganized studying, less self-regulation, shallow information processing and test anxiety. Performance approach goals are associated with positive outcomes,

and some negative outcomes such as an unwillingness to seek help and shallow information processing.

(Wikipedia)

**Task 1. Write down all the psychological terms from the text and give the explanation to each of them.**

**Task 2. Say if these statements are true, false or not mentioned in the text.**

a) Much research activity in educational psychology has focused on developing theories of self-regulated learning and metacognition.

b) Students having performance avoidance goals strive for the chances to show their abilities.

c) Motivation means “motive-for-action” and as an inner state of a human it guides his behavior.

d) Learners’ motives and emotions are directly connected with their views about the causes of failure or success.

**Task 3. Indicate the part of the text [1,2,3,4] the information given in the sentences is true.**

a) Research on motivation is also concerned with how students’ goals influence the way of performing academic tasks.

b) Those students who have mastery goals are persistent and creative; they prefer sophisticated tasks and possess intrinsic motivation.

**Task 4. Choose the correct answer to the question.**

What emotions do students have when they associate their failure with lack of effort?

a) Students experience emotional disturbance.

b) They have a feeling of embarrassment.

c) Students suffer from guilt.

d) Students experience the emotion of shame.

**Task 5. Give the main idea of the text.**

- a) Educational psychology studies motivation as students' internal state that guides their behavior when they perform academic tasks.
- b) There are three types of learners' goals: mastery goals, performance approach goals and performance avoidance goals.
- c) Performance approach goals are associated with both positive and negative outcomes.
- d) Students who are afraid of failure try to avoid situations in which their abilities are demonstrated.

**Exercise 82. Here are 20 advice for a teacher suggested in 1995. Do you think they are still actual? If so choose 5 from them important for you and explain the choice.**

- ✓ Encourage the child to be an expert at something.
- ✓ Avoid being negative.
- ✓ Avoid looking tired or depressed.
- ✓ Take a ride on a school bus to understand how some children start and end the day.
- ✓ Show children how much you love them – first with words, but more with actions.
- ✓ Think!
- ✓ Eat well. Teaching is tough work.
- ✓ Teach them that "life ain't fair".
- ✓ Don't be first at school all the time.
- ✓ Every day look for some small way to improve your teaching.
- ✓ If parents want to give you gifts, ask for books for their children to read.
- ✓ When asking questions, wait at least five seconds for answers,
- ✓ Let them see you laugh.
- ✓ Value diversity.
- ✓ Sometimes give them what they want – not what you think they need.
- ✓ Start each day by reading something thoughtful and inspiring.
- ✓ Teach the three Rs: Respect for yourself, Responsibility for your actions and Remembering the rights of others,
- ✓ Don't rule something out until you have the whole story,

- ✓ Remember, teachers don't make a lot of money but the work enriches the spirit,
- ✓ Teach them to do a good job because they want to, not because they have to.

*( by Bob Algozzine)*

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Учебное издание

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АНГЛИЙСКИЙ ЯЗЫК  
ДЛЯ ГУМАНИТАРНЫХ НАПРАВЛЕНИЙ БАКАЛАВРИАТА

Редактор и корректор И. А. Вейсиг

Подписано в печать 27.05.2011 . Формат 60X84 16

Бумага тип. Печать офсетная  
Уч.- изд. л. 17.7 Тираж 400 экз. Заказ 4140

Редакционно-издательский отдел  
Библиотечно-издательского комплекса  
Сибирского федерального университета  
660041 Красноярск, пр. Свободный, 79

Отпечатано в типографии «ЛИТЕРА-принт»,