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**О. Г. Смирнова, Е. А. Процукович**

# **АНГЛИЙСКИЙ ЯЗЫК ПОСОБИЕ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ**



**Учебное пособие по английскому языку  
для студентов 1 курса  
неязыковых направлений подготовки**

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университета

Рецензенты:

Аниховская Т. В., канд. филол. наук, доцент, зав. кафедрой английской филологии и методики преподавания английского языка, ФГБОУ ВО «Благовещенский государственный педагогический университет»

Иванашко Ю. П., канд. филол. наук, доцент кафедры иностранных языков, ФГБОУ ВО «Амурский государственный университет»

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Учебное пособие разработано в соответствии с федеральным государственным образовательным стандартом высшего образования с целью повышения эффективности образования и самообразования в ходе практических занятий по учебной дисциплине Иностранный язык.

Учебное пособие адресовано студентам высших учебных заведений очной формы обучения всех направлений. Рекомендуются как для самостоятельной подготовки студентов, так и для аудиторной работы.

Пособие содержит методические указания к практическим занятиям включающие в себя учебные цели, перечень образовательных результатов, обеспеченность занятий, краткие теоретические и учебно-методические материалы по темам, задания для практических работ студентов и инструкции по их выполнению.

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## ПРЕДИСЛОВИЕ

Возрастающая роль и значение самостоятельной работы студентов в вузе в системе высшего образования неоспорима и давно волнует преподавателей высшей школы, так как глубокие прочные знания и устойчивые умения могут быть приобретены студентами только в результате самостоятельной работы. Вопрос в том, как организовать самостоятельную работу студентов наиболее эффективно с тем, чтобы не только предоставить студентам определённую сумму знаний, а стимулировать их взять из полученного ими материала все самое необходимое, уметь применять на практике знания, которые должны быть активными и развивающимися. При таком подходе знания студентов не являются конечной целью, а служат лишь средством их дальнейшего развития.

Особое значение для формирования у студентов потребности в самостоятельном овладении знаниями, умениями и навыками самообразования имеет учебно-методическая литература. В связи с этим было разработано учебное пособие по английскому языку для студентов 1 курса неязыковых направлений подготовки как необходимого компонента системно-методического обеспечения процесса обучения.

Эффективным инструментом обеспечения самостоятельной работы предполагается использование в учебном процессе данного учебно-методического пособия. Пособие имеет чёткую структуру, методическое руководство по достижению целей и различными формами самоконтроля знаний. Авторы попытались максимально наполнить его необходимым материалом.

Результативность работы студентов зависит от чётко поставленных задач, правильной организации и продуманности работы, отбора учебно-методического материала и систематического, планомерного контроля со стороны преподавателя. Помочь решить все эти задачи должно учебное пособие.

Пособие построено на принципе блочно-модульного подхода, что предполагает тематическое членение материала, текущий контроль за качеством овладения материалом, акцентирование внимания на вопросах, вызывающих у студентов особые сложности, максимальную поддержку и помощь в процессе освоения материала.

Учебно-методическое пособие представляет следующие возможности и условия для обеспечения самостоятельной работы студентов:

- даётся программа действий для самостоятельной работы студентов;
- осуществляется ориентация в материале курса в целом и в каждой

его части;

- осуществляется завершённость и этапность обучения;
- обеспечивается возможность постоянного и систематического контроля за качеством знаний и умений, приобретаемых студентом;
- вырабатываются навыки рациональной организации учебного процесса;
- осуществляется индивидуализация обучения.

Основой пособия выступает учебный модуль, т. е. оно содержит необходимую и достаточную информацию для управления самостоятельной учебной деятельностью студента. Данное пособие состоит из нескольких учебных модулей, соответствующих основным разделам рабочей программы:

1. Еда (Meals).
2. Магазины и покупки (Shops and shopping).
3. Путешествия (Travelling).
4. Праздники (Holidays).
5. Свободное время. Досуг (Leisure).
6. Великобритания (Great Britain).
7. Лондон (London).
8. США (USA)

Логика выделения учебных модулей соответствует логике преподавания учебного курса. При этом учитываются временные затраты студента на проработку и усвоение раздела. Тематика и характер учебного содержания, представленного в пособии представляют самостоятельный комплекс, имеющий унифицированную структуру. Каждый элемент имеет свою тематическую направленность и состоит из следующих разделов:

1. Reading Comprehension.
2. Vocabulary Work.
3. Comprehension and Word Study.
4. Grammar.
5. Extra Reading.

В структуру пособия помимо модулей включены: тесты и задания для контроля и самоконтроля, список рекомендованной литературы, а также полезные, как для учебного процесса, так и для практической работы, приложения, включающие тексты и статьи для аннотирования и грамматический раздел, направленный на теоретическое и практическое освоение материала.

# **ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ И УКАЗАНИЯ ПО ВЫПОЛНЕНИЮ ПРАКТИЧЕСКИХ РАБОТ**

## **1. Подготовка к практической работе**

Для выполнения практических работ обучающийся должен руководствоваться следующими положениями:

- внимательно ознакомиться с описанием соответствующей практической работы и установить, в чём состоит основная цель и задача этой работы;
- по соответствующим литературным источникам изучить теоретическую часть, относящуюся к данной работе.

## **2. Выполнение практических работ**

Успешное выполнение практических работ может быть достигнуто в том случае, если обучаемый представляет себе цель выполнения практической работы, поэтому важным условием является тщательная подготовка к работе.

## **3. Оформление практических работ**

Оформление практических работ является важнейшим этапом выполнения. Каждую работу обучающиеся выполняют, руководствуясь следующими положениями:

- на новой странице тетради указать название и порядковый номер практической работы;
- практическая работа должна быть написана разборчивым подчерком и выполнена в тетради для проверки работы преподавателем.

## **4. Форма контроля выполнения практической работы:**

Выполненная работа представляется преподавателю в тетради для выполнения практических работ.

## **УВАЖАЕМЫЕ СТУДЕНТЫ!**

Учебное пособие по английскому языку для самостоятельной работы студентов 1 курса разработано в помощь для работы на занятиях и подготовки к ним. Практические занятия, как и самостоятельная работа, являются важным видом учебной работы по изучению дисциплины Иностранный язык, они проводятся в соответствии с часами предусмотренными учебным планом.

Цель пособия – развитие навыков и умений чтения, перевода, составления монологических / диалогических высказываний на нейтральные темы, совершенствование навыков аннотирования / реферирования.

Пособие формирует базовые знания английского языка по курсу General English, достаточные для дальнейшего совершенствования в профессионально-ориентированной сфере.

Приступая к выполнению практической работы, вы должны внимательно ознакомиться с целью и задачами занятия, с краткими теоретическими и учебно-методическими материалами по теме практической работы, выполнить письменно задания.

Наличие положительной оценки по практическим работам необходимо для получения зачета по дисциплине или допуска к экзамену, поэтому в случае отсутствия на занятии по любой причине или получения неудовлетворительной оценки за практическую работу вы должны найти время для ее выполнения или передачи. Наименьшая положительная оценка – 4 балла выставляется при правильном выполнении не менее 2/3 заданий.

Внимание! Если в процессе подготовки к практическим работам у вас возникают вопросы, разрешить которые самостоятельно не удаётся, необходимо обратиться к преподавателю для получения разъяснений или указаний.

**Желаем успехов!**

**Авторы**

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## **Практическое занятие № 1**

### **Тема: "MEALS"**

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести тексты и диалоги на русский язык.
4. Выполнить упражнения.

### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте тексты и диалоги, переведите их письменно.
5. Письменно выполните упражнения 1-6.

### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 15 баллов.

Упражнение 2 – 10 баллов.

Упражнение 3 – 10 баллов.

Упражнение 4 – 15 баллов.

Упражнение 5 – 10 баллов.

Упражнение 6 – 20 баллов.

### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

## Задания для практического занятия

### TEXT A

#### TRADITIONAL MEALS IN BRITAIN



The usual meals in Britain are: breakfast, lunch, tea and supper. Breakfast is generally a bigger meal than they have on the Continent, though some English people like a continental breakfast of rolls, butter and coffee. But the usual English breakfast is porridge or cornflakes with milk or cream and sugar, bacon and eggs, marmalade made from oranges with buttered toasts and tea or coffee. For a change, you can have a boiled egg, cold ham or, perhaps, fish.

People in Britain generally have lunch about one o'clock. A business-man in London usually finds it impossible to come home for lunch, and so he goes out to a café or restaurant; but if he is making lunch at home, he has cold meat (left over probably from yesterday's dinner), potatoes, salad and pickles with a pudding of fruit to follow. Sometimes people have a mutton chop or beefsteak and chips followed by biscuits and cheese, and some people like a glass of light beer with lunch.

Afternoon tea you could hardly call a meal but it is a sociable sort of thing as friends often come in then for a chat while they have their cup of tea with cake or biscuit. It will probably surprise you that the mistress of the house may ask you: "Would you like Russian or English tea?" "Russian tea" means tea with a slice of lemon in it. "English tea" means very strong tea with milk in it.

In some houses dinner is the biggest meal of the day. In a great many English homes people make the midday meal the chief one of the day and in the evening they have the much simpler supper – an omelette or sausages, sometimes bacon and eggs, and sometimes just bread and cheese, a cup of coffee or cocoa and fruit.

Some people also have "high tea". They say there is no use for these afternoon teas where you try to hold a cup of tea in one hand and a piece of bread and butter about as thin as a sheet of paper in the other. They have it between five and six o'clock, and have ham or tongue and tomatoes and salad or sausages with good strong tea, plenty of bread and butter, then stewed fruit, with cream or custard and pastries or a good cake. And that's what an Englishman calls a good tea.

When evening meal is over, the Englishman may do a little gardening and then have a walk to the "local" (the nearest beerhouse or pub) for a "quick one". There are a lot of people in the "local" and he can play darts, dominoes, billiards or discuss the weather or the local events.

## **TEXT B**

### **EATING OUT**

Nowadays, people tend to be busy and have little or even no time to eat healthily and regularly. Some people cook at home and take food to work or school in special lunch boxes. However, most people prefer eating out during their lunch breaks.

Fortunately, there is a great variety of restaurants now and we may try numerous dishes of different cuisines. There are Indian, Chinese, Japanese, Italian, Russian and many other kinds of restaurants. But the most popular ones are considered to be fast food restaurants.

Fast food restaurants and cafes offer cheap dishes, good service and save a lot of time. Moreover, people like such kind of food. They find it tasty and filling. In addition, fast food restaurants attract clients making special offers which make people buy more and spend less.

Nevertheless, people love eating out also during their leisure time. They get together with family or friends, go on dates and choose a place to their liking where they can eat their favourite food or try something exotic and spend time with their loved ones.

#### *At the restaurant*

In all large cities there are plenty of restaurants, cafés, cafeterias, self-service dining-rooms, etc. All the large hotels have dining-rooms or restaurants.

You can have breakfast, dinner, lunch or supper at any restaurant. Every restaurant offers you dinners "table d'hôte". These meals are known as regular dinners. It means that you are served with meals of several courses, at a fixed price. "Table d'hôte" is cheaper than "table à la carte". "Table à la carte" means such meals which are ordered course by course, from the menu card, each dish separately.

At the restaurant each little party of guests has its own table. In the evening you can see several people dancing at the far end of the room, near the orchestra. One of the waiters is standing near the table where there are cold dishes of various kinds. He is holding a tray with two wine-glasses on it. He has put the bottle of wine into the ice-bucket to keep it cool.

In summer, when it is very hot, you can also order cold, refreshing beverages, such as: soda-water, juice, lemonade or beer. In summer people also eat a lot of ice-cream.

At a restaurant you can get all kinds of meals, hot dishes as well as cold ones.

#### *Take-away restaurants*

Take-away restaurants are very popular. It is cheaper than eating in the restaurant and you can even order by phone and have all the food brought to your home.

The traditional Fish and Chip Shop is still popular but there are more and more Pizzerias and Burger Bars, too.

### *Pubs*

The "Pub" or "Public House" is part of the British tradition. It is a place where you can meet people, chat, listen to music, play darts and, of course, have a drink. The most common drink served is beer (called ale, bitter, stout or lager), but you can also choose wine, cocktails, spirits or soft (non-alcoholic) drinks.

Most pubs serve food, too. Children under 14 are not allowed into pubs but they can stay in the garden (when the weather is fine!). Teenagers between 14 and 18 can enter but cannot drink alcohol (not even beer). The law is very strict and Landlord (the manager of the pub) can refuse entry if he prefers.

On the one hand eating out may be useful and pleasant. We have an opportunity to eat differently and feel closer to faraway countries and cultures trying their typical food. On the other hand, it is not always healthy to eat in restaurants, especially in those with fast food. Eating on the run can affect negatively our health and general state.

## **DIALOGUE A**

**Mother:** Good morning.

**Son:** Morning. What's for breakfast?

**Mother:** The usual. Eggs, toast, and cereal. Juice, if you want.

**Son:** I think I'll just have cereal for a change.

**Mother:** Help yourself. The cereal and sugar are on the table. The juice is in the refrigerator.

## **DIALOGUE B**

**Mother:** I wonder what we should have for dinner.

**Daughter:** Are you asking me?

**Mother:** Yes, I am. I really don't feel much like cooking, but the family must eat.

**Daughter:** Well, you know me. I can always eat pizza or spaghetti.

**Mother:** So I've noticed. You're putting on a little weight, aren't you?

**Daughter:** I know. Don't remind me! I'm starting a new diet day after tomorrow.

## **DIALOGUE C**

**Donald:** Let's eat out, shall we?

**Debra:** I'm broke. I've gone through my paycheck for the week already.

**Donald:** Don't worry about it. It's my treat.

**Debra:** You are sure? You're so generous!

**Donald:** And nice, too.

**Debra:** So, where are you taking me?

**Donald:** Some place you've never been before. Donald's Kitchen.

### **Dialogue D**

**Ned:** I think we should get something to eat.

**Linda:** Are you hungry?

**Ned:** Hungry? I'm starving.

**Linda:** There is an Italian restaurant near here.

**Ned:** Is the food very spicy?

**Linda:** It's kind of spicy, but it's very tasty.

### **DIALOGUE E**

**Kato:** How about having dinner together after work?

**Mori:** Fine.

**Kato:** Should we have Japanese or American food?

**Mori:** Whatever you say!

**Kato:** There is a good steak house around the corner.

**Mori:** That's a good idea. Let's go to the steak house.

**Kato:** Are you keen on American food?

**Mori:** Truly speaking I am not good at eating with chopsticks!

**Kato:** Next time I'll study you how to use them! It's easy, believe me.

### **DIALOGUE F**

**A:** The table is laid. Come along and let's start. It's high time to have dinner.

**B:** I'm ready. I feel quite hungry. I could eat a horse.

**A:** So am I. I haven't got a horse for you but your favourite dishes will be served today.

**B:** What are they? I've got so many.

**A:** For the first course we'll have chicken soup and cutlets with mashed potatoes for the main course.

**B:** And for the dessert?

**A:** I've made a cherry pie and stewed fruits.

**B:** Oh, that's wonderful.

### **Vocabulary**

1. traditional meal – традиционная еда
2. continental breakfast – континентальный завтрак
3. roll – булочка

4. porridge – овсянка
5. cornflakes – кукурузные хлопья
6. cereal – зерновые хлопья
7. cream – сливки
8. buttered toast – обжаренный кусок хлеба с маслом
9. ham – ветчина
10. restaurant – ресторан
11. left over from yesterday's dinner – оставшийся от вчерашнего обеда
12. pickles – маринованные овощи
13. pudding of fruit – фруктовый пудинг
14. mutton chop – отбивная из баранины
15. beefsteak – бифштекс
16. biscuits – печенье
17. sociable sort of thing – зд. повод для общения
18. omelette – омлет
19. fried eggs – яичница-глазунья
20. boiled egg – вареное яйцо
21. hard / soft – boiled egg крутое яйцо / яйцо всмятку
22. sausages – колбаса
23. bacon and eggs – яичница с беконом
24. "high tea" – плотный ужин с чаем
25. tongue – язык
26. strong tea – крепкий чай
27. stewed fruit – консервированные фрукты
28. custard – сладкий заварной крем
29. pastries – печенье
30. pie – пирог
31. to have a walk to the "local" – пройти до местного паба
32. "quick one" – пинта пива, т. е. кружка пива
33. chicken broth – куриный бульон
34. health – здоровье
35. healthy – здоровый
36. to be in good health – быть в добром здравии
37. to have 4 meals a day – питаться 4 раза в день
38. to clean the table – убирать со стола
39. to lay (to set) the table – накрывать на стол
40. to taste – пробовать
41. to smell – пахнуть, нюхать
42. to be on a diet – быть на диете
43. fresh – свежий

- 44.meat tea – чай, за которым подаётся мясная закуска
- 45.(snack) bar – бар, буфет, закусочная
- 46.coffee-shop =café – кофейня, кафе
- 47.canteen – столовая (в учреждении)
- 48.chips – (Brit.) картофель фри, (Am.) чипсы
- 49.crisps – (Brit.) чипсы
- 50.French fries (Am.) – картофель фри
- 51.heartly (big) eater – человек, любящий поесть
- 52.wine list – карта вин
- 53.pea soup – гороховый суп
- 54.noodle soup – суп-лапша
- 55.macaroni = pasta – макаронные изделия, макароны
- 56.spaghetti – спагетти
- 57.porridge – каша
- 58.mashed potatoes – картофельное пюре
- 59.potatoes-in-jackets – картофель в мундирах
- 60.fish and chips – рыба с картофелем, жаренным соломкой
- 61.table d'hôte [ta:bl 'deut] – общий стол
- 62.vacant seat (table) – свободное место (столик)
- 63.tomato – помидор
- 64.cucumber – огурец
- 65.carrots – морковь
- 66.beetroots – свёкла
- 67.marrow (squash) – кабачок
- 68.pumpkin – тыква
- 69.cabbage – капуста
- 70.cauliflower – цветная капуста
- 71.green peas – зелёный горошек
- 72.beans – бобы, фасоль
- 73.garlic – чеснок
- 74.grapes – виноград
- 75.apricot – абрикос
- 76.pear – груша
- 77.plum – слива
- 78.cherry – вишня, черешня
- 79.peach – персик
- 80.tangerine – мандарин
- 81.pine-apple – ананас
- 82.water melon – арбуз
- 83.place card – карточка с именем и фамилией приглашённого

*Exercise 1. Answer the questions:*

1. What do people eat for breakfast in Britain?
2. When do people generally have lunch? What do people eat for lunch?
3. What is afternoon tea?
4. What is the main meal of the day? What does it consist of?
5. What do people in Britain eat for the midday meal and supper?
6. What is "high tea"?
7. Is there any difference between Continental and English breakfast?
8. What does "local" mean?
9. What do usually Englishmen do in "local"?
10. What is the latest English meal?
11. How many meals do you have every day?
12. What is your favourite dish? What dishes can you cook?
13. What do you eat at the University?
14. Do you like fast food?
15. What kinds of fast food do you know and which do you prefer?

*Exercise 2. Match the words and their definitions:*

| <i>Idiom</i>               | <i>Definition</i>                                            |
|----------------------------|--------------------------------------------------------------|
| 1. a quick snack           | a. a cooked meal prepared in a restaurant and eaten at home; |
| 2. a take away             | b. to cook a meal using instructions;                        |
| 3. to be full up           | c. to eat a lot;                                             |
| 4. to bolt something down  | d. to eat a small amount of food between meals;              |
| 5. to eat a balanced diet  | e. to eat something very quickly;                            |
| 6. to eat like a horse     | f. to eat the correct types and amounts of food;             |
| 7. to follow a recipe      | g. to eat to the point that you can no longer eat any more;  |
| 8. to foot the bill        | h. to enjoy sugary food;                                     |
| 9. to have a sweet tooth   | i. to pay the bill;                                          |
| 10. to play with your food | j. to push food around the plate to avoid eating it.         |

*Exercise 3. Choose the necessary words and put them in the sentences below:*

- |                 |                |                          |
|-----------------|----------------|--------------------------|
| • "high tea"    | • dining-rooms | • mutton chop            |
| • a boiled egg  | • dinner       | • restaurants            |
| • an Englishman | • drink        | • sociable sort of thing |
| • beefsteak     | • junk food    | • steak                  |
| • beer          | • lemon        |                          |

1. Some people also have \_\_\_\_\_ .
2. Sometimes people have a \_\_\_\_\_ or \_\_\_\_\_ and chips followed by biscuits and cheese, and some people like a glass of light beer with lunch.
3. Afternoon tea you could hardly call a meal but it is a \_\_\_\_\_ as friends often come in then for a chat while they have their cup of tea with cake or biscuit.
4. For a change, you can have \_\_\_\_\_ , cold ham or, perhaps, fish.
5. And that's what an \_\_\_\_\_ calls a good tea.
6. How do Englishmen call tea with \_\_\_\_\_?
7. The main meal is \_\_\_\_\_ , it is between 6 and 7 p.m.
8. The most common \_\_\_\_\_ served is \_\_\_\_\_ , called ale, bitter or stout.
9. All the large hotels have \_\_\_\_\_ or \_\_\_\_\_ .
10. Can you eat \_\_\_\_\_ and still be healthy?

*Exercise 4. Fill in the correct article where necessary:*

1. I'm never hungry enough for \_\_\_\_ full breakfast.
2. He managed to eat \_\_\_\_ big \_\_\_\_ lunch despite having eaten \_\_\_\_ enormous \_\_\_\_ breakfast.
3. \_\_\_\_ Rice and \_\_\_\_ fish is \_\_\_\_ popular combination in many Asian countries.
4. \_\_\_\_ packed lunch usually consists of some sandwiches, \_\_\_\_ packet of crisps, \_\_\_\_ apple and \_\_\_\_ can of something to drink, for example, \_\_\_\_ Coca-Cola.
5. I'm \_\_\_\_ terrible cook. I've tried hard but it's no use.
6. We usually have \_\_\_\_ tea at about 5.30 p.m., then \_\_\_\_ supper before we go to bed.
7. Today many people want \_\_\_\_ food to be quick and easy.
8. Could I have two cups of \_\_\_\_ coffee and \_\_\_\_ tea, please?
9. British tastes have changed a lot over \_\_\_\_ past twenty years.
10. Write down \_\_\_\_ ingredients and \_\_\_\_ directions for mixing.
11. How much did you pay for \_\_\_\_ dinner?
12. They had \_\_\_\_ delicious \_\_\_\_ lunch at the cafe.
13. I have never tasted such \_\_\_\_ lovely salad; will you tell me how you make it?
14. John tells his mum that Mark is \_\_\_\_ fussy eater.
15. People have \_\_\_\_ brunch at 11 o'clock.

*Exercise 5. Complete the following sentences:*

1. When I run out of cereals ...

2. My favourite breakfast cereals are ...
3. Jane came to the baker's to buy ...
4. Most people prefer grilled ... to roasted.
5. Fancy cakes, candies, bars of chocolates ...
6. Drop in at the grocer's and buy ...
7. Mother always makes me ...
8. In summer Granny usually flavours soup with ...
9. To keep ourselves fit we should ...
10. Most of the dry foodstuffs ...

*Exercise 6. Translate into English:*

Я предпочитаю питаться дома. По выходным я люблю вставать поздно и есть плотный завтрак: кашу или блинчики, или что-нибудь ещё. Но в будние дни мне всегда не хватает времени в первой половине дня. Так что я просто выпиваю чашку крепкого чая или кофе, и съедаю пару бутербродов. Так как я провожу много времени в университете (как правило, 6 или 8 часов) мне необходимо перекусить в полдень, чтобы держать себя в форме. Вот почему я иду в студенческую столовую, чтобы пообедать. В нашей столовой всегда есть супы, котлеты с картошкой, чай или компот.

Ужинаю я всегда дома. Моя мама замечательно готовит, и её обеды всегда вкусные и разнообразные. Во-первых, мы едим салат с овощами или мясной салат. На первое у нас суп с лапшей, грибной, щи, или, возможно, рыбный суп. Что касается главного блюда, это конечно мясные, куриные или рыбные блюда. Например, бифштекс или жареная рыба с картошкой или макароны. Я предпочитаю мясо рыбе, но мама заставляет меня есть рыбу время от времени. Она говорит, что это хорошо для моего мозга. На десерт у нас фрукты, фруктовые соки или просто чашка чая с кусочком торта.

По воскресеньям мы иногда ходим в FreeTime. Мне нравится всё: чизбургеры, гамбургеры, куриные ножки, наггетсы, картофель фри, яблочные пироги и фруктовые коктейли. Но, к сожалению, всё это достаточно дорого и, кроме того, говорят, что это не очень полезно для здоровья питаться в фастфудах.

## **Практическое занятие № 2**

### **Тема: "SEQUENCE OF TENSES" (СОГЛАСОВАНИЕ ВРЕМЕН)**

**Учебная цель:** правильное согласование времен; формирование и дальнейшее развитие практических навыков по теме.

**Учебные задачи:** систематизировать и скорректировать знания по ряду базовых грамматических явлений английского языка, а также выработать практические навыки употребления изученных грамматических явлений в письменной речи.

#### **Задачи практической работы**

1. Совершенствовать навык самостоятельной работы.
1. Повторить материал по теме.
2. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте грамматический материал по теме "Согласование времен".
4. Письменно выполните упражнения для закрепления темы.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

- Упражнение 1 – 10 баллов. Упражнение 5 – 15 баллов.  
Упражнение 2 – 10 баллов. Упражнение 6 – 10 баллов.  
Упражнение 3 – 15 баллов. Упражнение 7 – 15 баллов.  
Упражнение 4 – 10 баллов. Упражнение 8 – 15 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Кадырова А. А., Закирова Р. Р. Грамматика английского языка : учебное пособие для студентов 1-2 курсов неязыковых направлений – Казань: КФУ, 2016.
3. Процукович Е. А., Бузина М. С. Grammar in Use : учеб. пособие / АмГУ, ФФ – Благовещенск : Изд-во Амур. гос. ун-та, 2015.

## Задания для практического занятия



### THE SEQUENCE OF TENSES (СОГЛАСОВАНИЕ ВРЕМЕН)

The sequence of tenses is a definite dependence of the predicate of the subordinate clause upon the tense of the predicate of the main clause. The sequence of tenses is kept in a compound sentence if the predicate of the main clause is used in one of past tenses.

I. Past Simple or Past Continuous is used to express the action taking place at the same time as action presented in the main clause:

*When I bought tickets for the evening performance I found out that I was twenty minutes late.*

*My parents knew that we were having fun.*

II. Past Perfect or Past Perfect Continuous are used to express the action preceding the action denoted in the main clause:

*I had read about the Tate Gallery before I visited it.*

*We had been living in Moscow before we moved to Kiev.*

III. Future in the Past is used to express the action following the action in the main clause; Future in the Past is formed by means of the auxiliary should (for the 1<sup>st</sup> person singular and plural), would (for the rest) and the infinitive without "to" of the main verb:

*Joey promised he would take me out of the town. I agreed I should look at his dog.*

Согласование времен – особая зависимость времени сказуемого придаточного предложения от времени сказуемого главного предложения. Согласование времен соблюдается только в придаточных дополнительных предложениях, когда сказуемое главного предложения стоит в одном из прошедших времен.

В придаточном предложении для выражения действия, одновременного с действием главного предложения, употребляется Past Simple или Past Continuous.

В придаточном предложении для выражения действия, предшествующего действию главного предложения, употребляется Past Perfect или Past Perfect Continuous.

Для выражения действия, следующего за действием главного предложения, в придаточном предложении употребляется Future in the Past, которое образуется при помощи вспомогательного should (для 1-го лица единственного и множественного числа), would (для остальных лиц) и инфинитива смыслового глагола без "to".

Указательные местоимения и наречия времени и места заменяются другими словами:

|                          |                    |
|--------------------------|--------------------|
| this                     | that               |
| these                    | those              |
| now                      | then               |
| today                    | that day           |
| tomorrow                 | the next day       |
| the day after tomorrow   | two days later     |
| yesterday                | the day before     |
| the day before yesterday | two days before    |
| ago                      | before             |
| next year в будущем году | the following year |
| here                     | there              |

*Exercise 1. Translate into Russian and define cases of Sequences of Tenses:*

1. The holiday you ask me about was celebrated a week ago.
2. I knew that his sister had taken part in the parade.
3. Sveta noted she had been making greeting cards.
4. I had no idea the ceremony was so interesting.
5. Mother asked me if I could come home on Mother's Day.
6. I said I was afraid to be late.
7. We were informed that our college band would play during the parade.
8. Little Sasha thought he would be allowed to have lots of presents on Christmas.
9. Yesterday I read in a magazine that a famous writer had donated a sum of money to the orphan.
10. Alice asked me who had brought the heart-shaped greeting card and chocolate.

*Exercise 2. Choose the correct verb:*

1. I knew that my sister ... (have / has / had) a problem.
2. I know that my sister ... (have / has / had) a problem.
3. I knew that my sister ... (will have / would have / had) a problem soon.
4. He said he ... (lived / has lived / had lived) in Moscow since 2005.
5. She asks me if the flight ... (has been cancelled / had been cancelled / been cancelled).
6. She asked me if the flight ... (has been cancelled / had been cancelled / was cancelled).
7. Nobody knew what ... (will happen / would happen / happens) next.
8. Mike said that he ... (hasn't met / didn't meet / hadn't met) Helen since they parted.
9. Kelly said that she ... (didn't want / doesn't want / hadn't wanted) to wear her hat.

10. We didn't expect that he ... (showed / will show / would show) us the film.

*Exercise 3. Choose the correct verb form:*

1. Greg said that ... a new job.
  - a. he will need
  - b. he needed
  - c. would he need
2. Tim complained that he ... at four o'clock in the morning.
  - a. is working
  - b. will be working
  - c. was working
3. Anna explained to me that the hairdresser's ... down the road.
  - a. is located
  - b. was located
  - c. locates
4. Charles said that he ... me the following day.
  - a. would have called
  - b. will call
  - c. would call
5. Bill asked me what ... for dinner the day before.
  - a. I have made
  - b. I had made
  - c. had I made
6. I was worried if ... enough space to buy a new TV set to my room.
  - a. I would have
  - b. would I have
  - c. I will have
7. He said that If I ... Kathrin, she ... me.
  - a. ask / will help
  - b. have asked / would help
  - c. asked / would help
8. Alex wondered if ... for the weekend at his place.
  - a. his sister will stay
  - b. his sister was going to stay
  - c. his sister is going to stay
9. They warned us that the manager ... the office the following day.
  - a. will inspect
  - b. had inspect
  - c. would inspect
10. I wasn't sure if my purchases ... or not and I didn't know whom to ask about it.

- a. delivered
  - b. had been delivered
  - c. will be delivered
11. Simon was wrong when he said that Andrew ... to his new apartment the next day.
- a. would have moved
  - b. would be moving
  - c. moved
12. She was worried that her son ... very well that semester.
- a. isn't studying
  - b. wasn't studying
  - c. doesn't study
13. He said that Tom was the best student he ... .
- a. was teaching
  - b. would teach
  - c. had ever taught
14. She told him that he ... harder.
- a. should study
  - b. will study
  - c. can study
15. He complained that he ... enough money to buy such an expensive present.
- a. doesn't earn
  - b. would not be earning
  - c. didn't earn

*Exercise 4. Make up sentences:*

|                                         |                                       |                                                                         |
|-----------------------------------------|---------------------------------------|-------------------------------------------------------------------------|
| they ask<br>they asked<br>they will ask | to name holidays which the government | had established<br>is establishing<br>will establish<br>would establish |
|-----------------------------------------|---------------------------------------|-------------------------------------------------------------------------|

|                        |          |                                                                                            |                                |
|------------------------|----------|--------------------------------------------------------------------------------------------|--------------------------------|
| we think<br>we thought | that you | had taken part were<br>taking part are<br>taking part will<br>take part<br>would take part | in the Rose Bowl Football game |
|------------------------|----------|--------------------------------------------------------------------------------------------|--------------------------------|

|                                         |                                               |                                              |                                   |
|-----------------------------------------|-----------------------------------------------|----------------------------------------------|-----------------------------------|
| they ask<br>they asked<br>they will ask | my grandfather to be at<br>the ceremony which | took place<br>takes place<br>will take place | at the Tomb of<br>Unknown Soldier |
|-----------------------------------------|-----------------------------------------------|----------------------------------------------|-----------------------------------|

|                         |          |                                            |                                                         |
|-------------------------|----------|--------------------------------------------|---------------------------------------------------------|
|                         |          | are taking place<br>would take place       |                                                         |
| Ann writes<br>Ann wrote | that she | had shared shared<br>shares<br>would share | the traditional Thanksgiving<br>meal with those in need |

*Exercise 5. Complete the sentences:*

- They answered ...
- We supposed ...
- He showed ...
- I found ...
- She heard ...
- The family watched ...
- I believed ...
- The father expected ...
- They saw ...
- You noted ...
- We remembered ...
- My brother enjoyed ...
- They reported ...
- His sister liked ...
- Sasha wrote ...

*Exercise 6. Correct the mistakes:*

1. Sveta says it is the family tradition to give presents and greeting cards they would make themselves.
2. Every immigrant family keeps traditions they will bring from their home lands.
3. We like to sing songs which musicians were writing for Christians.
4. We are proud of holidays we observed from generation to generation.
5. Children asked the mother to cook the pie the granny will teach her.
6. When a child Jack thinks that Santa Claus brought all presents and candy.
7. Tom asked his father to buy the big stocking he see in the shop.
8. We are reading the article about the true Christmas message which the local paper would publish.
9. Jane informed she had sent the money she will be saving during the year to her less fortunate friend.

10. At the end of the ceremony the clergyman thanked all people who is donating to the church orphanage.

*Exercise 7. Put verbs in brackets in the necessary form:*

1. Galya said she \_\_\_\_\_ (to prepare) for the test on American holidays.

2. Galya shared the information she \_\_\_\_\_ (to get to know).

3. Liz was surprised to know that Americans \_\_\_\_\_ (to celebrate) state and local holidays.

4. Galya added that she \_\_\_\_\_ (to read) about traditional and official holidays.

5. Liz marked the likeness that she \_\_\_\_\_ (to see) between American and Russian holidays.

6. Galya didn't agree as Americans \_\_\_\_\_ (to celebrate) holidays mostly on Mondays.

7. Mike was telling about commemorative holidays the federal government \_\_\_\_\_ (to establish) for the whole nation to celebrate.

8. The government \_\_\_\_\_ (to decide) to honor the war dead on November 11, when the First World War ended.

9. They proclaimed Labor Day a federal holiday in 1894 but some states \_\_\_\_\_ (to observe) it before that day.

10. The parade and firework which Jim is telling about \_\_\_\_\_ (to be) great.

11. He admitted \_\_\_\_\_ (to give away) my secret.

12. He claimed that he \_\_\_\_\_ (to win) a prize.

13. He said that if he (to act) so quickly, the accident \_\_\_\_\_ (to be) even worse.

14. She told us that the new furniture \_\_\_\_\_ (to deliver) the day before.

15. She explained that she \_\_\_\_\_ (to like) him because he was rude.

*Exercise 8. Translate into English. Pay attention to the sequence of tenses:*

1. Ему очень хотелось поехать на юг, и мы не думали, что он вернётся так скоро.

2. Он сказал, что, когда он занимается, он выключает музыку.

3. Отец сказал, что мы отправимся, как только я позавтракаю.

4. Мы говорили о своей будущей работе. Пётр сказал, что поедет учить ребят в свою деревню. Там хорошая школа.

5. У нас было мало времени, так как мы уезжали на следующий день.

6. Он очень торопился, так как боялся, что сестра будет его ждать.

7. Моя сестрёнка чувствовала себя несчастной, когда получила двойку за сочинение.

8. Я пойду домой, как только допишу лекцию.

9. Мой старший брат сказал мне, чтобы я не включал компьютер, если я не знаю, как это делается.

10. Я как раз завтракал, когда зашёл мой приятель и сказал мне, что мне придётся поторопиться, если я хочу пойти с ним.

11. Мы решили, что пока ты будешь делать перевод, Аня будет помогать нам, а потом мы поможем ей помыть посуду и убрать комнату до того как её мама придёт с работы.

12. Джон сказал, что все устроит сам, до того, как мы уедем.

13. Мы надеемся, что, когда он вернётся, он примет участие в нашей дискуссии о современной американской литературе.

14. Он ответил, что мы не сможем уладить этот вопрос, пока не переговорим с деканом.

15. Джемма знала, что Артур не изменит своего решения, даже если она даст ему совет, и, кроме того, она не хотела давать ему никаких советов.

## **Практическое занятие № 3**

### **Тема: "SHOPS AND SHOPPING"**

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

#### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести текст и диалоги на русский язык.
4. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте текст и диалоги, переведите их письменно.
5. Письменно выполните упражнения 1-6.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 20 баллов.

Упражнение 2 – 15 баллов.

Упражнение 3 – 10 баллов.

Упражнение 4 – 10 баллов.

Упражнение 5 – 15 баллов.

Упражнение 6 – 10 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки: учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

## Задания для практического занятия

### TEXT

#### SHOPPING



When you want to buy something, you must go to the shop where it is sold. In the shop-window, you see what is sold in the shop. Sugar, tea, coffee, salt, pepper, ham, bacon, and so on are sold at the grocer's. You can buy bread at the baker's, meat at the butcher's. You go to the greengrocer's for vegetables and fruit. Cakes and sweets are sold at the confectioner's. If you want to buy clothes, you go to the men's and boy's or ladies' and girls' outfitter's. Clothes bought in a shop are ready-made. To buy ready-made suits is considerably cheaper than to have them made to measure. If you cannot find clothes that are the right size, you can go to a tailor's shop. Clothes made to measure, are called tailor-made clothes. We buy boots and shoes at the footwear shop. To buy jewellery and silver and golden watches we go to the jeweller's. Books are sold at the bookseller's.

A salesman or a salesgirl stands behind the counter. A cashier sits at the cash-desk. Customers come up to the counter. We ask the salesman: "How much is this?" or "What is the price of that?" He tells us the price and gives us the bill. The salesgirl weighs the goods which we want to buy on the scales and tells us the price. At the cash-desk, we give the bill and the money to the cashier, who gives us a check and our change. The salesgirl wraps the goods up and gives them to us. We put them into our shopping bag.

Some shops have many departments. We can buy everything we need there. These shops are called department stores. In some shops there are no shop assistants but only cashiers. The customers choose the goods they want and pay at the cash-desk. These are called supermarkets or self-service shops.

### DIALOGUE A

#### AT THE FOOTWEAR DEPARTMENT

**Salesgirl:** What can I do for you, madam?

**Customer:** I'd like a pair of strong walking shoes for everyday wear.

**Salesgirl:** What size do you take in shoes?

**Customer:** My size is 37.

**Salesgirl:** Will you try on these brown shoes?

**Customer:** Don't you think that the heels are a bit too high for everyday wear?

**Salesgirl:** Oh, no. Such heels are all the fashion now. But you can try on another pair. This is a pair of nice flat-heeled shoes. Do they pinch?

**Customer:** I like them much better than those ones. Will you give me a shoe for

the left foot, please? It's a perfect fit. How much are they?

**Salesgirl:** 3,000 roubles.

**Customer:** Where is the cash-desk?

**Salesgirl:** It's at the end of the department. Thank you.

**Customer:** Thank you. Good-bye.

## **DIALOGUE B**

### **AT THE READY-MADE CLOTHES DEPARTMENT**

**Customer:** I'd like a summer frock.

**Salesgirl:** Certainly. What is your size?

**Customer:** 46. I'm stock size.

**Salesgirl:** The dresses on that rail are all size 46. Look them through and you may find something to your taste.

**Customer:** May I try on this cotton dress? Does it fit me?

**Salesgirl:** It fits you perfectly but I don't think the colour becomes you. It's too dark.

**Customer:** Have you got something a shade lighter?

**Salesgirl:** I'm afraid, we haven't. Would mind trying on this light-blue one?

**Customer:** But it's artificial silk. It's too hot for summer wear.

**Salesgirl:** Will you drop in in a couple of days? We are expecting most of our summer stock at the end of the week.

**Customer:** Yes, of course. Thank you. Good-bye.

**Salesgirl:** Good-bye.

## **DIALOGUE C**

### **BUYING FOOD STUFFS**

**Mother:** Ann, will you, please, do the shopping today? I'm very busy.

**Ann:** Of course, I shall. What am I to buy?

**Mother:** I want to make a festive dinner tomorrow. Your aunt Liza and her husband promised to come and see us on Saturday.

**Ann:** What are you going to cook? Shall we have something special?

**Mother:** For the first course I want to make chicken broth. Buy a chicken, but mind, it mustn't be very fat.

**Ann:** Must I buy anything else at the butcher's?

**Mother:** If they have lean mutton, buy 2 kilos, I'll make mutton chops for the second course.

**Ann:** Is that all?

**Mother:** I'm afraid we've run out of potatoes and tomatoes. Drop in at the greengrocer's and get two kilos of potatoes and one of tomatoes.

**Ann:** I believe, that is all now?

**Mother:** Not yet. Will you look in at the cake shop and buy a chocolate cake? Aunt Liza is very fond of it. That seems to be all. Here is the money.

**Ann:** Give me a shopping bag and I'll start.

## **DIALOGUE D**

### **AT THE GREENGROCER'S**

**Jane:** Good morning. Have you got any nice pears?

**Salesman:** We have some, but they are not very good, I'm afraid.

**Jane:** Let me see what you've got. Oh, yes, they are very hard, aren't they, Natasha?

**Natasha:** Yes, they are. Haven't you got any better ones?

**Salesman:** Sorry, we have no other pears. Try some of these apples instead. Look, aren't they nice?

**Jane:** Let's take two kilos of apples, Natasha, and some strawberries. Have you got any?

**Salesman:** Oh, yes, we have some very good ones.

**Jane:** How much are they?

**Salesman:** They are 850 roubles a kilo.

**Jane:** Well, one kilo of these, please. Here's money.

**Salesman:** And here are your apples and your strawberries and here's your change. Thank you.

**Natasha:** Just a moment, Jane. Have they any sweets in the shop? Let's get some chocolates to take home.

**Jane:** They haven't got any chocolates here. They've only got fruit and vegetables. Let's go to the confectioner's. They have all sorts of sweets.

**Natasha:** OK, let's go there.

## **Vocabulary**

1. department store – универсальный магазин
2. grocer's – магазин "Бакалея"
3. baker's – булочная
4. butcher's – мясной магазин
5. greengrocer's – овощной магазин
6. confectioner's – кондитерский магазин (кулинария)
7. outfitter's – магазин верхней одежды
8. ready-made clothes department – отдел готовой одежды
9. tailor made clothes – одежда, сшитая на заказ
10. shoe shop, a footwear shop – обувной магазин
11. jeweller's – ювелирный магазин
12. bookseller's – книжный магазин

- 13.salesman – продавец
- 14.salesgirl – продавщица
- 15.counter – прилавок
- 16.cashier – кассир
- 17.cash-desk – касса
- 18.customer – покупатель
- 19.to give the bill – выдать счет
- 20.to weigh on the scales – взвешивать на весах
- 21.goods – товар
- 22.check – чек
- 23.change – сдача
- 24.to wrap up – завернуть
- 25.supermarket – магазин самообслуживания
- 26.size – размер
- 27.to wear (wore, worn) – носить, быть одетым
- 28.to try on smth. – примерять что-либо
- 29.in fashion (out of fashion) – в моде (не в моде)
- 30.fashionable – модный
- 31.old-fashioned – старомодный
- 32.to fit – сидеть, годиться, быть впору
- 33.to match – подходить по цвету, тону
- 34.to look through – просматривать
- 35.artificial – искусственный
- 36.to drop in – заглядывать, заглянуть
- 37.to run out of smth. – истощить свой запас
- 38.to have hardly any – почти не осталось
- 39.to do shopping, to go shopping – делать покупки, идти за покупками
- 40.to pinch – жать (об обуви)
- 41.stationery – канцелярские товары
- 42.knitted goods – трикотаж

### **Topical vocabulary**

**Departments:** footwear, knitted goods, leather goods, textiles, hosiery, haberdashery, cosmetics, stationery

**Kinds of clothes:** coat, costume (for women), shirt, blouse, cardigan, sweater, skirt, suit (for men), trousers, shorts, pull-over, dressing-gown, jersey, jeans

**Articles of clothing:** socks, stockings, scarf, muffler, kerchief, gloves, mittens, tie, handkerchief, tights, pyjamas, nightgown, underwear (undies)

**Parts of clothes:** collar, sleeve, belt

**Footwear:** slippers, sandals, sport shoes, walking shoes, court shoes, rubber

boots, training boots (trainers)

**Textiles:** silk, cotton, velvet, woolen cloth

**Jewellery:** ring, bracelet, ear-rings, chain, brooch, necklace

**Cereals:** buckwheat, rice

**Meat:** beef, pork, mutton, chicken, goose, duck, tinned meat

**Fish:** herring, sprats, smoked fish, tinned fish

**Dairy products:** cream, sour cream, cottage cheese

**Confectionery:** biscuits, cakes, chocolate, pastry

**Vegetables:** onions, turnip, melon, water-melon, cauliflower, lettuce, radishes, parsley, celery

*Exercise 1. Answer the following questions:*

1. Where must you go when you want to buy anything?
2. What is sold at the grocer's (at the butcher's; at the greengrocer's; at the confectioner's; at the outfitter's)?
3. What does a salesgirl do?
4. Does the cashier give us a bill or a check?
5. Where do we put the goods bought in a shop?
6. Are there any shops where we can buy nearly everything we need?
7. What is a department store?
8. What can one buy at the footwear department?
9. What size of shoes do you wear?
10. Do you always try shoes on before buying them?
11. Are shoes on platform (plat) still in fashion?
12. Do you buy ready-made clothes or have them made to measure? Why?
13. Can you afford very expensive dresses?
14. Do you buy small articles (such as hats, gloves, stockings, handbags) to match your dress (coat, shoes)?
15. Where can one buy a tea-set, a coffee-set, plates, dishes, etc.?
16. What do you usually buy at the stationary?
17. What hats are in fashion now? Are knitted caps in fashion? Can you knit, by the way?
18. What do you buy for your friend as a birthday present?
19. What is your favourite department?
20. Do you like to do window-shopping?

*Exercise 2. Give the English equivalents for the following:*

гораздо дешевле чем; вещи, сшитые на заказ; давать чек и сдачу; упаковывать товар; класть в пакет (сумку); платить в кассу; для повседневной носки; примерять туфли; быть в моде; жать (о туфлях); найти

что-либо по вкусу; на тон светлее; заглянуть через пару дней; летний ассортимент; готовить праздничный обед; вот ваша сдача.

*Exercise 3. Give the words corresponding to the following definitions:*

- 1) long tables, on which goods are shown;
- 2) a person, working at a cash-desk;
- 3) to roll something into paper;
- 4) a maker of suits, trousers and overcoats;
- 5) a woman serving in a shop;
- 6) the department, where socks and stockings are sold;
- 7) a person, who comes into a shop to buy something;
- 8) things that are bought and sold;
- 9) the department, where people buy thread, pins and needles;
- 10) a shop, where there are no salesgirls or salesmen.

*Exercise 4. Insert the right verb:*

- to fit – *хорошо сидеть, подходит по размеру;*
- to go with – *гармонизировать, соответствовать;*
- to become – *идти;*
- to suit – *устраивать;*
- to match – *быть в тон, подходит по цвету.*

1. The dress doesn't \_\_\_\_\_ me, it is a bit too loose in the waist and tight round the hips.
2. This colour doesn't \_\_\_\_\_ you.
3. I want a grey jacket \_\_\_\_\_ my skirt.
4. The gloves don't \_\_\_\_\_ with my shoes.
5. At last I've found the dress which \_\_\_\_\_ me perfectly.
6. The jacket \_\_\_\_\_ you, but the colour \_\_\_\_\_ you.
7. What colour tie will you recommend \_\_\_\_\_ my light-grey shirt?
8. I don't think black shoes will \_\_\_\_\_ with your brown coat.
9. The dress is to my taste but the price doesn't \_\_\_\_\_ me.
10. That suit doesn't \_\_\_\_\_ Tom very well.

*Exercise 5. Translate into English:*

1. Она искала шапку в тон своему светло-коричневому пальто.
2. Мне кажется, тебе не идет этот цвет.
3. Пиджак не очень хорошо сидит на тебе, он узок в плечах.
4. Покрой этого платья ей очень идет.
5. Какого цвета шарф ты мне посоветуешь купить, чтобы он

гармонировал с моим темно-синим пуховиком?

6. Ей очень идут широкополые шляпы.
7. Этот цвет мне идёт, но сидит эта рубашка на мне плохо.
8. Меня не устраивает цена этих кроссовок.
9. В магазине канцтоваров я нашёл цветную тонкую бумагу для своего следующего проекта.
10. Она считает, что прогулки по магазинам – это способ расслабиться и снять стресс после долгой недели.
11. Симпатичная и приветливая продавщица работает в трикотажном отделе.
12. Зайди в овощной по дороге домой и купи овощей.
13. Мне не очень нравится её выбор ювелирных украшений.
14. Она даже продукты питания покупает онлайн.
15. Товары по выгодным ценам покупатели ищут на AliExpress, Ozon, Wildberries.

*Exercise 6. Say at what shops we can buy the following.*

*Example: We buy meat ... We buy meat at the butcher's.*

ham and sausage; sugar and coffee; beef and mutton; poultry; smoked and salted fish; potatoes, onions and carrots; grapes and pears; milk and sour cream; cakes and pies; toffees; candies and chocolates; curds and sweet cream; tea; eggs; flour; sunflower oil; turkey and duck; beetroot and cabbage; oranges and apples; cheese and cream; green peas and tomatoes. high-heeled shoes, a dress, a pair of gloves, stockings and tights, a sweater, a blouse and a skirt, paper and pens, a hat and a cap, a coffee-set, a dinner-table, a suitcase and a briefcase, scents and powder, a tea-set, a scarf, socks, sandals and strong walking shoes, a coat, lace and thread.

## **Практическое занятие № 4**

### **Тема: "MODAL VERBS"**

**Учебная цель:** правильное употребление модальных глаголов и их эквивалентов; формирование и дальнейшее развитие практических навыков по теме.

**Учебные задачи:** систематизировать и скорректировать знания по ряду базовых грамматических явлений английского языка, а также выработать практические навыки употребления изученных грамматических явлений в письменной речи.

#### **Задачи практической работы**

1. Совершенствовать навык самостоятельной работы.
1. Повторить материал по теме.
2. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте грамматический материал по теме "Modal verbs".
4. Письменно выполните упражнения для закрепления темы.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

- Упражнение 1 – 10 баллов. Упражнение 5 – 10 баллов.  
Упражнение 2 – 15 баллов. Упражнение 6 – 10 баллов.  
Упражнение 3 – 10 баллов. Упражнение 7 – 20 баллов.  
Упражнение 4 – 10 баллов. Упражнение 8 – 15 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Кадырова А. А., Закирова Р. Р. Грамматика английского языка : учебное пособие для студентов 1-2 курсов неязыковых направлений – Казань: КФУ, 2016.
3. Процукович Е. А., Бузина М. С. Grammar in Use : учеб. пособие / АмГУ, ФФ – Благовещенск : Изд-во Амур. гос. ун-та, 2015.

## Задания для практического занятия



### MODAL VERBS (МОДАЛЬНЫЕ ГЛАГОЛЫ)

Модальные глаголы показывают отношение говорящего к действию, выраженному инфинитивом. Например, сравните: *You can speak English*. Вы можете (умеете) говорить по-английски. *You must speak English*. Вы должны говорить по-английски. Как видим, в одном и том же предложении изменение

модального глагола меняет смысл всего предложения, т. е. меняется отношение к действию, выраженному инфинитивом. Модальные глаголы не имеют форм во всех временах, для этого употребляются их эквиваленты (заменители).

Вопросительные и отрицательные предложения с модальными глаголами строятся без вспомогательных глаголов: *Can you help me?* – *Yes, I can*, – *No, I can't*. Вы можете помочь мне? – Да. – Нет.

|                                                       | shades of meaning<br>(оттенки значения)                                                                    | verbs<br>(глаголы)           | possible variants of<br>translation<br>(возможные<br>способы перевода) |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------|
| possibility, ability<br>(возможность,<br>способность) | physical, mental ability<br>(физическая, умственная<br>способность)                                        | can<br>(could) be<br>able to | мочь (мог),<br>быть способным                                          |
|                                                       | possibility (due to<br>permission) (возможность<br>(благодаря разрешению)                                  | may,<br>can                  | можно, мочь                                                            |
|                                                       | impossibility (because of<br>the prohibition)<br>(невозможность (в силу<br>запрета)                        | mustn't,<br>may not          | ни в коем случае, нельзя                                               |
| duty, necessity<br>(долг, необходи-<br>мость)         | moral duty, moral<br>obligation, necessity<br>(моральный долг,<br>моральная обязанность,<br>необходимость) | must                         | должен                                                                 |
|                                                       | necessity (because of some<br>circumstances)<br>(необходимость (в силу<br>обстоятельств)                   | have to<br>(had to)          | вынужден, приходится<br>(был вынужден, пришлось)                       |
|                                                       | advice, obligation,<br>recommendation (совет,<br>обязанность,<br>рекомендация)                             | should                       | должен, следует, обязан                                                |
|                                                       | absence of necessity<br>(отсутствие<br>необходимости)                                                      | needn't                      | нет необходимости;<br>не нужно; незначит                               |
| different shades of<br>confidence                     | confidence<br>(почти полная                                                                                | must                         | должно быть, вероятно,<br>очевидно                                     |

|                              |                                                     |              |                                      |
|------------------------------|-----------------------------------------------------|--------------|--------------------------------------|
| (разная степень уверенности) | уверенность)                                        |              |                                      |
|                              | uncertainty, ignorance<br>(неуверенность, незнание) | may          | может быть (но я не знаю), пожалуй   |
|                              | supposition<br>(предположение)                      | might, could | может быть и так, ... вряд ли ...    |
|                              | surprise, disbelief<br>(удивление, неверие)         | can't        | возможно ли? неужели? не может быть? |

*Exercise 1. Put the following sentences into negative and interrogative forms:*

1. We must go shopping right now.
2. At the fishmonger's one can buy smoked, salted, fresh and frozen fish.
3. The cashier must give us a check and our change.
4. At the department stores we can buy nearly everything we need.
5. At the cash desk we should give the bill and money to the cashier.
6. At the supermarkets the customers may choose the goods they want.
7. If we run out of food-stuffs, we have to go shopping.
8. We can buy bread at the baker's.
9. If the shoes pinch you, you must ask another pair a size bigger.
10. At the outfitter's one may find something to his taste.

*Exercise 2. Make sentences with modal verbs, putting the words in the right order.*

*Model:* don't / to / I / answer / have / questions / your.

I don't have to answer your questions.

1. the party / Linda / to / come / might / tonight.
2. round / work / have to / farmers / the year / all.
3. you / not / hospital / noise / must / make / in.
4. the light / I / switch / may / on ?
5. your / look / could / passport / I / at ?
6. my / cook / can / quite / wife / well.
7. catch / last / able to / we / were / train / the.
8. not / jeans / you / must / wear / to / school.
9. didn't / you / drink / have to / much / yesterday / so.
10. ought to / bill / Robert / the electricity / pay / today.
11. better / we / find / a / should / job.
12. too much / you / salt / and / eat / sugar / shouldn't.
13. do / get / to / Turkey / I / have to / a visa ?
14. he / manners / improve / his / needs to.
15. needn't / you / complain.

*Exercise 3. Use the correct modal verb (can, couldn't, have to, might, must, ought to, shouldn't, was able):*

1. It's very cold today. Do you think it \_\_\_\_\_ snow later?
2. You \_\_\_\_\_ leave your door unlocked when you go out.
3. They \_\_\_\_\_ have filled the car with petrol before they set off.
4. My motorbike broke down in the middle of nowhere, but luckily I \_\_\_\_\_ to fix it.
5. Mum says we \_\_\_\_\_ watch TV after we've finished our homework.
6. You don't \_\_\_\_\_ pick me up at the station. I can get a taxi.
7. This is impossible, it \_\_\_\_\_ be a mistake!
8. Jim \_\_\_\_\_ have seen me because he walked past without saying 'Hello'.
9. You \_\_\_\_\_ drive on the pavement. It's illegal.
10. She didn't study enough. She \_\_\_\_\_ passed her exam.

*Exercise 4. Complete the sentences with the correct modal verb in brackets:*

1. You (couldn't / mustn't / shouldn't) eat so many hamburgers. They're not good for you.
2. You (can't have / don't have to / mustn't) study at the weekends, except when you have exams.
3. You (may not / might not / needn't) worry. Everything will be OK.
4. You (don't have to / might not / mustn't) use your mobile phone in class.
5. Diana looks happy. She (can / can have / must have) heard some good news.
6. I (can't / may not / might not) have left my mobile phone at school on Friday afternoon – I had it on Friday night.
7. It (can / could / couldn't) rain tomorrow.
8. We have got plenty of time. We (must / needn't / should) hurry.
9. I'm sorry, you didn't invite me to your birthday party. You (must / should / need to) invite me next time.
10. Tom (could / was able / couldn't) play tennis well but he (couldn't / can) play a game yesterday because he was ill.

*Exercise 5. Complete the sentences with a suitable modal verb (must / can / should / may).*

1. I have some free time. I \_\_\_\_\_ help her now.
2. I \_\_\_\_\_ drive Susan's car when she is out of town.
3. \_\_\_\_\_ I have a glass of water?
4. Anyone \_\_\_\_\_ become rich and famous if they know the right people.

5. You \_\_\_\_\_ go to this party. It's very important.
6. Bird \_\_\_\_\_ be known by its song.
7. He is coming here so that they \_\_\_\_\_ discuss it without delay.
8. It's late. You \_\_\_\_\_ go to bed.
9. He \_\_\_\_\_ have told me about it himself.
10. You \_\_\_\_\_ take an umbrella today. It's raining hard.

*Exercise 6. Rewrite the sentences using modal verbs.*

1. – Some people just don't know how to sing. (be able to)  
\_\_\_\_\_
2. – There's a chance that she's in the airport. (could)  
\_\_\_\_\_
3. – I knew how to ride a horse when I was six. (could)  
\_\_\_\_\_
4. – John isn't sure if he is going to Turkey. (might not)  
\_\_\_\_\_
5. – Do not block the emergency exit. (mustn't)  
\_\_\_\_\_
6. – It is dangerous to use mobile phones on the plane. (mustn't)  
\_\_\_\_\_
7. – It is necessary to fasten your seat belt for landing and taking off. (must)  
\_\_\_\_\_
8. – Perhaps we will stay here overnight. (might)  
\_\_\_\_\_
9. – It's possible that he'll be there to meet us. (may)  
\_\_\_\_\_
10. – This is a surprise. Don't tell anybody about it. (shouldn't)  
\_\_\_\_\_

*Exercise 7. Read the short texts below and complete each blank with one word. All the missing words are modal verbs (can, could, may, should etc.)*

**a)** As children, they (1) \_\_\_\_\_ to spend a lot of time together. They (2) \_\_\_\_\_ go for long bike rides along the coast until they reached the cave. Once there, they (3) \_\_\_\_\_ able to explore it to their heart's content, as no one else knew about this secret hideaway. They felt they (4) \_\_\_\_\_ to keep this place to themselves no matter what.

**b)** I'm worried about Gene. He hasn't been well lately. Yesterday, he was pale and he (5) \_\_\_\_\_ have been feeling sick, as he (6) \_\_\_\_\_ not eat a thing. I think he (7) \_\_\_\_\_ better see a doctor, as he (8) \_\_\_\_\_ have some serious

illness he's not aware of. Of course, it (9) \_\_\_\_\_ just be a virus. To be on the safe side, though, I (10) \_\_\_\_\_ drop by his house later and tell him that he (11) \_\_\_\_\_ do something about it immediately.

c) When used properly, videos (12) \_\_\_\_\_ be very educational for children. Of course, they (13) \_\_\_\_\_ be suitable for their age and children (14) \_\_\_\_\_ not just be placed in front of the television and left unsupervised. Parents (15) \_\_\_\_\_ to be actively involved, too, as children (16) \_\_\_\_\_ not be passive viewers; they need someone to interact with while watching.

d) My car broke down yesterday and I (17) \_\_\_\_\_ to take the bus to work. I (18) \_\_\_\_\_ have taken a taxi instead, as it was a frustrating experience. We were all squashed together like sardines in a tin and we (19) \_\_\_\_\_ hardly breathe. To make matters worse, an overweight lady standing next to me wanted to get off at one point. "(20) \_\_\_\_\_ you mind moving a bit to the side so that I (21) \_\_\_\_\_ get to the door?" she said. She nearly squashed me to death! (22) \_\_\_\_\_ the public transportation system be this bad?

*Exercise 8. Translate into English using modal verbs:*

1. Чем я могу вам помочь? – Мне нужны вечерние туфли на высоком каблуке.
2. Что нужно купить в овощном магазине? – Пакет картофеля, килограмм лука и банку томатов.
3. Вам незачем идти в другой магазин. Все, что вам нужно, у нас есть.
4. Ей пришлось поменять кроссовки. Ведь те, которые она купила, жали ей.
5. Тебе ни в коем случае нельзя носить короткие платья. Они тебе не идут.
6. Ты неважно выглядишь. Тебе следует есть больше фруктов.
7. Ты, пожалуй, успеешь заглянуть в магазин и купить булку хлеба.
8. Вы просто обязаны купить это пальто. Оно очень вам идет.
9. Можно мне примерить вон ту шапку? – Конечно.
10. Если бы она послушала меня, ей бы не пришлось продавать свою шубу.
11. Завтра у Кати день рождения. Ты должен будешь купить ей хороший подарок.
12. Я смогу приготовить праздничный обед, если ты зайдешь в мясной магазин и купишь килограмм мяса.
13. Эти туфли уже не в моде. Неужели ты их еще носишь?
14. Боюсь, мы не сможем купить овощей. У нас совсем не осталось денег.

15. На этот раз я купила всего слишком много. Так что мне необходима ещё одна сумка.

## Практическое занятие № 5

### Тема: "EXTRA READING" (ВНЕАУДИТОРНОЕ ЧТЕНИЕ)



**Учебная цель:** дальнейшее развитие практических навыков по темам "Meals", "Shopping"; развитие навыков реферирования / аннотирования; развитие умения понимать прочитанное с целью извлечения информации.

**Учебные задачи:** совершенствовать навыки реферирования / аннотирования; совершенствовать умение работать с источниками в интернете.

#### Задачи практической работы:

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно составить аннотацию статьи и словарь.

#### Обеспеченность занятия

1. Тетрадь для практических занятий.
3. Текст статьи.
4. Словарь.

#### Инструкция по выполнению практической работы

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Пользуясь интернетом найдите статью по теме "Meals" или "Shopping" (2500-3000 печатных знаков, письменно переведите).
4. Составьте словарь (вокабуляр) к статье (10-15 слов / словосочетаний).
5. Составьте аннотацию статьи, пользуясь шаблонными фразами для аннотирования статьи на английском языке (10-15 предложений).

#### Критерии оценки практической работы (максимум – 100 баллов)

Письменный перевод: 30 баллов.

Словарь (вокабуляр) к статье – 20 баллов.

Аннотация – 50 баллов.

#### Список рекомендуемой литературы:

1. Англо-русский / русско-английский словарь.
2. Шаповалова Т. Р. Реферирование и аннотирование специальных текстов на иностранном языке : учебно-методическое пособие – Южно-Сахалинск : СахГУ, 2019.

3. Маркушевская Л. П., Цапаева Ю. А. Аннотирование и реферирование (Методические рекомендации для самостоятельной работы студентов) – СПбГУ ИТМО, 2008.

## HOW TO WRITE ABSTRACT

**I. Formulate the theme of information from the text using the following clichés:** the text deals with (touches upon, is devoted to, describes).

**II. Process the information given in the text in the following way:**

a) divide the text into some parts according to its content; b) write out a number of key-words to each part of the text; c) retell each part using the key-words; d) determine the main idea of the text; e) retell the text in 10-12 sentences.

**III. Find out author's conclusion in the text; write it down using the following clichés:** the author concludes with a consideration of, the author comes to the conclusion that, in conclusion the author says that.

**IV. Give your own comments on the information from the text.** Try to answer the questions: a) how do you evaluate the actuality of this information; b) how do you think who and for what purposes could use it. Use the following clichés: the information of the texts is addressed to the students (graduates, engineers, specialists, all those interested in); the texts may be recommended to; the information of the texts is interesting (important, useful, hard to understand).

**V. Present your abstract of the information from the text according to the following structure:**

1. The theme of the text.
2. The main idea of the text.
3. Summary of the text.
4. Author's conclusion.
5. Your own comments.

## THE SCHEME OF RENDERING THE ARTICLE

### 1. The headline of the article

The article (we deal with) is headlined (entitled) ... – статья (с которой мы имеем дело) озаглавлена ...

The headline of the article (under consideration) is the following ... – заголовок статьи (которую мы рассматриваем) следующий ...

The title of the article is ... – заголовок статьи...

### 2. The author of the article

The author of it is ... – ее автор ...

The article (under consideration / under review) is written by ... – статья, которую мы рассматриваем, написана ...

### 3. Where and when the article was published

It is published (printed) in ... – она опубликована (напечатана) в ...

It is a first (second) page article – это статья первой (второй страницы)

The article is published under the rubric ... – статья опубликована под рубрикой

#### **4. The main idea of the article**

The article is devoted to the problem ... – статья посвящена проблеме ...

The article (author) deals with the problem of ... – статья (автор) имеет дело с проблемой ...

The author of the article dwells on the certain idea of ... – автор подробно останавливается на ...

The author concentrates on ... – автор концентрируется на ...

The article (briefly) touches upon ... – статья (коротко) затрагивает ...

The purpose of the article is ... (to give information to the reader) – цель статьи ...

The aim of the author is to provide the reader with some material of ... – цель автора – обеспечить читателя материалом ...

#### **5. The content of the article (With my own simultaneous commentary)**

The problem revealed ... – раскрытая проблема ...

The author starts by telling the reader about ... – автор начинает с того, что говорит читателю о ...

The author writes, considers, points out, etc. – автор пишет, полагает, выделяет, и т. д.

According to the problem of the article I should ... – в соответствии с проблемой статьи я должен ...

The author reports that ... – автор сообщает, что ...

In conclusion ... – в заключении ...

The author concludes with the following ... – автор делает вывод (заключает) следующим ...

The author comes to the following conclusion ... – автор приходит к следующему заключению ...

The author sums up by telling ... – автор подводит итог следующим ...

Summing everything up the author says ... – суммируя все, автор говорит ...

#### **6. Our own opinion of the article (My understanding, opinion of the article)**

I found the article ... – я считаю статью ...

important / acute / actual / of no value – важной / острой / актуальной / не представляющей из себя никакой ценности

worth attention – стоящей внимания

quite to the point – как раз кстати (по теме, к делу)

I express approval of ... (support of ...) – я выражаю одобрение ... (поддержку ...)

I express alarm (concern, disappointment) ... – я выражаю тревогу (озабоченность, разочарование) ...

I strongly protest against ... – я решительно выступаю против ...

## **Практическое занятие № 6**

### **Тема: "TRAVELLING"**

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести тексты на русский язык.
4. Выполнить упражнения.

### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте тексты и переведите их письменно.
5. Письменно выполните упражнения 1-6.

### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 15 баллов.

Упражнение 2 – 10 баллов.

Упражнение 3 – 10 баллов.

Упражнение 4 – 15 баллов.

Упражнение 5 – 15 баллов.

Упражнение 6 – 15 баллов.

### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

## Задания для практического занятия

### TEXT A

### TRAVELLING



Millions of people all over the world spend their holidays travelling. They travel to see other countries and continents, modern cities and the ruins of ancient towns, they travel to enjoy picturesque places, or just for a change of scene. It is always interesting to discover new things, different ways of life, to meet

different people, to try different food, to listen to different musical rhythms.

Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City dwellers usually like a quiet holiday by the sea or in the mountains, with nothing to do but walk and bathe and laze in the sun.

Most travellers and holiday-makers take a camera with them and take pictures of everything that interests them – the sights of a city, old churches and castles, views of mountains, lakes, valleys, plains, waterfalls, forests; different kinds of trees, flowers and plants; animals and birds.

Later, perhaps years later, they will be reminded by the photos of the happy time they have had.

People travel by air, train, by boat and by car. Of course, travelling by air is the fastest and the most convenient way, but it is the most expensive, too. Travelling by train is slower than by plane, but it has its advantages. With a train you have speed, comfort and pleasure combined.

Speed, comfort, and safety are the main advantages of trains and planes. That is why many people prefer them for business trip to all other means of travelling.

Many people like to travel by car. It is interesting too, because you can see many places in a short time, you can stop anywhere you wish and spend as much time as you like at any place.

Nowadays a very popular method of travelling is hiking. It is travelling on foot. Walking tours are very interesting.

All means of travel have their advantages and disadvantages. And people choose one according to their plans and destinations.

If we are fond of travelling, we see and learn a lot of things that we can never see or learn at home, though we may read about them in books and newspapers, and see pictures of them on TV. The best way to study geography is to travel, and the best way to get to know and understand the people is to meet them in their own homes.

## **TEXT B**

### **MEANS AND KINDS OF TRAVELLING**

A lot of people are fond of travelling. But the term "to travel" means different things for different people. Some people travel on business. Other people travel for pleasure. They visit different countries, learn about different culture, communicate with different people. There are a lot of means of travelling. People can travel by train, by sea, by air, on foot. Many men many minds.

Travelling by train has many advantages. First of all, there are no stressful traffic jams, and trains are fast and comfortable. You can use the time in different ways. For example, you can sit and read, or watch the world go by. You can work, or you can have a meal or a snack in the buffet car.

Travelling by train also has some disadvantages. It is expensive and there are a lot of people there. What is more, you have to travel at certain times and trains can't take you from door to door. You need a bus or a taxi to take you to the railway station.

Speaking about travelling, some people mean a walking tour. You walk alone. You stop and go on, and follow this way and that. You are open to all impressions. They think that a walking tour is the only possible way to travel. They say that in our hurry to get from one place to another, we do not see anything on the way. For example, air travel gives us a birds-eye view of the world. As for sea travel, we can use the words of the old song "I joined the navy to see the world, and what did I see? I see the sea". Such traveller can say: "I've been there". But "I've been there" means "I drive through, or I fly through".

### **Vocabulary**

1. trip – путешествие, короткая поездка
2. voyage – вояж, путешествие по морю, воздуху
3. journey – длительная поездка
4. tour – путешествие с посещением различных мест
5. travelling – путешествие
6. to travel – путешествовать
7. traveller – путешественник
8. to travel by car – путешествовать на машине
9. ~ by plane – путешествовать на самолете
10. ~ by boat – путешествовать на лодке
11. ~ by sea – путешествовать морем
12. ~ by air – путешествовать на самолете
13. ~ on foot – путешествовать пешком
14. means of travel – средства путешествия

- 15.holidays – отпуск, каникулы
- 16.modern cities – современные города
- 17.country – страна
- 18.country (countryside) – сельская местность
- 19.the ruins of ancient towns – руины древних городов
- 20.to enjoy – наслаждаться
- 21.picturesque places – живописные места
- 22.a change of scene – смена обстановки
- 23.to change the scene – менять обстановку
- 24.to discover – открывать
- 25.to try – пробовать
- 26.to meet – встречать
- 27.exotic restaurants – экзотические рестораны
- 28.city-dweller – горожанин
- 29.to do nothing – ничего не делать
- 30.to walk – гулять
- 31.to bathe – купаться
- 32.to laze in the sun – валяться на солнце
- 33.holiday-maker – отдыхающий, отпускник
- 34.to take pictures of – фотографировать
- 35.camera – фотоаппарат
- 36.sight – вид (достопримечательность)
- 37.view – вид (пейзаж)
- 38.church – церковь
- 39.castle – замок
- 40.to remind of – напоминать о
- 41.waterfall – водопад
- 42.plain – равнина
- 43.valley – долина
- 44.advantage – преимущество
- 45.disadvantage – недостаток
- 46.to choose – выбирать
- 47.destination – цель, место назначения
- 48.to get to know – узнавать
- 49.according to – в соответствии с
- 50.to see smb. off – провожать кого-либо
- 51.travel (tourist) agency – тур. агентство
- 52.to carry heavy bags – таскать тяжелые сумки
- 53.to travel on business – ездить в командировку (по делам)
- 54.to travel for pleasure – путешествовать для удовольствия

- 55.many men many minds – сколько людей, столько и мнений
- 56.fast – быстрый
- 57.comfortable – удобный
- 58.in different ways – по-разному
- 59.to watch the world – посмотреть мир
- 60.to have a meal – поесть
- 61.to have a snack – перекусить
- 62.need – необходимость (нужда), нуждаться
- 63.railway station – вокзал
- 64.coach (carriage / car) – вагон
- 65.compartment – купе
- 66.beddings – постельные принадлежности
- 67.walking tour – пешая прогулка (тур)
- 68.to walk alone – гулять в одиночестве
- 69.impression – впечатление
- 70.hurry – спешка
- 71.to hurry (to be in a hurry) – спешить
- 72.ticket – билет
- 73.cheap – дешевый
- 74.expensive – дорогой
- 75.baggage / luggage – багаж
- 76.suitcase – чемодан
- 77.to pack necessary things – упаковывать необходимые вещи
- 78.to travel light – путешествовать налегке
- 79.to travel abroad – ездить (путешествовать) за границу
- 80.to be sea (air) sick – страдать морской (воздушной) болезнью
- 81.brief-case – ручной чемодан, портфель

*Exercise 1. Answer the questions:*

1. What do people travel for?
2. How do people living in the country spend their holidays?
3. What holidays do city dwellers usually like?
4. What for do most travelers and holiday-makers take a camera with them?
5. Do you like to take pictures while travelling? Of what?
6. Why do people choose different means of travel?
7. What are the advantages of travelling by plane?
8. What are the advantages and disadvantages of travelling by car and train?
9. Why do many people prefer to travel by car?
10. Do you like to travel?

11. How do you prefer to travel and why? Tell about your last travelling.
12. Who do you like to travel with?
13. What countries do you want to visit?
14. Where do you go if you want a change of scene?
15. What Internet services do you use while planning your future holidays?

*Exercise 2. Fill in the gaps using the words from vocabulary:*

1. If you need to go to the airport or \_\_\_\_\_ you can take a taxi.
2. Travelling is a good way to get new \_\_\_\_\_ and emotions.
3. If you don't \_\_\_\_\_ we may miss the train.
4. Some people don't like to travel by plane because they don't feel good, they are \_\_\_\_\_.
5. I've visited a lot of cities in Russia and now I want to travel \_\_\_\_\_.
6. My friend is a student and he doesn't have much money to travel. That's why he \_\_\_\_\_.
7. Unlike my girlfriend who usually takes a big suitcase with her while travelling, I prefer \_\_\_\_\_.
8. When you travel you can face a lot of problems, for example, a lost \_\_\_\_\_.
9. Our company's director has to \_\_\_\_\_ as we have offices in different cities.
10. Many people like \_\_\_\_\_ because they have a chance to enjoy nature.

*Exercise 3. Make up sentences:*

|                           |          |                                         |
|---------------------------|----------|-----------------------------------------|
| Could you tell me         | where    | the booking office is?                  |
| Will you tell me, please  |          | I can buy tickets?                      |
| I wish I knew             |          | the attendant comes?                    |
| I wonder                  | when     | we arrive to Moscow?                    |
| Do you have any idea      |          | our train starts?                       |
| Do you know               |          | a return ticket to Boston is?           |
| Do you mind me asking     | how much | there are any tickets for 10-30 train?  |
| I'd be interested to know |          | they serve tea in this carriage?        |
| Can I ask you             | if       | a single tourist class ticket is?       |
| Would you mind telling me |          | our seats are in the third compartment? |

*Exercise 4. Insert prepositions where necessary:*

1. Today travelling ... air is a common thing.
2. Airflights are very much quicker than any other means ... transport.
3. You will fly ... a smaller plane, if the distance is not very great.

4. A favourite way ... travelling is ... river boat or canoe.
5. Many people prefer a cruise ... the southern seas.
6. The waters have become ... highways.
7. Thousands ... years ago a man discovered that waters can carry him ... one place ... another.
8. You can get ... or ... a local train ... a very small station.
9. Local trains have carriages ... wooden seats.
10. After a long distance train ... starts, the passengers begin to talk ... each other.
11. People often travel ... one part ... country ... another ... train.
12. Any change is pleasant ... a person, who travel very little.
13. Our seats are ... the third compartment ... the end.
14. We asked the attendant to bring ... the bedding.
15. A first class return ticket ... Chicago costs 343 dollars.

*Exercise 6. Translate into English:*

Я люблю путешествовать. В моей семье отдают предпочтение, прежде всего, пешим походам. Наша семья любит природу, мы часто отправляемся в походы. Мы проводим часть лета в таких походах. Это очень хороший отдых, не нужно заказывать билеты на самолёт или поезд, а просто купить билет на электричку. Во время отдыха мы живём в палатках на берегу реки или озера. Мы любим осматривать окрестности, ловить рыбу.

На мой взгляд, путешествовать поездом и самолётом удобно. Но на самолёт трудно достать дешёвые билеты. Поэтому мы покупаем билеты заранее. Когда я путешествую самолётом, то у меня уходит мало времени на то, чтобы добраться до места назначения. Если я путешествую поездом или самолётом, друзья провожают меня на вокзал или в аэропорт.

Также мне нравится путешествовать на машине. Это очень интересно, потому что за небольшой промежуток времени можно увидеть много интересного. Когда мы едем на машине, билеты нам не нужны. Все необходимые вещи мы кладём в машину. Нет необходимости их носить. Кроме того, мы можем взять достаточно большой багаж.

Иногда мы ездим на море на несколько дней. Обычно погода хорошая, и мы купаемся и загораем. Одно удовольствие наблюдать за белыми кораблями и наслаждаться морскими видами.

Итак, я могу сказать, что мне очень нравятся все виды путешествий.

## **Практическое занятие № 7**

### **Тема: "INFINITIVE AND INFINITIVE CONSTRUCTIONS"**



**Учебная цель:** правильное употребление инфинитива и инфинитивных конструкций; формирование и дальнейшее развитие практических навыков по теме.

**Учебные задачи:** систематизировать и скорректировать знания по ряду базовых грамматических явлений английского языка, а также выработать практические навыки употребления

изученных грамматических явлений в письменной речи.

#### **Задачи практической работы**

1. Совершенствовать навык самостоятельной работы.
1. Повторить материал по теме.
2. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте грамматический материал по теме "Infinitive and Infinitive Constructions".
4. Письменно выполните упражнения для закрепления темы.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

- Упражнение 1 – 10 баллов. Упражнение 2 – 10 баллов.  
Упражнение 3 – 15 баллов. Упражнение 4 – 10 баллов.  
Упражнение 5 – 10 баллов. Упражнение 10 – 15 баллов.  
Упражнение 7 – 10 баллов. Упражнение 8 – 20 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Кадырова А. А., Закирова Р. Р. Грамматика английского языка : учебное пособие для студентов 1-2 курсов неязыковых направлений – Казань: КФУ, 2016.
3. Процукович Е. А., Бузина М. С. Grammar in Use : учеб. пособие / АмГУ, ФФ – Благовещенск : Изд-во Амур. гос. ун-та, 2015.

## Задания для практического занятия

### THE INFINITIVE AND INFINITIVE CONSTRUCTIONS (ИНФИНИТИВ И ИНФИНИТИВНЫЕ КОНСТРУКЦИИ)

**Инфинитив (The Infinitive)** – это неличная форма глагола, которая называет действие. Инфинитив является основной (или I) формой глагола и представляет глагол в словаре. Признаком инфинитива является частица to: to help – помогать, to read – читать.

#### 1. Forms of the Infinitive

|                                                                                                                                                                                                              | Active                                                                     | Passive                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------|
| <u>Indefinite</u><br>the action is simultaneous with the action expressed by the finite verb (действие, одновременное с действием, выраженным глаголом-сказуемым)                                            | He is glad to help his friend.<br>Он рад помочь своему другу.              | He is glad to be helped.<br>Он рад, что ему помогают.       |
| <u>Continuous</u><br>the action is simultaneous with the action expressed by the finite verb, but this action is in progress (действие в развитии, одновременное с действием, выраженным глаголом-сказуемым) | He is glad to be helping his friend.<br>Он рад, что помогает своему другу. |                                                             |
| <u>Perfect</u><br>the action is prior to the action expressed by the finite verb (действие, предшествовавшее действию, выраженному глаголом-сказуемым)                                                       | He is glad to have helped his friend.<br>Он рад, что помог своему другу.   | He is glad to have been helped.<br>Он рад, что ему помогли. |

#### 2. Syntactical functions of the Infinitive.

|                                   | Example                                                                                                                                                     | Translation                                                                                                                                                    |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Subject</u><br>(подлежащее)    | Never to study at night was Judy's new unbreakable rule.<br>To be helping him was natural.                                                                  | Никогда не работать ночью стало новым нерушимым правилом для Джуди.<br>Помогать ему было естественным делом.                                                   |
| <u>Object</u><br>(дополнение)     | He was pleased to be given a chance to see her again.<br>They advise us not to be late.                                                                     | Он был доволен тем, что ему дали возможность снова увидеть ее.<br>Они советуют нам не опаздывать.                                                              |
| <u>Attribute</u><br>(определение) | He was one of the very few men to have seen everything with his own eyes.<br>He was the last to realize the danger.<br>The idea was to follow them secretly | Он был одним из немногих, кто видел все своими глазами.<br>Он был последним, кто осознал опасность.<br>Идея заключается в том, чтобы следовать за ними тайком. |

|                                                                                         |                                                                      |                                                                                     |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Part of the <u>compound nominal predicate</u><br>(часть составного именного сказуемого) | Our aim is to finish the work in time and successfully.              | Наша цель состоит в том, чтобы закончить работу вовремя и успешно.                  |
| 1. of purpose<br>(цели)                                                                 | He came one day to my office to see me.                              | Однажды он пришел ко мне в офис, чтобы увидеть меня.                                |
| 2. of result<br>(результата)                                                            | He was too old to be her father.                                     | Он был слишком стар, чтобы быть ее отцом.                                           |
| 3. of comparison<br>(сравнения)                                                         | She opened her mouth as if to speak.                                 | Она открыла рот, как будто что-то хотела сказать.                                   |
| 4. of attendant circumstances<br>(сопутствующих обстоятельств)                          | At the age of 17 the boy left for South Africa never to return home. | В возрасте семнадцати лет мальчик уехал в Южную Африку, чтобы никогда не вернуться. |

### 3. The Objective-with-the-Infinitive Construction (объектный инфинитивный оборот)

|              |                    |              |                                                         |
|--------------|--------------------|--------------|---------------------------------------------------------|
| Subject +    | finite verb +      | Object +     | the infinitive with or without the particle "to"        |
| подлежащее + | глагол-сказуемое + | дополнение + | инфинитив с частицей to или без нее                     |
| I<br>I       | know<br>saw        | him<br>her   | to study two foreign languages.<br>sing at the concert. |

The Objective-with-the-Infinitive Construction with the particle "to" is used after the verbs:

- 1) denoting mental ability: to know, to think, to consider, to believe;
- 2) denoting declaring: to pronounce, to declare, to report;
- 3) denoting wish and intention: to want, to wish, to desire;
- 4) denoting feeling and emotions: to like, to dislike, to love, to hate;
- 5) denoting order and permission: to order, to allow.

The Objective-with-the-Infinitive Construction without the particle "to" is used after the verbs:

- 1) of sense perception: to see, to hear, to feel, to watch, to notice;
- 2) of compulsion: to make, to have;
- 3) to let.

Объектный инфинитивный оборот с частицей to применяется после глаголов:

- 1) умственной деятельности: to know, to think, to consider, to believe;
- 2) сообщения идей: to pronounce, to declare, to report;
- 3) желания и намерения: to want, to wish, to desire;
- 4) чувств и эмоций: to like, to dislike, to love, to hate;
- 5) приказа и разрешения: to order, to allow.

Объектный инфинитивный оборот без частицы to применяется после глаголов:

- 1) чувственного восприятия: to see, to hear, to feel, to watch, to notice;
- 2) побуждения: to make, to have;
- 3) to let.

#### 4. The Subjective-with-the-Infinitive Construction (субъектный инфинитивный оборот)

|                |                    |                         |
|----------------|--------------------|-------------------------|
| Subject +      | Finite verb +      | the Infinitive          |
| подлежащее +   | глагол-сказуемое + | инфинитив               |
| The delegation | is reported        | to come on Monday       |
| They           | seem               | to know the lesson well |

The Subjective-with-the-Infinitive Construction is used with the:

A. verbs in passive:

- 1) denoting sense perception: to see, to hear, to feel, to watch, to notice;
- 2) denoting mental activity: to think, to know, to expect, to consider;
- 3) to make.

B. verbs in active: to seem, to appear, to happen, to turn out, to prove, to chance.

C. word-groups: to be likely, to be unlikely, to be sure, to be certain.

Субъектный инфинитивный оборот употребляется с :

A. глаголами в пассиве:

- 1) выражающими чувственное восприятие: to see, to hear, to feel, to watch, to notice;
- 2) выражающими умственную деятельность: to think, to know, to expect, to consider;
- 3) to make.

B. глаголами в активе: to seem, to appear, to happen, to turn out, to prove, to chance.

C. словосочетаниями: to be likely, to be unlikely, to be sure, to be certain.

*Exercise 1. Insert a particle to where necessary:*

1. Parents should let the children ... have private life.
2. I waited for my friend ... get off the bus.
3. They made me ... do it.
4. We can't ... let him stay outdoors.
5. He ordered the car ... come at 5 p.m.
6. At last he was made ... write a letter to his parents.
7. Children were allowed ... go to the cinema alone.
8. Let us ... be friends.
9. What makes you ... think so?

10. Don't let him ... drive so fast.

*Exercise 2. Define the form and function of the infinitive in the following sentences:*

1. To be presented with flowers was very pleasant for her.
2. To have been informed about her arrival was a real pleasure for him.
3. The article is difficult to translate. Will you help me?
4. He was sorry to have been arguing with them so long.
5. I found it utterly cruel to offer the man to swim, when he was not in good condition.
6. This is a chance not to be missed.
7. He was one of the very few men to have seen everything with his own eyes.
8. You'd better wait outside so as to be at hand if I want your help.
9. The European championship in figure-skating was exciting enough to be followed with great interest.
10. She opened her eyes wide as if to be told something horrible.
11. He turned to look at me with those kind and candid blue eyes of his.
12. I have come here not to be insulted but to talk to you as a friend.
13. Judy was happy to continue her education.
14. To have seen Judy was enough for her guardian.
15. He was hungry but his first desire was to be shaven.

*Exercise 3. Open the brackets and put the correct form of the infinitive:*

1. Your watch will \_\_\_\_\_ (repair) by Tuesday.
2. I'd like \_\_\_\_\_ (go) home early today.
3. She seems \_\_\_\_\_ (have) a shower, I can hear the water running.
4. It's important \_\_\_\_\_ (listen) to people.
5. She hopes \_\_\_\_\_ (choose) for the national team.
6. You should \_\_\_\_\_ (tell) me you were ill.
7. He doesn't like \_\_\_\_\_ (interrupt) while he is working.
8. I'm glad \_\_\_\_\_ (see) her.
9. She was sorry \_\_\_\_\_ (not / to see) Bill.
10. In spite of bad weather the instructor \_\_\_\_\_ (to make) the sportsmen continue their training.

*Exercise 4. Translate the following sentences, paying attention to the objective-with-the-infinitive construction:*

1. He wanted us to visit the art exhibition.
2. I expect you to tell me everything.

3. I suppose her to be about 50.
4. The teacher does not consider him to be a good student.
5. The engineer expected the work to be done in time.
6. We know him to have graduated from the University two years ago.
7. Everybody knows him to be writing a new book.
8. Did you want the plan to be improved?
9. She felt somebody look at her.
10. We heard him come in and close the door behind him.
11. I heard him mention my sister's name.
13. She saw her son fall.
14. He likes his son to play in the garden.
15. The students heard the bell ring.
16. You can't make me believe all these stories to be true.

*Exercise 5. Complete the sentences using either an Objective with the Infinitive construction or a subordinate clause.*

Model: *I saw ... (Jack, to fix his watch). I saw Jack fix his watch.* – complex object, sense perception.

*I saw ... (Jack, to lie). I saw that Jack lied.* – a subordinate clause, realized.

*I heard ... (he, to shout). I heard him shout.* – complex object, sense perception.

*I heard ... (she, to leave for Paris). I heard that she had left for Paris.* – a subordinate clause, learned.

1. I heard ... (the boys, to cry outside).
2. Dick saw ... (his pals, to deceive him).
3. Ben heard ... (his teacher, to talk with the dean).
4. She has never seen ... (her mother, to weep).
5. We hear ... (he, to live in Swansea).
6. Nora saw ... (her husband, to come to his studio).
7. Alex heard ... (the criminal, to sentence to death).
8. Can't you see ... (she, to be in love with him).
9. The boy saw ... (the car, to start at last).
10. He heard ... (his best friend, to divorce).

*Exercise 6. Translate the following sentences, paying attention to the subjective-with-the-infinitive construction:*

1. The lecture was said to be very interesting.
2. The members of the committee are reported to come to an agreement.
3. He proved to be a good teacher.
4. This school is considered to be the best in the town.
5. The weather appears to be improving.

6. The doctor happened to be there at the time of the accident.
7. She seems to be waiting for you.
8. Lake Baikal is said to be the deepest in the world.
9. This picture proved to be the most interesting at the exhibition.
10. These two scientists happened to work at the same problem.

*Exercise 7. Join the elements of a Subjective Infinitive construction. Use the proper form of a finite verb.*

Model: *He – to fall in love with her. (to be sure) He is sure to fall in love with her.*

1. She – to have lost her money. (to turn out)
2. Jill – to have been badly injured in a car accident. (to say)
3. Her husband – to get a pay increase next month. (to expect)
4. His father – to be in hospital now. (to know)
5. She – to take sleeping tablets. (to allow)
6. I – to miss the lecture. (to let)
7. He – to leave his job. (to force)
8. His visa – to be no longer valid. (to find)
9. They – to find a job at the moment. (to be unlikely)
10. All my groupmates – to pass the exams. (to be likely)

*Exercise 8. Translate the following sentences into English:*

1. Затем они услышали звонок. "Кто это может быть?" – спросила мама.
2. Мама заставила меня уйти домой с вечеринки в 10 часов (оставить вечеринку).
3. Ты бы хотел, чтобы я ушёл сейчас?
4. Думаю, что я знаю, почему она заставляет тебя приходить сюда каждый день.
5. Она чувствовала, что он стоит рядом.
6. Ты бы хотел, чтобы я научился танцевать?
7. Кто-нибудь слышал, как он пел?
8. Что заставило тебя так поступить?
9. Вас просят подняться наверх.
10. Его речь на собрании была такой интересной, что о ней потом много говорили.
11. Я был слишком занят, чтобы написать тебе.
12. Это слишком хорошо, чтобы быть правдой.
13. Было слишком темно, чтобы мы могли что-нибудь разглядеть.
14. Его очень трудно убедить. Он слишком упрям.

15. Говорят, что Смирновы уехали из города.
16. Мне не нравится, когда меня прерывают.
17. Невозможно понять, что ты говоришь.
18. Очень мило с твоей стороны, что ты пришёл.
19. Кажется, погода меняется.
20. Она хотела сразу получить ответ.

## **Практическое занятие № 8**

### **Тема: "HOLIDAYS"**

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

#### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести текст и диалог на русский язык.
4. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте текст и диалог, переведите их письменно.
5. Письменно выполните упражнения 1-6.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 20 баллов.

Упражнение 2 – 10 баллов.

Упражнение 3 – 10 баллов.

Упражнение 4 – 10 баллов.

Упражнение 5 – 10 баллов.

Упражнение 6 – 20 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

## Задания для практического занятия

### TEXT

#### AMERICAN HOLIDAYS



People in every culture celebrate holidays. Although the word "holiday" literally means "holy day", most American holidays are not religious, but commemorative in nature and origin. The nation is rich in customs and traditions deep-rooted in all cultures of the

world, immigrants brought from their native lands, but all holidays have a distinctively American flavor. In the USA the word "holiday" is synonymous with celebration. In the strict sense, there are no national holidays in the United States. Each of 50 states has jurisdiction over its holidays. Ten holidays per year are proclaimed by the federal government. They are as follows:

New Year's Day (January 1)

Martin Luther King Day (traditional – January 15, official – third Monday in January)

President's Day (third Monday in February)

Memorial Day (traditional – May 30, official – last Monday in May)

Independence Day (July 4)

Labor Day (first Monday in September)

Columbus Day (traditional – October 12, official – second Monday in October)

Veterans' Day (traditional – November 11, official – second Monday in November)

Thanksgiving (fourth Thursday in November)

Christmas (December 25).

#### **New Year's Day (January 1)**

In the United States the legal holiday is January 1, but Americans begin celebrating it on December 31. Sometimes people have masquerade balls, where guests dress up in costumes and cover their faces with masks. According to an old tradition guests unmask at midnight.

At the New Year's Eve most of the TV channels show Times Square in the heart of New York. At one minute before midnight a lighted ball drops slowly from the top to the bottom of one of the buildings. People count down at the same time as the ball drops. When it reaches the bottom the New Year sign is lighted. People hug and kiss and wish each other "A Happy New Year!"

The picturesque New Year Day Festivals help to make January 1 an entertaining holiday: the Mummers Parade and the Tournament of Roses. The Mummers Parade, which takes place in Philadelphia, is a ten-hour spectacle with clowns, musicians, and dancers.

The tournament of Roses takes place in California. Roses and thousands of other flowers depict a different theme each year. Prizes are awarded for the most unusual and attractive floral pictures. The Rose Bowl football game, that is a contest between top-ranking college football teams, is played after the parade.

### **Thanksgiving Day (the fourth Thursday in November)**

Almost every culture in the world holds celebrations of thanks for a plentiful harvest. The American Thanksgiving holiday began as a feast of thanksgiving in the early days of the American colonies almost 400 hundred years ago.

In 1620 a boat filled with more than one hundred people sailed across the Atlantic Ocean to settle in the New World. The first winter in the New World was difficult. They had arrived too late to grow crops and without fresh food half the colony died from diseases. The following spring Indians taught them how to grow corn and other crops in the unfamiliar soil and how to hunt and to fish.

In the fall of 1621 beautiful crops of corn, barley, beans and pumpkins were harvested. The colonists had much to be thankful for, so a feast was planned. They couldn't help inviting Indians. In the following years many of the original colonists celebrated the fall harvest with a feast of thanks. After the United States became an independent country, Congress recommended that a certain day of Thanksgiving should be established for the whole nation to celebrate.

Thanksgiving is a time of sharing. Even if they live far away, family members gather for a reunion at the house of an older relative. All give thanks together for the good things they have. In this spirit of sharing people offer a traditional meal to those in need. On most tables throughout the United States food eaten at the first Thanksgiving has become traditional: turkey, corn, pumpkin and cranberry. Now all of these symbols are drawn on holiday decorations and greeting cards.

### **Independence Day (July 4)**

This day is regarded as the birthday of the United States as a free and independent nation. Most Americans simply call it "the fourth of July", on which date it always falls. The holiday recalls the signing of the Declaration of Independence on July 4, 1776. At that time the people of the 13 British colonies located along the eastern coast of what is now the United States were involved in a war against unjust treatment by the King and Parliament in Britain. The war began in 1775. As the war continued the colonists realized that they were fighting not only for the better treatment, but they were fighting for the freedom from England's rule. The Declaration of Independence states this clearly and for the first time in an official document the colonies were referred to as the United States of America.

Generally picnics with patriotic speeches and parades are held all over the United States on the fourth of July. It is also a day on which fireworks fill the skies in the evening.

Every July 4, Americans have a holiday from work. People have day long picnics with favorite food like hot dogs, hamburgers, potato salad, baked beans and so on. The afternoon activities include listening to lovely music, a friendly baseball game, pie-eating competitions. Some cities have parades with people dressed as colonists who march in the parades to the music of school bands. Wherever Americans are around the globe they will get together for a traditional July 4th celebration.

### **Christmas (December 25)**

Christmas is the most important religious holiday for Christians, who attend special church services to celebrate the birth of Jesus Christ.

On Christmas Eve there also are evening church services and other religious ceremonies, which families attend before they visit friends and relatives.

To people all over the world Christmas is the season of giving and receiving presents and Christmas cards. Some of them are religious in nature, others are more secular. Special Christmas songs are sung and heard during the holiday season.

It seems that nearly every family has its own unique Christmas observances. Many people are especially proud of Christmas traditions brought to the United States from their native countries. The wonderful variety of food, music and songs, prayers and stories – all make Christmas the holiday of holidays in the United States.

Going home for Christmas is a most cherished tradition of the holiday season. It seems that the whole America is on the move and Americans are on their way to spend the holiday with their loved ones, family and friends.

Long ago each child hung a stocking or sock over the fireplace. Santa Claus entered down the chimney and left candies and presents inside the socks for children. Today the tradition is carried on, but the socks are now large sock-shaped fabric bags still called stockings. Every year newspapers, some people and organizations try to emphasize that the true message of Christmas is to share what you have with the others. They send money or gifts to those who are less fortunate, toys for children in hospitals and orphanages, donations to charity funds.

### **Explanatory notes:**

Tournament of Roses – a contest in which a number of competitors take part, as a tennis tournament.

The Rose Bowl Football game – the contest to win the Bowl of roses.

A mummer – an actor in an old form of play in which there was no

speaking.

## **DIALOGUE**

**P.** – Hello, Ann! Are you all right? I have been ringing you up for two hours but you didn't answer!

**A.** – I was too busy, Patricia.

**P.** – I see you still are. What are you doing?

**A.** – Don't you know I like parades?

**P.** – And what of it? Your mom said you like fireworks, cakes, historical costumes, ice-cream. The list's endless, what do you want to say by that?

**A.** – Well, Columbus Day's coming with its huge parade and Dad said he would take us to New York City to take part in the major celebration of the day. Then Halloween and funny ghostly costumes. So I'm making costumes.

**P.** – Are you joking? Columbus Day and Halloween are in October, but now is April! And it is Easter what is coming! Halloween has a special significance for children, but you're too old to knock at a door and shout "Trick or Treat" and be given candy and fruit!

**A.** – Come on, Pat! I'd rather tell you about Take Your Daughter to Work Day. No school! I went to work with Dad. A lot of interesting meetings with interesting people and they told me about things my dad had done for the factory. I'll remember the day all my life!

**P.** – You are lucky. My parents' work didn't impress me much. The last Valentine's Day I liked more. We had been writing greeting cards and making red hearts, then we sent them and other symbolic gifts to our sweethearts and gave heart-shaped chocolate, cakes, candies to our sweethearts, friends, family and took back.

**A.** – Yes, it was a happy day! Well, I want to make happy Mother's and Father's Days.

**P.** – Stop talking nonsense! I shouldn't believe that the rest days except the second Sunday in May and the third Sunday in June your parents are unhappy!

**A.** – Sure they aren't! It's simply one more opportunity to show them my love!

**P.** – Oh, you are surprising me the whole day! What else do you have in store?

**A.** – Nothing special, only... I've created dyes for my costumes, would they dye eggs, I wonder? Easter's coming...

## **Vocabulary**

1. to celebrate – праздновать
2. holy – святой
3. in origin – по происхождению
4. commemorative – памятный, мемориальный

5. flavor – зд. особенность
6. in the strict sense – строго говоря
7. to have jurisdiction over – обладать правом устанавливать
8. to proclaim – объявлять
9. Memorial Day – День Поминовения
10. Independence Day – День Независимости
11. Labor Day – День Труда
12. Thanksgiving Day – День Благодарения
13. Christmas – Рождество
14. Halloween – День всех святых
15. legal – узаконенный
16. to unmask – снимать маску
17. to drop – падать
18. to light – зажигать(ся)
19. to hug – обнимать
20. picturesque – красочный, живописный
21. festival – праздник
22. entertaining – развлекательный
23. to depict – изображать
24. theme – тема
25. top-ranking – высокопоставленный
26. to hold a celebration – проводить (о празднике), праздновать
27. plentiful harvest – обильный урожай
28. feast – празднество, пир
29. unfamiliar soil – незнакомая почва
30. to establish – учреждать, устанавливать
31. to share – делиться
32. corn – кукуруза
33. turkey – индейка
34. pumpkin – тыква
35. cranberry – клюква
36. decorations – украшения
37. greeting – поздравительный
38. to locate – располагаться
39. unjust treatment – несправедливое отношение
40. to fight – бороться
41. fireworks – фейерверк
42. church service – церковная служба
43. eve – канун
44. secular – светский

- 45.prayer – молитва
- 46.donations – пожертвования
- 47.to observe – соблюдать
- 48.day off – выходной день
- 49.to honor – чествовать
- 50.to place a wreath – возлагать венок
- 51.huge – огромный, гигантский
- 52.ghostly – похожий на привидение
- 53.Easter – Пасха
- 54.significance – значение
- 55.Trick or treat! – угощайте или будете осмеяны
- 56.heart-shaped – в форме сердца
- 57.sweetheart – возлюбленный(ая)
- 58.dye – краска

*Exercise 1. Answer the following questions in 2-3 sentences:*

1. How many major holidays are there in the USA?
2. How are they observed?
3. What does Thanksgiving Day signify for Americans?
4. What is Thanksgiving Day marked by?
5. What is the most important religious holiday for Christians?
6. What do Americans give to one another on Valentine's Day?
7. What holiday has a special significance for children? Why?
8. Whom do Americans honor on Memorial Day?
9. What is the purpose of Martin Luther King Day?
10. What is the origin of Independence Day?
11. Is New Year Day a family holiday?
12. What holidays can you call "national"?
13. Which of the holidays is believed to be the most American?
14. What is the historical background of Thanksgiving Day?
15. How is this holiday usually celebrated?
16. Why is Independence Day an important holiday and what is its historical background?
17. What can you tell about other American holidays?
18. What holidays are the most popular in Russia?
19. How are holidays celebrated in Russia?
20. What is your favourite holiday?

*Exercise 2. Give Russian equivalents for the following:*

federal holidays, to win full civil rights for, to hold parades, to give gifts, to

honor mothers and fathers, memorial services, to commemorate smth., the Tomb of the Unknown Soldier, the holiday is observed on, greeting cards, a special significance, to dress in ghostly costumes.

*Exercise 3. Read and guess the meaning of the international words:*

A colony, to recommend, a tradition, a symbol, literature, religious, a synonym, national, jurisdiction, federal, a president, a veteran, memorial, legal, a masquerade, a costume, a mask, a minute, a festival, a parade, a spectacle, a million, a clown, a musician, a prize, football, date, a declaration, official, a document, a patriot, a salad, music, to march, a school, the globe, special, a ceremony, a visit, a season, Santa Claus, a group, an organization.

*Exercise 4. Match suitable parts:*

|                                        |                                                         |
|----------------------------------------|---------------------------------------------------------|
| My brother thinks                      | she had made for her sweetheart                         |
| Nina was afraid                        | her sister was taking part in the church service        |
| All are glad                           | what the parents had brought                            |
| Children want to know                  | where Santa Claus lives                                 |
| The family'll enjoy the feast          | pupils in ghostly costumes had come to congratulate him |
| Ann was proud of the heart-shaped cake | they'll honor the eldest veteran                        |
| Sveta knew                             | the mother'll hug all the guests                        |
| We expect                              | she wouldn't represent the Labor Union at the meeting   |
| The teacher understood that            | the mother is cooking for Thanksgiving                  |
| I found the place                      | the mother'll have a day off                            |

*Exercise 5. Translate into Russian and back into English:*

1. Soon I'll answer all questions you are asking.
2. He gave a toy-car to the boy he had never seen.
3. I send all greeting cards I was writing yesterday.
4. My parents attended all ceremonies they wanted to.
5. The parade entered the square where people had been waiting for it.
6. We left for New York where the Mummer's Parade would take place.
7. Sasha mentioned Columbus Day he had celebrated in America.
8. The journalist reported about fireworks which were filling the skies.
9. I've heard about picturesque festivals they had been holding the last two years.
10. I knew my sister was composing a floral picture.

### *Exercise 6. Translate into English:*

#### Праздники в России

В России существует множество государственных праздников, когда люди по всей стране не работают и устраивают торжественные мероприятия.

Основными праздниками являются: Новый год, Рождество, День защитника Отечества, Международный женский день, Праздник Весны и Труда, День Победы, День России и День народного единства.

Новый год – первый праздник в году. Он очень популярен. В каждом доме и стоит новогодняя ёлка. Дед Мороз и Снегурочка дарят детям и взрослым подарки. Новый год люди встречают в полночь 31 декабря с бокалами шампанского и произносят тосты "С Новым годом!", "За тебя!" и т. д. Люди считают Новый год семейным праздником.

Рождество – возобновлённый праздник в нашей стране. Его отмечают 7 января. Праздник связан с чудесным рождением Иисуса Христа.

День защитника Отечества отмечается 23 февраля. Мы поздравляем наших отцов, дедушек и молодых мужчин небольшими подарками и открытками.

Международный женский день отмечается 8 марта. С этим праздником мы поздравляем всех девушек, мам и бабушек. Обычно им дарят цветы, открытки и подарки. 8 марта все мальчики и мужчины стараются быть очень вежливыми, помогают готовить еду и делают все по дому. Обычно по телевизору идут очень хорошие передачи. Все они о любви, весне и красивых женщинах.

1 Мая теперь называется Днём весны и труда. В этот день члены профсоюзов проводят демонстрации. Многие люди уезжают на дачи и проводят там этот праздник.

День Победы – величайший национальный праздник нашей страны. 9 мая 1945 года Советская Армия и её союзники полностью разгромили немецких фашистов, и Великая Отечественная война для наших народов закончилась. В этой войне мы потеряли 30 миллионов человек. 9 мая на улицах, площадях, в парках очень много людей. Молодые люди обычно дарят цветы ветеранам и благодарят их за победу. Повсюду слышна музыка и песни, которые были популярны во время войны. В Москву и другие города приезжает множество гостей из разных стран мира, чтобы принять участие в торжествах.

День России – новый праздник в нашей стране. 12 июня 1992 года был избран первый президент России.

4 ноября – национальный праздник. День народного единства. В этот день различные партии проводят свои митинги и манифестации. Они выражают свою точку зрения на развитие ситуации в России.

Помимо этих праздников мы также отмечаем Пасху. Это очень популярный в России праздник в честь воскресения Иисуса Христа. В день Пасхи люди приветствуют друг друга словами "Христос воскрес!" Люди также красят яйца и дарят их друг другу как символ вечной жизни.

## Практическое занятие № 9

### Тема: "EXTRA READING" (ВНЕАУДИТОРНОЕ ЧТЕНИЕ)



**Учебная цель:** дальнейшее развитие практических навыков по темам "Travelling", "Holidays"; развитие навыков реферирования / аннотирования; развитие умения понимать прочитанное с целью извлечения информации.

**Учебные задачи:** совершенствовать навыки реферирования / аннотирования; совершенствовать умение работать с источниками в интернете.

#### Задачи практической работы:

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно составить аннотацию статьи и словарь.

#### Обеспеченность занятия

1. Тетрадь для практических занятий.
3. Текст статьи.
4. Словарь.

#### Инструкция по выполнению практической работы

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Пользуясь интернетом найдите статью по теме "Travelling" или "Holidays" (2500-3000 печатных знаков, письменно переведите).
4. Составьте словарь (вокабуляр) к статье (10-15 слов / словосочетаний).
5. Составьте аннотацию статьи, пользуясь шаблонными фразами для аннотирования статьи на английском языке (10-15 предложений).

#### Критерии оценки практической работы (максимум – 100 баллов)

- Письменный перевод: 30 баллов.  
Словарь (вокабуляр) к статье – 20 баллов.  
Аннотация – 50 баллов.

#### Список рекомендуемой литературы:

1. Англо-русский / русско-английский словарь.
2. Шаповалова Т. Р. Реферирование и аннотирование специальных текстов на иностранном языке : учебно-методическое пособие – Южно-Сахалинск : СахГУ, 2019.

3. Маркушевская Л. П., Цапаева Ю. А. Аннотирование и реферирование (Методические рекомендации для самостоятельной работы студентов) – СПбГУ ИТМО, 2008.

## **Задания для практического занятия**

### **ВНЕАУДИТОРНОЕ ЧТЕНИЕ ПО ТЕМАМ "TRAVELLING", "HOLIDAYS"**

#### **HOW TO WRITE ABSTRACT**

**I. Formulate the theme of information from the text using the following clichés:** the text deals with (touches upon, is devoted to, describes).

**II. Process the information given in the text in the following way:**

a) divide the text into some parts according to its content; b) write out a number of key-words to each part of the text; c) retell each part using the key-words; d) determine the main idea of the text; e) retell the text in 10-12 sentences.

**III. Find out author's conclusion in the text; write it down using the following clichés:** the author concludes with a consideration of, the author comes to the conclusion that, in conclusion the author says that.

**IV. Give your own comments on the information from the text.** Try to answer the questions: a) how do you evaluate the actuality of this information; b) how do you think who and for what purposes could use it. Use the following clichés: the information of the texts is addressed to the students (graduates, engineers, specialists, all those interested in); the texts may be recommended to; the information of the texts is interesting (important, useful, hard to understand).

**V. Present your abstract of the information from the text according to the following structure:**

1. The theme of the text.
2. The main idea of the text.
3. Summary of the text.
4. Author's conclusion.
5. Your own comments.

#### **THE SCHEME OF RENDERING THE ARTICLE**

##### **1. The headline of the article**

The article (we deal with) is headlined (entitled) ... – статья (с которой мы имеем дело) озаглавлена ...

The headline of the article (under consideration) is the following ... – заголовок статьи (которую мы рассматриваем) следующий ...

The title of the article is ... – заголовок статьи...

##### **2. The author of the article**

The author of it is ... – ее автор ...

The article (under consideration / under review) is written by ... – статья, которую мы рассматриваем, написана ...

##### **3. Where and when the article was published**

It is published (printed) in ... – она опубликована (напечатана) в ...

It is a first (second) page article – это статья первой (второй страницы)

The article is published under the rubric ... – статья опубликована под рубрикой

#### **4. The main idea of the article**

The article is devoted to the problem ... – статья посвящена проблеме ...

The article (author) deals with the problem of ... – статья (автор) имеет дело с проблемой ...

The author of the article dwells on the certain idea of ... – автор подробно останавливается на ...

The author concentrates on ... – автор концентрируется на ...

The article (briefly) touches upon ... – статья (коротко) затрагивает ...

The purpose of the article is ... (to give information to the reader) – цель статьи ...

The aim of the author is to provide the reader with some material of ... – цель автора – обеспечить читателя материалом ...

#### **5. The content of the article (With my own simultaneous commentary)**

The problem revealed ... – раскрытая проблема ...

The author starts by telling the reader about ... – автор начинает с того, что говорит читателю о ...

The author writes, considers, points out, etc. – автор пишет, полагает, выделяет, и т. д.

According to the problem of the article I should ... – в соответствии с проблемой статьи я должен ...

The author reports that ... – автор сообщает, что ...

In conclusion ... – в заключении ...

The author concludes with the following ... – автор делает вывод (заключает) следующим ...

The author comes to the following conclusion ... – автор приходит к следующему заключению ...

The author sums up by telling ... – автор подводит итог следующим ...

Summing everything up the author says ... – суммируя все, автор говорит ...

#### **6. Our own opinion of the article (My understanding, opinion of the article)**

I found the article ... – я считаю статью ...

important / acute / actual / of no value – важной / острой / актуальной / не представляющей из себя никакой ценности

worth attention – стоящей внимания

quite to the point – как раз кстати (по теме, к делу)

I express approval of ... (support of ...) – я выражаю одобрение ... (поддержку ...)

I express alarm (concern, disappointment) ... – я выражаю тревогу (озабоченность, разочарование) ...

I strongly protest against ... – я решительно выступаю против ...

## **Практическое занятие № 10**

### **Тема: "LEISURE"**

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

#### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести тексты и диалог на русский язык.
4. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте тексты и диалог, переведите их письменно.
5. Письменно выполните упражнения 1-6.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 15 баллов.

Упражнение 2 – 15 баллов.

Упражнение 3 – 10 баллов.

Упражнение 4 – 10 баллов.

Упражнение 5 – 15 баллов.

Упражнение 6 – 15 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

## Задания для практического занятия

### TEXT A

#### BRITISH LEISURE



How do British people spend their time when they are not actually working? Leisure time of British people isn't very much organized. They might for instance watch TV. Television is the most popular entertainment in many countries. Statistics

says that we spend an average of 25 hours a week watching it or at least keeping it switched on. Theatre, opera and ballet, sorry to say, are almost exclusively the pleasures of the educated middle class. The author of the book "Understanding Britain" Caren Hewitt is convinced that people who are deprived of the great works of art suffer a diminishment of spirit no matter whether they are intellectuals, blue-collar or white collar and so forth.

Private leisure is characterized by the national enthusiasm for gardening. About 44% of the population claim to spend time gardening. In fact they don't need to grow vegetables, but home grown fruit and vegetables taste much better than those in shops, which have been grown commercially. They also grow flowers and have a passion for lawns of grass which stay green throughout the year.

The other popular home-based activity is "D-I-Y" or "Do-It-Yourself". It means improvement of one's home by decorating, making furniture, fitting in shelves, cupboards, etc. There are excellent stores (such as hardware stores), which supply the materials and tools, and books with detailed advice are everywhere on sale. Women more concentrate on needlework – sewing curtains and cushions as well as clothes. About half the women in the country spend time on needlework or knitting.

It is extremely difficult to decide how important books are for in the lives of the British citizens. There are well-stocked shops and a good public library service. Books are available, brightly coloured, cheerfully designed – and expensive. However there is an unquestionable loss when the attractions of television and videos have reduced the enthusiasm for reading, which is for many people just glancing at a newspaper. And no wonder! TV dramas and documentaries, cultural and scientific programmes and coverage of the world's news are excellent in general, by world standards. And of course, there is a lighter entertainment – games, family comedies, celebrity shows, soap operas and so on.

Music is another way of spending time. People listen to pop and rock music on the radio, on records and tapes, at home and in public places. Music magazines persuade teenagers to buy new and new records with the only purpose to make money. That is why cultivating an individual taste becomes very difficult, and

cultivating a serious musical taste is extremely difficult. People often keep on spending money to catch up with what is popular. Some people are interested in music making and might play in amateur or professional orchestras or sing in choirs.

Some words should be said about holidays. Summer holidays is the time to spend as a couple or a family. It may just be like visiting friends, or hiring a caravan on the seashore, or camping. You can walk, explore mountains and streams, and take picnics on boating expeditions on lakes, and visit castles, caves and historic sites.

This is the way the majority spends their time. Of course, there are minorities. They may join various clubs, or just relax each evening in pubs drinking, or do something else. People are free in their choice as they should be. It may be good or bad, but the reality is like this and you know, there are people and people.

## **TEXT B**

### **LEISURE. ENTERTAINMENT.**

Nowadays everybody knows that people are very busy and don't have much spare time. They say: "Who knows how to work, knows how to rest". Rest is as important as work.

Some people prefer spending their free time with their family and friends; some prefer spending their spare time alone.

Young people like going to the cinema, theatre, clubs, concert halls. There are people who want to broaden and enrich their knowledge during their free time. They spend their free time reading books. They can go to museums, picture galleries where they can see the works of well-known painters and sculptors of all times. If people want to be strong and healthy, they go in for sports. There are many sports clubs, swimming pools, and gyms for everybody who loves sports. Sport will make you not only healthier and stronger, but kinder, more sociable and cheerful. Sport will give you its strength and energy.

Moreover, there are a lot of people, who prefer less energetic activities, such as chess, cards, and crosswords. There are so many hobbies to choose: painting, computer programming, photography, fishing, gardening, cooking, learning languages, collecting something.

Tastes differ and if you have chosen a hobby according to your character and taste you are lucky. Travelling is also a good way to spend spare time. Visiting new places, sightseeing and meeting new people is a very exciting and useful relaxation. People can go hiking, camping. Each person chooses his own way of spending free time, either passive or active.

In any case leisure should be refreshment and a source of inspiration.

## DIALOGUE

**Interviewer:** Do you have much free time?

**Steve:** It depends. During the week, I don't really have much free time because of university and everything. Classes are over at 3.30, and we're given quite a lot of homework. So I can't afford much time for relaxation. It's different at weekends, when I can have a leisurely morning or afternoon.

**Interviewer:** What do you enjoy doing after university?

**Steve:** I love doing sports – all kinds of sports, in fact. I go to the gym twice a week and play a bit of football. I also listen to music, play video games, text my friends, and play with Buddy. That's our dog.

**Interviewer:** Do you prefer to spend your leisure by yourself or with other people?

**Steve:** It depends on my mood. I think that with most people it's the same. Some days I feel sociable, some days not so much. If I want to have fun, I like hanging out with my friends. You know the more, the merrier. We can go to the café or to the pictures, have a good laugh, and do all sorts of things. But I don't mind staying by myself. If I want to learn something new, I'd rather be alone.

**Interviewer:** Do you have any interesting hobbies?

**Steve:** I'm really keen on collecting football memorabilia. You know, programmes, tickets, cards, posters, T-shirts, things like that.

**Interviewer:** How did you take it up?

**Steve:** My dad got me into football when I was young. We used to go to every home game. And somehow I wanted to keep the memories of those games.

**Interviewer:** Do you think your hobbies have changed since you were a bit younger?

**Steve:** Yeah, when I was younger, I used to be really into music. I'd play a lot of guitar but now I play it just casually. I've loved reading. Now I have less time to read, but when I get to it I still enjoy it.

**Interviewer:** What do you do when you feel bored and killing time?

**Steve:** I can binge-watch some series. Or I pick up my phone and check my social media accounts.

**Interviewer:** Would you like to have more free time?

**Steve:** I don't know. Sometimes I do, especially when I feel really tired. But maybe I would feel bored. Actually, I'm quite happy with what I have.

**Interviewer:** Can you say that you make the most of your leisure?

**Steve:** I'd like to think that I do. At least I try. But I know I often spend a lot of time surfing the internet looking for interesting articles, and sometimes waste too much time watching funny videos.

## Vocabulary

1. to spend free time – проводить свободное время
2. leisure – свободное время
3. benefit – польза
4. knowledge and experience – знания и опыт
5. collecting things – коллекционирование
6. knick-knacks – безделушки
7. investment – вложение, инвестирование
8. to improve your health – улучшить здоровье
9. to overcome any obstacles – преодолеть любые препятствия
10. to damage the environment – наносить вред окружающей среде
11. local food – местная еда
12. unforgettable impressions – незабываемые впечатления
13. to broaden your mind – расширить свой кругозор
14. to convince smb. of smth. – убедить кого-либо
15. to deprive smb. of smth. (to be deprived of smth.) – лишить (быть лишенным)
16. to suffer diminishment of spirit – страдать от плохого настроения
17. blue-collar (white-collar) – "синие воротнички", (люди, занятые физическим трудом), "белые воротнички", (люди, занятые умственным трудом)
18. to claim – заявлять
19. taste – вкус
20. to have a passion for – иметь страсть к чему-либо
21. hardware stores – магазины, продающие строительные и другие материалы
22. "Do It Yourself" stores – магазины "Сделай сам"
23. to supply (a supply of) – поставлять, снабжать (поступление)
24. to be on (for) sale – быть в продаже
25. loss – ущерб
26. attraction (attractive) – привлекательность (привлекательный)
27. to reduce (Syn. decrease, Ant. increase) – снижать, уменьшать
28. to glance at – взглянуть на
29. to hire – нанимать
30. to explore – обследовать
31. stream – поток, ручей
32. castle – замок
33. cave – пещера
34. majority (Ant. minority) – большинство (ант. меньшинство)
35. various (Syn. different) – различный, разный

- 36.to relax – расслабляться, отдыхать
- 37.pub – "паб", кабачок, пивная
- 38.to book tickets in advance (beforehand, ahead of time) – покупать билеты заранее
- 39.to camp (camping, camping sites) – останавливаться лагерем (кемпинг)
- 40.to take in sun and swim (Syn. to lie in the sun (to get a tan) and bathe – загорать и купаться
- 41.to do smb. a lot of good (Ant. to do smb. harm (adj. – harmful) – приносит пользу (ант. приносить вред, вредоносный, вредный)
- 42.to switch on (Syn. to turn on, Ant. to switch / turn off – включить (ант. выключить)
- 43.to be engaged in smth. / doing smth. (Syn. to indulge in smth. / doing smth.) – быть занятым чем-либо, иметь занятие
- 44.There are people and people. / Tastes differ. – О вкусах не спорят. На вкус и цвет товарища нет.

*Exercise 1. Answer the following questions:*

1. Is leisure time of British people very much organized?
2. What is the most popular entertainment in Great Britain and other countries of the world?
3. Are theatre, opera and ballet available for all people?
4. What is the British national enthusiasm?
5. Why do British people grow vegetables and fruit?
6. What do British people have passion for?
7. What does "do-it-yourself" activity mean?
8. What are women's activities in Great Britain?
9. Is music a perfect activity to spend one's free time?
10. What music do people listen to?
11. Is it difficult to cultivate individual taste in music and why?
12. Do people always spend their money to buy what they like?
13. Concerning one's leisure time summer is a boring season, isn't it?
14. Are people free in their choice?
15. How can people who want to broaden and enrich their knowledge during their free time spend their free time?

*Exercise 2. Find in the text English equivalents for the following word combinations:*

не очень хорошо организован; самое популярное развлечение; мы проводим в среднем 25 часов в неделю у телевизора; или, по крайней мере, держим его включенным; неважно, кто он, интеллектуал или синий

воротничок; овощи и фрукты, выращенные в домашних условиях, намного вкуснее; около половины женщин страны; очень трудно решить; книги доступны и красиво оформлены; бесспорная потеря; способ проводить время; с одной только целью – сделать деньги; люди часто тратят деньги на то, что популярно; любительские и профессиональные оркестры; это может быть что-то вроде посещения друзей; реальность такова.

*Exercise 3. React to the statements using the phrases of agreement and disagreement. Extend your answers to the small situations:*

1. Leisure time of British people is very much organized
2. Television is not very popular in England.
3. Private leisure is characterized by the national enthusiasm for gardening.
4. They need to grow vegetables because it's impossible to buy them.
5. "D-I-Y" activity is not very popular.
6. Television has reduced enthusiasm for reading.
7. Books are well-designed, brightly coloured and expensive.
8. Music magazines persuade teenagers to buy new and new records with the purpose to develop individual taste.
9. People buy records which they like.
10. People are free in their choice; it concerns their leisure time as well.

*Exercise 4. Complete the following sentences:*

1. Leisure time of British people ...
2. Statistics says that ...
3. Private leisure is characterised by ...
4. In fact ...
5. "Do-It-Yourself" means ...
6. Women concentrate on ...
7. It is extremely difficult ...
8. There is an unquestionable loss ...
9. No wonder ...
10. In summer you can ...

*Exercise 5. Insert prepositions where necessary:*

1. The reality of our time is that leisure time ... of the people is not very much organized.
2. It is an open secret that television is the most popular entertainment ... many countries.
3. People spend an average ... 25 hours ... a week watching it or, ... least, keeping it switched ... .

4. Theatre, opera and ballet are the pleasures ... the rich.
5. Psychologists are convinced ... that people, who are deprived ... the great works ... art, suffer ... a diminishment ... spirit.
6. About 44% ... the population ... Great Britain claim to spend time ... gardening.
7. Englishmen have a passion ... lawns ... grass.
8. Women concentrate ... needlework.
9. Books are very important ... the lives ... people ... many countries.
10. Attractions ... television have reduced the enthusiasm ... reading.
11. In general, TV programmes are excellent ... world standards.
12. Music is an excellent way ... spending time.
13. People listen ... different music, according ... their tastes.
14. People often keep ... spending money to catch ... what is popular.
15. People are free ... their choice.

*Exercise 6. Translate into English:*

1. Существует много хобби, которыми можно заняться: рисование, компьютерное программирование, фотография, рыбалка, садоводство, кулинария, изучение иностранных языков, коллекционирование чего-либо.
2. Если люди хотят быть сильными и здоровыми, они занимаются спортом. В нашем городе есть много спортивных клубов, бассейнов и спортзалов.
3. Моя страсть – коллекционирование марок. К сожалению, сейчас очень трудно приобрести хорошие экземпляры.
4. Молодые люди любят ходить в музеи, картинные галереи, где могут увидеть работы известных художников и скульпторов всех времен.
5. Зачем вы выращиваете овощи, ведь их можно купить в любом магазине? – Да, но домашние овощи вкуснее и полезнее, чем те, которые продаются в магазине.
6. У меня есть отличный набор инструментов для изготовления мебели. Давай займемся улучшением нашего дома.
7. Привлекательность телевидения бесспорна. Телевизионные культурные, научные программы, документальные фильмы познавательны и соответствуют мировым стандартам.
8. По статистике большинство людей проводит свой досуг сидя у телевизора.
9. Часто я провожу много времени, просматривая интернет в поисках интересных статей, и иногда теряю слишком много времени, смотря забавные видео.
10. Ты знаешь, о вкусах не спорят, я, например, предпочитаю театр

опере и балету, но, к сожалению, сейчас для меня это недоступно. Театр, опера и балет – в основном удовольствие для состоятельных людей.

11. За завтраком я привык бегло просматривать финансовые новости. Я банкир, и это правило уменьшает риск потерять деньги.

12. Необходимо сказать несколько слов о вреде телевидения. По статистике, каждый человек проводит около 25 часов в неделю у телевизора или, по крайней мере, держит его включенным. Это плохо влияет на зрение.

13. В Москве очень много любительских и профессиональных оркестров.

14. Я замечательно провела время в Санкт-Петербурге. Мне очень понравилось посещать старинные дворцы, замки и другие исторические места.

15. Как и в других странах мира, в нашей стране есть интеллектуалы, которые очень много читают и свободное время проводят, посещая театры, оперу, балет, но таких людей меньшинство. Такова реальность.

## **Практическое занятие № 11**

### **Тема: "PARTICIPLES I AND II"**

**Учебная цель:** правильное употребление Причастий I и II; формирование и дальнейшее развитие практических навыков по теме.

**Учебные задачи:** систематизировать и скорректировать знания по ряду базовых грамматических явлений английского языка, а также выработать практические навыки употребления изученных грамматических явлений в письменной речи.

#### **Задачи практической работы**

1. Совершенствовать навык самостоятельной работы.
1. Повторить материал по теме.
2. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте грамматический материал по теме "Причастие I. Причастие II".
4. Письменно выполните упражнения для закрепления темы.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

- Упражнение 1 – 15 баллов. Упражнение 5 – 10 баллов.  
Упражнение 2 – 10 баллов. Упражнение 6 – 15 баллов.  
Упражнение 3 – 10 баллов. Упражнение 7 – 10 баллов.  
Упражнение 4 – 10 баллов. Упражнение 8 – 20 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Кадырова А. А., Закирова Р. Р. Грамматика английского языка : учебное пособие для студентов 1-2 курсов неязыковых направлений – Казань: КФУ, 2016.
3. Процукович Е. А., Бузина М. С. Grammar in Use : учеб. пособие / АмГУ, ФФ – Благовещенск : Изд-во Амур. гос. ун-та, 2015.

## Задания для практического занятия



### PARTICIPLES I AND II (ПРИЧАСТИЯ I И II)

There are two participles, the present participle (I) and the past participle (II). Participle I is formed by adding suffix –ing to the stem of the verb (going, reading, ...). Participle II has only one form. The Past Participle of regular verbs ends in –ed, that of irregular verbs has a variety of endings (improved, written).

Существуют два причастия: настоящее причастие (I) и прошедшее причастие (II).

Причастие I образуется путем добавления суффикса –ing к основе глагола (going, reading, ...).

Причастие II имеет только одну форму. От правильных глаголов оканчивается на –ed, от неправильных – имеет вариации окончаний (improved, written).

Participles (I, II) are partly verbs and partly adjectives and are often used like adjectives, e.g. an exciting story; broken bottles.

Причастия (I, II) имеют признаки глаголов и прилагательных и часто употребляются как прилагательные: an exciting story; broken bottles

### Forms and Functions of Participles

| Participle I |                                                                                    |                                                                                                    | Participle II                                                                                                                    |
|--------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Indefinite   | Active                                                                             | Passive                                                                                            |                                                                                                                                  |
|              | Changing<br>1) определение:<br>изменяющий(ся)<br>2) обстоятельство:<br>изменяя(сь) | being changed<br>1) определение:<br>изменяющийся<br>2) обстоятельство:<br>будучи измененным        | Changed<br>1) определение:<br>изменяемый;<br>измененный<br>2) обстоятельства: когда<br>(его) изменили; так как<br>(его) изменили |
| Perfect      | having changed<br>обстоятельство:<br>изменив(шись)                                 | having been changed<br>обстоятельство: когда<br>(его) изменили<br>после того как (его)<br>изменили |                                                                                                                                  |

Indefinite Participle I denotes an action simultaneous with that expressed by the finite verb. Perfect Participle I denotes an action prior to that expressed by the finite verb.

E.g.: Being locked in the Red Room she began to cry. Having written the letter she went out to post it.

Indefinite Participle I выражает действие, одновременное с действием выраженным глаголом. Perfect Participle I выражает действие,

предшествовавшее действию, выраженному глаголом:

Будучи закрытой в Красной комнате, она начала плакать. Написав письмо, она вышла, чтобы отправить его.

Participle I is used in the function of a predicative, an attribute and an adverbial modifier.

E.g.: The effect of his words was surprising (predicative). The stars shining in the dark sky seem blue (attribute).

Translating the article he consulted the dictionary (adverbial modifier).

When used in the function of an adverbial modifier of time Participle I is often preceded by the conjunctions **when** or **while**.

E.g.: While translating the article the student consulted the dictionary.

Причастие I выполняет функции: часть составного сказуемого, определение и обстоятельство. Например:

Воздействие его слов было поразительным (часть сказуемого). Звезды, сияющие в темном небе, кажутся голубыми (определение). Переводя статью, он пользовался словарем (обстоятельство).

Перед причастием I в функции обстоятельства времени часто ставятся союзы **when** или **while**:

Когда студент переводил статью, он пользовался словарем.

Participle II is also used in the function of a predicative, an attribute and an adverbial modifier.

E.g.: He banged at the locked door but to no effect (attribute).

When asked this question, the girl could not answer it (adverb modifier).

Don't take this chair. It's broken (predicative).

Причастие II также выполняет функции части составного сказуемого, определения и обстоятельства:

Он постучал в закрытую дверь, но безрезультатно (определение). Когда девушке задали этот вопрос, она не смогла на него ответить (обстоятельство).

Не бери этот стул. Он сломан (часть сказуемого).

### *Exercise 1. Translate into Russian:*

1. He heard the voices coming through the open window.
2. Waiting for him I looked through the magazines lying on the table.
3. They remained at home refusing to go anywhere that day.
4. The channel linking the two seas is being built now.
5. The explanation given was not complete.
6. The new materials recommended for bridge construction were described in the article written by our professor.

7. The results received were of great importance for further work.
8. Having passed all the examinations he left for his native town.
9. Having been shown the way I could find his house easily.
10. Having waited for him for half an hour they went home.
11. Having obtained the necessary results they stopped their experimental work.
12. When studying elements Mendeleyev found that they could be divided into nine groups.
13. When burnt, coal produces heat.
14. When reconstructed, the theatre looked more beautiful than before.
15. Being built in a new way modern houses have better facilities.

*Exercise 2. Open the brackets using the correct form of the Participles:*

1. Who is that boy (doing, done) his homework at that table.
2. The exercises (doing, done) by the students were easy.
3. The house (surrounding, surrounded) by tall trees is very beautiful.
4. The wall (surrounding; surrounded) the house was very high.
5. Read the (translating, translated) sentences once more.
6. Name some places (visiting, visited) by you last year.
7. Who is the boy (doing, done) his homework at the table?
8. The exercises (doing, done) by the students were easy.
9. The girl (writing, written) on the board is our best student.
10. Everything (writing, written) here is quite right.

*Exercise 3. Open the brackets using the correct form of Participle I (active or passive):*

1. \_\_\_\_\_ (to impress) by the film, they kept silent.
2. \_\_\_\_\_ (to lose) the book, the student couldn't remember the topic.
3. He spent the whole day \_\_\_\_\_ (to read) a book.
4. \_\_\_\_\_ (to travel) around America for a month, she returned to England.
5. He watched Mike \_\_\_\_\_ (to go) out of the door and \_\_\_\_\_ (to cross) the street.
6. The question \_\_\_\_\_ (to discuss) now is very important.
7. \_\_\_\_\_ (to pack) in the beautiful box the flowers looked very lovely.
8. \_\_\_\_\_ (to descent) the mountains, they heard a man calling for help.
9. \_\_\_\_\_ (to reject) by everybody he became a monk.
10. \_\_\_\_\_ (to show) the wrong direction, the travelers soon lost their

way.

*Exercise 4. Open the brackets using Participle I:*

1. \_\_\_\_\_ (to enter) the room I recognized him at once.
2. \_\_\_\_\_ (to translate) into a foreign language the story lost its charm.
3. \_\_\_\_\_ (to be) a woman of taste she always dresses well.
4. You make mistake \_\_\_\_\_ (to judge) people by their appearance.
5. While \_\_\_\_\_ (to discuss) this problem, we sat on the window sill.
6. \_\_\_\_\_ (to examine) by the doctor, the patient could not stop talking.
7. \_\_\_\_\_ (to write) her first text-book, she thought about the next book.
8. All the students looked at me \_\_\_\_\_ (to listen) with a great attention.
9. \_\_\_\_\_ (to prescribe) the medicine, the doctor left our house.
10. While \_\_\_\_\_ (to translate) the text you may use a dictionary.

*Exercise 5. Open the brackets using Participle II:*

1. The letter \_\_\_\_\_ (to write) by him was very long.
2. She didn't understand the word \_\_\_\_\_ (to say) by him.
3. He didn't see the things \_\_\_\_\_ (to keep) in her box.
4. I don't like the video \_\_\_\_\_ (to buy) yesterday.
5. This is the house \_\_\_\_\_ (to build) many years ago.
6. The question \_\_\_\_\_ (to put) to the professor was important.
7. When \_\_\_\_\_ (to offer) to work abroad, he refused.
8. The article on agriculture \_\_\_\_\_ (to publish) in this magazine was written by Smith.
9. You can get the book \_\_\_\_\_ (to recommend) by our teacher in the library.
10. When \_\_\_\_\_ (to complete) the new building will accommodate 3,000 students.

*Exercise 6. Open the brackets using Participle I or Participle II:*

1. Why have you got that \_\_\_\_\_ (to worry) expression on your face?  
Are you in trouble?
2. The teacher was \_\_\_\_\_ (to disappoint) with the test results.
3. Jack's answer was \_\_\_\_\_ (to disappoint).
4. I went to the exhibition of French art last week and I was very much \_\_\_\_\_ (to impress).

5. We saw a lot of \_\_\_\_\_ (to fascinate) paintings.
6. I was so \_\_\_\_\_ (to excite) that I couldn't say a word.
7. The trip to the mountains was so \_\_\_\_\_ (to excite) – we enjoyed every minute of it.
8. I'm \_\_\_\_\_ (to bore) – I have nothing to do.
9. The lecture was so \_\_\_\_\_ (to bore) that a few listeners fell asleep.
10. It was raining so heavily that the little puppy got \_\_\_\_\_ (to frighten) and hid under the bed.
11. We were \_\_\_\_\_ (to surprise) at the news.
12. The boy \_\_\_\_\_ (to translate) the story is the best pupil in our class.
13. \_\_\_\_\_ (to do) his homework Tom looked through the window several times.
14. The work \_\_\_\_\_ (to do) was very interesting.
15. Everything \_\_\_\_\_ (to write) on the blackboard is correct.

*Exercise 7. Замените придаточные предложения причастными оборотами:*

1. While we were crossing the bridge, we saw Charles, who was talking with an old man.
2. As we were very tired, we refused to go for a walk.
3. As the boys had climbed the mountains the summer before, they understood the difficulties.
4. A large branch, which had been broken by the wind, lay across the road.
5. At a conference of the Academy of Sciences, which is now being held in St. Petersburg, a number of important scientific problems are being discussed.
6. When he crossed the bridge, he saw a small village, which was situated at the foot of a hill.
7. I'll show you the article which has been written by my father.
8. As he had been taught French by a good teacher, he knew the language well.
9. The moon was invisible as it was hidden by a cloud.
10. As they had been warned that the river was rising rapidly, they turned back.

*Exercise 8. Translate the following sentences into English:*

1. Я уже проверил все эссе, написанные студентами моей группы.
2. Покажите мне список слушателей, изучающих английский язык.
3. Все студенты, принимающие участие в этой работе, должны прийти в университет сегодня в 6 часов вечера.

4. Имея такой хороший словарь, вы легко сможете перевести эту статью.
5. Мы долго сидели в саду, разговаривая о нашей поездке на юг.
6. Прожив несколько лет в Англии, он изучил английский язык очень хорошо.
7. Я хочу прочитать эту книгу, так как мой приятель, читавший её, говорит, что она интересная.
8. Картина, висевшая в вестибюле, привлекла моё внимание.
9. Студентам, переводившим экономическую статью на экзамене, было разрешено пользоваться словарём.
10. Учёный, написавший эту статью, сделает доклад в нашем университете.
11. Все студенты, получившие приглашение на эту лекцию, присутствовали на ней.
12. Узнав, что он все ещё в Санкт-Петербурге, я позвонил ему.
13. В этой аудитории есть несколько сломанных компьютеров.
14. Будучи очень рассеянным, он сделал несколько ошибок, переписывая текст.
15. Во время доклада я заметил молодого человека, сидевшего в углу зала и слушавшего докладчика с большим вниманием.
16. Учёные, принимавшие участие в экспедиции, были награждены правительством.
17. Повернув налево, мы увидели большое новое здание.
18. Изучив вопрос детально, он смог ответить на все вопросы, заданные ему репортёром.
19. Не получив от него ответа, он решил написать ему ещё раз.
20. Зная его очень хорошо, я мог рекомендовать его как очень хорошего работника.

## **Практическое занятие № 12**

### **Тема: "THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND"**

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

#### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести текст и диалоги на русский язык.
4. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте текст и диалоги, переведите их письменно.
5. Письменно выполните упражнения 1-6.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 15 баллов.

Упражнение 2 – 10 баллов.

Упражнение 3 – 15 баллов.

Упражнение 4 – 10 баллов.

Упражнение 5 – 10 баллов.

Упражнение 6 – 20 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

## Задания для практического занятия

### TEXT

#### ABOUT BRITAIN



The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands. Their total area is over 244 000 square kilometres.

The population of the United Kingdom is over 57 million people. About 80% of the population are urban. There are at least four nationalities in the country: the English, the Scots, the Welsh and the Irish. Besides, these nationalities have their own languages.

The United Kingdom is made up of four countries: England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast respectively. Great Britain consists of England, Scotland and Wales and does not include Northern Ireland. But in everyday speech Great Britain is used in the meaning of the United Kingdom of Great Britain and Northern Ireland. The capital of the UK is London.

The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea.

The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands. The south, which has beautiful valleys and plains, is called the Lowlands. The north and west of England are mountainous, but the eastern, central and south-eastern parts of England are vast plains. Mountains are not very high. There are a lot of rivers in Great Britain; they are not very long, but very deep and navigable all the year round. The Severn is the longest river, while the Thames is the deepest and the most important one. The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of the British Isles. It is mild the whole year round.

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. This means that Great Britain is governed by the Parliament and the Queen is Head of State.

The legislative power in the country is exercised by the Parliament. The British Parliament consists of two chambers: the House of Lords and the House of Commons. The House of Lords is composed of the hereditary and life peers and peeresses. The members of the House of Commons are elected by the people. The House of Commons is the real governing body of the United Kingdom.

The executive power is exercised by the Prime Minister and his Cabinet. The government is usually formed by the political party, which is supported by the majority in the House of Commons. The Prime Minister is the majority party leader and is appointed by the Queen. The Prime Minister chooses a team of ministers; twenty of the ministers are in the Cabinet.

The second largest party becomes the official opposition with its own leader and the Shadow Cabinet. The two leading parties in Great Britain are the Conservative Party (the Tories) and the Labour Party.

The judiciary branch of the government determines common law and is independent of both the legislative and the executive branches. There is no written constitution in Great Britain, only precedents and traditions.

Great Britain is a highly developed industrial country. It is known as one of the largest producers and exporters of machinery, electronics, textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding. It is also one of the world's largest importers of agricultural products. Some 2.4% of Britain's workforce are engaged in agriculture. However, because of a high level of productivity Britain is able to produce nearly two thirds of its food. Britain has to import cotton, rubber, wool, tobacco, which are all made into manufactured goods. The import of raw materials and export of manufactured goods are the distinguishing features of the British economy.

## **DIALOGUE A**

### **THE CLIMATE IN ENGLAND**

Jane has come to visit Natasha who is recovering after the flu. Natasha is much better now.

**Jane:** Hello, Natasha. You're better now, I can see it myself.

**Natasha:** Oh, yes. I'm fine.

**Jane:** Well, and now you know that our climate is not as good as you imagined. It's true that our winter is warmer than yours, but our summer is cooler too.

**Natasha:** But fortunately there are fewer rainy days here than I expected. Last summer in Moscow I had to use my umbrella more often than here now.

**Jane:** You're just lucky. We are having less rain this summer than usual. And the temperature is a bit higher too. But still remember what I said about the weather.

**Natasha:** I will. Especially when we go for a weekend to Bognor Regis. I think the winds are likely to be stronger there because it's on the coast.

**Jane:** They may be stronger but they are warmer. The air is much cleaner there, as in every resort.

**Natasha:** That's good. The air in London is not very clean, is it?

**Jane:** No, it's not. Though it's not as dirty as it used to be. Clean air is so important for people's health!

**Natasha:** It certainly is.

## **DIALOGUE B**

### **ON THE WAY TO THE HOTEL**

**Jane:** Lovely weather we are having today. But they say it's going to rain tomorrow.

**Natasha:** I don't think so.

**Jane:** You don't know the English climate. It's so changeable. It's warmer today than it was yesterday. But tomorrow it will be cold again. How are you enjoying your stay in England?

**Natasha:** It's fantastic. I'm enjoying every minute of it. Besides, I'm full of information about this beautiful country. Now I know that the British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands.

**Jane:** I'd like to add. That the United Kingdom is one of world's smallest countries. It is made up of four countries: England, Wales, Scotland and Northern Ireland. Great Britain consists of England, Scotland and Wales. But what about sights? Did you see them?

**Natasha:** We went to the Houses of Parliament, which stretch for nearly 1000 feet along the north bank of the Thames. Besides we went to Westminster Abbey.

**Jane:** But do you know that Westminster Abbey is a symbol of English traditions at its best? The coronations of nearly all kings and queens took place here. Many of them are buried within the Abbey.

**Natasha:** You know I have a camera with me and I'm making a video film. I want to show it to my friends in Moscow.

**Jane:** What are your plans for tomorrow?

**Natasha:** In the morning we are going to the Tower and St. Paul's Cathedral. I'm sure it'll be exciting.

**Jane:** So see you tomorrow. Bye.

**Natasha:** Bye.

## **DIALOGUE C**

### **A VISIT TO THE BRITISH PARLIAMENT**

One day Jane invited Natasha to make a tour round the Houses of Parliament. The visit promised to be interesting and she accepted the invitation with pleasure.

**Jane:** You know Great Britain is a constitutional monarchy. This means that it is governed by the Parliament. Now we are in the centre of London. You see the Houses of Parliament.

**Natasha:** Why do you say the Houses of Parliament and not the House of Parliament?

**Jane:** The fact is there are two chambers in the British Parliament and they are called Houses.

**Natasha:** I see.

**Jane:** I think we'll start with the House of Lords. You'll be able to see the throne on which the Queen sits when she opens the Parliament.

*(A few minutes later)*

**Jane:** Here we are now.

**Natasha:** Oh, the place is really wonderful. Some things you can never forget.

**Jane:** As for the House of Lords, it is composed of hereditary life peers and peeresses.

Well, and now let's go to the House of Commons.

*(In the House of Commons)*

**Natasha:** I can say it doesn't look as splendid as the House of Lords.

**Jane:** Yes, you are right. I must say that the members of the House of Commons are elected by the people. It's the real governing body of the United Kingdom.

**Natasha:** And what about the Prime Minister?

**Jane:** His seat is on the government front bench, which is on the speaker's right. The executive power is exercised by the Prime Minister and his Cabinet. Prime Minister is the majority party leader and appointed by the Queen.

**Natasha:** And the last thing I'd like to know – is there any constitution in Great Britain?

**Jane:** There is no constitution in Great Britain, only precedents and traditions.

**Natasha:** I am very grateful to you. Thank you for the enjoyable time.

## **Vocabulary**

1. The United Kingdom of Great Britain and Northern Ireland – Соединенное Королевство Великобритании и Северной Ирландии
2. to be situated on – быть расположенным на
3. to consist of, to be made up of, to be composed of – состоять из
4. total area – общая площадь
5. population – население
6. to be separated from smth. by – отделяться от чего-либо чем-либо
7. to be washed by – омываться
8. surface – поверхность
9. to vary – варьировать, меняться
10. mountainous – гористый
11. valley – долина
12. plain – равнина
13. to influence something – оказывать влияние на
14. mild – мягкий (о климате)
15. parliamentary monarchy – парламентская монархия
16. Queen – королева

- 17.Head of State – глава государства
- 18.legislative power – законодательная власть
- 19.to be exercised by – осуществляться
- 20.chamber – палата
- 21.House of Lords – Палата лордов
- 22.House of Commons – Палата общин
- 23.hereditary or life peer – наследственный или пожизненный лорд, пэр
- 24.peeress – пэресса
- 25.to be elected by the people – избираться народом
- 26.real governing body – реальный правящий орган
- 27.executive power – исполнительная власть
- 28.Prime Minister – премьер министр
- 29.The Cabinet – кабинет (правительство)
- 30.to be supported by the majority – поддерживаться большинством
- 31.to choose a team of ministers – создавать команду министров
- 32.official opposition – официальная оппозиция
- 33.majority party leader – лидер партии большинства
- 34.Shadow Cabinet – теневой кабинет
- 35.to be appointed by – назначаться кем-либо
- 36.judiciary branch of government – судебная ветвь власти
- 37.written constitution – письменная конституция
- 38.to determine common law – определять гражданский закон
- 39.precedent – прецедент
- 40.highly developed industrial country – страна с высокоразвитой промышленностью
- 41.producer and exporter of – производитель и экспортер чего-либо
- 42.machinery – станки
- 43.aircraft and navigation equipment – оборудование для самолетов и навигационное оборудование
- 44.chief industry – главная отрасль промышленности
- 45.raw materials – сырье
- 46.manufactured goods – промышленные товары
- 47.distinguishing feature – отличительная черта
- 48.to recover – выздоравливать
- 49.flu – грипп
- 50.to imagine – представлять, воображать
- 51.to expect – ожидать
- 52.coast – побережье
- 53.resort – курорт
- 54.dirty – грязный

- 55.health – здоровье
- 56.changeable – изменчивый
- 57.to enjoy smth. (doing smth.) – получать удовольствие, наслаждаться
- 58.to bury – хоронить
- 59.to make a tour – совершать экскурсию
- 60.invitation – приглашение
- 61.grateful – благодарный, признательный

**Set expressions:**

- 1. Can you follow what I'm saying to you? – Вы понимаете, что я вам говорю?
- 2. How are you getting on? – Как вы поживаете?
- 3. It's just what I've always wanted! – Это как раз то, о чем я всегда мечтал.
- 4. I'm very much obliged to you. – Я вам очень признателен.
- 5. Pleased to meet you. – Приятно с вами познакомиться.
- 6. I'm delighted to see you. – Я очень рад вас видеть.
- 7. I have a running nose. – У меня насморк.
- 8. Trading hours. – Часы работы.
- 9. Wanted. – Требуется.
- 10.Nothing doing! – Ничего не поделаешь!
- 11.How annoying! – Какая досада!
- 12.Talking of ... – Кстати...
- 13.They are not on speaking terms. – Они не разговаривают друг с другом.
- 14.I'm feeling washed out – Я утомлен.
- 15.It's all cut and dried – Все уже заранее предreshено.
- 16.Rotten luck! – Ужасно не везет!
- 17.They are making a laughing stock of you – Они выставляют тебя на посмешище.
- 18.Taking into consideration ... – Принимая во внимание ...
- 19.I'll call you back concerning the subject – Я вам перезвоню по этому поводу.
- 20.While giving our consent in principle – Выражая принципиальное согласие ...
- 21.Regarding (concerning) your offer – Что касается вашего предложения ...
- 22.Including – В том числе ...

*Exercise 1. Answer the following questions:*

- 1. What island is the United Kingdom situated on?
- 2. The population of the United Kingdom is over 57 million, isn't it?

3. What is the United Kingdom made up of?
4. What is the United Kingdom washed by?
5. What is the climate of Great Britain?
6. Is Great Britain a constitutional monarchy?
7. What does the term "constitutional monarchy" mean?
8. What body exercises the legislative power in the country?
9. What body exercises the executive power?
10. How are the chambers of Parliament composed?
11. What does the judiciary branch of the government do?
12. What are the functions of the Prime Minister and the Cabinet of Ministers?
13. What are the major political parties in Great Britain?
14. Is Great Britain known as one of the largest exporters or importers of machinery, electronics, textile, aircraft and navigation equipment?
15. The import of raw materials and export of manufactured goods are the distinguishing features of the British economy, aren't they?

*Exercise 2. Find the translation of the following words and word combinations:*

- 1) быть расположенным на: to be fixed on; to be situated on; to be concentrated on; to be written on;
- 2) поверхность: surface; space; place; covering;
- 3) долина: plain; mountain; valley; hill;
- 4) оказывать влияние: to have no effect on; to be fluent in; to influence; to pay attention to;
- 5) состоять: to consist of; to include; to be exercised; to be produced by;
- 6) власть: poverty; power; strength; weakness;
- 7) судостроение: machinery; textile; electronics; shipbuilding;
- 8) сырье: raw materials; manufactured goods; industry; equipment;
- 9) отличительный: official; common; distinguishing; different;
- 10) определять: to be appointed; to determine; to be formed; to be selected.

*Exercise 3. Translate the words in brackets into English:*

1. The United Kingdom (состоять из) four countries: England, Wales, Scotland and Northern Ireland.
2. Great Britain is (конституционный) monarchy.
3. The capital of the whole (Соединенное Королевство) is London.
4. The British Isles (отделяться от) the European continent by the North Sea and the English Channel.
5. (Поверхность) of the British Isles varies very much.
6. The North of Scotland is (гористый) and is called the Highlands.

7. The South which has beautiful (долины) and (равнины) is called the Lowlands.

8. Great Britain (состоять из) England, Scotland and Wales.

9. The legislative power in the country (осуществляться) the House of Parliament.

10. The Prime Minister is (лидер партии большинства) and appointed by the Queen.

11. (Судебная власть) determines common law and is independent of both the legislative and the executive branches.

12. Great Britain is (высокоразвитый) industrial country.

13. One of the chief industries of the country is (судостроение).

14. Britain has to import cotton, rubber, wool, tobacco, which are all made into (промышленные товары).

15. The import of raw materials and the export of manufactured goods are (отличительный) features of the British economy.

*Exercise 4. Fill in the gaps with words given below:*

- |               |                 |                |
|---------------|-----------------|----------------|
| • hereditary  | • the Lowlands  | • to influence |
| • legislative | • the Severn    | • to vary      |
| • mild        | • the Thames    | • world's      |
| • rivers      | • to consist of | • written      |

1. The British Isles \_\_\_\_\_ two large islands, Great Britain and Ireland and about five thousand small islands.

2. The surface of the British Isles \_\_\_\_\_ very much.

3. The South, which has beautiful valleys and plains, is called \_\_\_\_\_

4. There are a lot of \_\_\_\_\_ in Great Britain, but they are not very long.

5. \_\_\_\_\_ is the longest river, while \_\_\_\_\_ is the deepest and the most important one.

6. The climate is \_\_\_\_\_ the whole year round.

7. \_\_\_\_\_ power in the country is exercised by the House of Parliament.

8. The House of Lords is composed of \_\_\_\_\_ and life peers and peeresses.

9. There is no \_\_\_\_\_ constitution in Great Britain, only precedents and traditions.

10. The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream \_\_\_\_\_ the climate of the British Isles.

*Exercise 5. Fill in the gaps with prepositions where necessary:*

1. Great Britain is situated ... the British Isles; its population is ... 57 million.
2. The United Kingdom is made ... four countries: England, Scotland, Wales and Northern Ireland.
3. The legislative power ... the country is exercised ... the House ... Parliament.
4. There is a lot ... rivers ... Great Britain.
5. The British Parliament consists ... two chambers: the House ... Lords and the House ... Commons.
6. The House ... Lords is composed ... hereditary and life peers and peeresses.
7. The Prime Minister is the majority party leader and is appointed to this post ... the Queen.
8. One ... the chief industries ... the country is shipbuilding.
9. The mountains, the Atlantic Ocean and the warm waters ... the Gulf Stream influence ... the climate ... the British Isles.
10. The House of Commons is the real governing body ... the United Kingdom.

*Exercise 6. Translate from Russian into English:*

1. Соединённое Королевство Великобритании и Северной Ирландии расположено на Британских островах, состоящих из двух больших и тысячи маленьких островов.
2. Соединённое Королевство состоит из четырёх частей; в Великобританию входят: Англия, Шотландия и Уэльс.
3. Британские острова омываются Атлантическим океаном, Ирландским морем и проливом Ла-Манш.
4. Британские острова состоят из гористой части и низин.
5. Реки в Великобритании не очень длинные.
6. На климат Великобритании оказывает влияние Гольфстрим.
7. Великобритания – конституционная монархия.
8. Термин "конституционная монархия" означает, что Великобритания управляется парламентом, а главой государства является королева.
9. Законодательная власть принадлежит парламенту, состоящему из двух палат.
10. Члены палаты общин, реального органа управления страной, избираются народом.

11. Премьер–министр назначается королевой и сам назначает кабинет.
12. Исполнительная власть в стране осуществляется премьер–министром и его кабинетом.
13. Официальная оппозиция формирует теневой кабинет.
14. Судебная власть определяет гражданское право.
15. В Англии вместо письменной конституции существует прецеденты и традиции.
16. палата лордов состоит из наследственных пэров, пожизненных пэров и пэресс.
17. Великобритания – высокоразвитая промышленная страна.
18. Великобритания производит и экспортирует станки, электронику, текстиль, суда.
19. Одна из ведущих отраслей промышленности страны – судостроение.
20. Импорт сырья и экспорт промышленных товаров – отличительные черты британской экономики.

## Практическое занятие № 13



**Учебная цель:** дальнейшее развитие практических навыков по темам "Leisure", "Great Britain"; развитие навыков реферирования / аннотирования; развитие умения понимать прочитанное с целью извлечения информации.

**Учебные задачи:** совершенствовать навыки реферирования / аннотирования; совершенствовать умение работать с источниками в интернете.

### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно составить аннотацию статьи и словарь.

### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Текст статьи.
4. Словарь.

### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Пользуясь интернетом найдите статью по теме "Leisure" или "Great Britain" (2500-3000 печатных знаков, письменно переведите).
4. Составьте словарь (вокабуляр) к статье (10-15 слов / словосочетаний).
5. Составьте аннотацию статьи, пользуясь шаблонными фразами для аннотирования статьи на английском языке (10-15 предложений).

### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 30 баллов.

Словарь (вокабуляр) к статье – 20 баллов.

Аннотация – 50 баллов.

### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Шаповалова Т. Р. Реферирование и аннотирование специальных текстов на иностранном языке : учебно-методическое пособие – Южно-Сахалинск : СахГУ, 2019.

3. Маркушевская Л. П., Цапаева Ю. А. Аннотирование и реферирование (Методические рекомендации для самостоятельной работы студентов) – СПбГУ ИТМО, 2008.

## **Задания для практического занятия**

### **ВНЕАУДИТОРНОЕ ЧТЕНИЕ ПО ТЕМАМ "LEISURE", "GREAT BRITAIN"**

#### **HOW TO WRITE ABSTRACT**

**I. Formulate the theme of information from the text using the following clichés:** the text deals with (touches upon, is devoted to, describes).

**II. Process the information given in the text in the following way:**

a) divide the text into some parts according to its content; b) write out a number of key-words to each part of the text; c) retell each part using the key-words; d) determine the main idea of the text; e) retell the text in 10-12 sentences.

**III. Find out author's conclusion in the text; write it down using the following clichés:** the author concludes with a consideration of, the author comes to the conclusion that, in conclusion the author says that.

**IV. Give your own comments on the information from the text.** Try to answer the questions: a) how do you evaluate the actuality of this information; b) how do you think who and for what purposes could use it. Use the following clichés: the information of the texts is addressed to the students (graduates, engineers, specialists, all those interested in); the texts may be recommended to; the information of the texts is interesting (important, useful, hard to understand).

**V. Present your abstract of the information from the text according to the following structure:**

1. The theme of the text.
2. The main idea of the text.
3. Summary of the text.
4. Author's conclusion.
5. Your own comments.

#### **THE SCHEME OF RENDERING THE ARTICLE**

##### **1. The headline of the article**

The article (we deal with) is headlined (entitled) ... – статья (с которой мы имеем дело) озаглавлена ...

The headline of the article (under consideration) is the following ... – заголовок статьи (которую мы рассматриваем) следующий ...

The title of the article is ... – заголовок статьи...

##### **2. The author of the article**

The author of it is ... – ее автор ...

The article (under consideration / under review) is written by ... – статья, которую мы рассматриваем, написана ...

##### **3. Where and when the article was published**

It is published (printed) in ... – она опубликована (напечатана) в ...

It is a first (second) page article – это статья первой (второй страницы)

The article is published under the rubric ... – статья опубликована под рубрикой

#### **4. The main idea of the article**

The article is devoted to the problem ... – статья посвящена проблеме ...

The article (author) deals with the problem of ... – статья (автор) имеет дело с проблемой ...

The author of the article dwells on the certain idea of ... – автор подробно останавливается на ...

The author concentrates on ... – автор концентрируется на ...

The article (briefly) touches upon ... – статья (коротко) затрагивает ...

The purpose of the article is ... (to give information to the reader) – цель статьи ...

The aim of the author is to provide the reader with some material of ... – цель автора – обеспечить читателя материалом ...

#### **5. The content of the article (With my own simultaneous commentary)**

The problem revealed ... – раскрытая проблема ...

The author starts by telling the reader about ... – автор начинает с того, что говорит читателю о ...

The author writes, considers, points out, etc. – автор пишет, полагает, выделяет, и т. д.

According to the problem of the article I should ... – в соответствии с проблемой статьи я должен ...

The author reports that ... – автор сообщает, что ...

In conclusion ... – в заключении ...

The author concludes with the following ... – автор делает вывод (заключает) следующим ...

The author comes to the following conclusion ... – автор приходит к следующему заключению ...

The author sums up by telling ... – автор подводит итог следующим ...

Summing everything up the author says ... – суммируя все, автор говорит ...

#### **6. Our own opinion of the article (My understanding, opinion of the article)**

I found the article ... – я считаю статью ...

important / acute / actual / of no value – важной / острой / актуальной / не представляющей из себя никакой ценности

worth attention – стоящей внимания

quite to the point – как раз кстати (по теме, к делу)

I express approval of ... (support of ...) – я выражаю одобрение ... (поддержку ...)

I express alarm (concern, disappointment) ... – я выражаю тревогу (озабоченность, разочарование) ...

I strongly protest against ... – я решительно выступаю против ...

## **Практическое занятие № 14**

### **Тема: "LONDON"**

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

#### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести текст и диалоги на русский язык.
4. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте текст и диалоги, переведите их письменно.
5. Письменно выполните упражнения 1-6.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 10 баллов.

Упражнение 2 – 15 баллов.

Упражнение 3 – 10 баллов.

Упражнение 4 – 10 баллов.

Упражнение 5 – 15 баллов.

Упражнение 6 – 20 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

## Задания для практического занятия

### TEXT

#### WHAT IS LONDON?



London is without doubt one of the most fascinating cities in the world, one of the biggest cities in the world, the capital of Great Britain. It has many faces and means many things to many people.

London is a very old city even by European standards. The history of London has begun

long before our time.

The Roman conquerors of Britain founded Londinium (London) in 43 AD\*\* by settling and fortifying two small hills on the river Thames. More than a thousand years later, another conqueror turned the city into his capital. This was William of Normandy, who defeated the last Saxon ruler of England in 1066.

In 1666 the city of London suffered the Great Fire and survived. 13200 buildings and 87 churches were burnt down. The historic centre of the capital was turned into a heap of ashes. This natural disaster gave a rare opportunity to replan and build it anew. However the owners of the land insisted on building on the old foundations, and the streets of the city remained as narrow and winding as they had been before the fire.

Now modern London is a number of cities, towns and villages, that have, during the past centuries, grown together to make one vast area. London today stretches for nearly thirty miles from north to south and nearly thirty miles from east to west. This is area, known as "Greater London", with a population of nine million. The river Thames divides London into two parts: Northern and Southern. And to the right is the West End; to the left is the East End.

Many years ago the City and Westminster, where the kings and queens lived, became parts of one urban organism, and the area around the royal court was called the "West End".

Today, far from being an "end" or suburb, it might be called the centre of London. In the West End there are many parks, squares, wide and straight streets, which are famous for their splendid shops and restaurants. One can see here elegant people, grand hotels, clubhouses and modern cars. The name of the "West End" is associated with wealth, luxury and goods of high quality.

As for the East End it is the workers' district. There are miles of docks and great industrial areas. The East End has many old houses built in Dickens' time. Jack London described the London slums in his book

"The people of the Abyss"\*\*. But the people are fond of their district and are proud of being called Cockneys\*\* or true Londoners. A foreigner with a fair knowledge of Standard English can't understand their lovely Cockney dialect.

Besides, there is the City of London, the commercial and business centre. It is only a very small part of modern London; it measures only one square mile and the number of people who live there is only about ten thousand. The City is famous for its offices, banks and museums. London is more than two thousand years old.

Although London is a crowded and noisy city one can find many sights and memorial places there. Trafalgar Square is one of the tourist's centres of the city. On the column in the centre there is a statue of Admiral Nelson who defeated the French in the Battle of Trafalgar in 1805. Orators often use the large platform at the foot of it. This square is a place for all sorts of meetings and demonstrations for peace and disarmament, for better schooling and pensions for the aged.

To the left of Trafalgar Square there is the National Gallery. It has a fine collection of European painting. Another sight, which is worth to be mentioned about, is Piccadilly Circus. It is not very large, but it is dynamic and colourful. Piccadilly Circus is especially very beautiful in the evening. That famous Eros statue on the top of the fountain in the centre is very wonderful. It is the meeting point of six streets. There is Regent Street, one of London's most fashionable shopping streets. Another one leading off Piccadilly Circus in the direction of Soho is Shaftesbury Avenue. Soho is one of the entertainment centres of London. There live artists, actors and writers. There are many restaurants, cafes and clubs. Other famous streets of the centre of London are Oxford Street, the Strand and Fleet Street.

The Houses of Parliament stand on the north side of the Thames. The official name of the building is the Palace of Westminster. It was built in Gothic style. In 11<sup>th</sup> century it was destroyed by fire many times. Only Westminster Hall and the crypt of the chapel were saved. It was rebuilt only in 1840.

Everyone knows that Westminster Abbey is a royal church and the centre of the Westminster Area. It was founded in the middle of the 11<sup>th</sup> century by Edward the Confessor\*\* and was mainly built by Henry III in the 13<sup>th</sup> century as a fitting burial ground for English sovereigns.

Also one should mention about the Tower of London. It was a fortress, a royal palace and later a prison. It is a museum now. There are a lot of interesting collections in the Tower of London. The ravens are another famous sight. The

legend says that without them the Tower will fall. The Raven Master is the person who gives them food.

St. Paul's Cathedral is the greatest work of the architect Sir Christopher Wren. It took him 35 years to plan and carry out his plan of building this cathedral.

There is so much to see in London that even Londoners can always find new sights. They like to say: "When a man is tired of London, he is tired of life".

## **DIALOGUE A**

### **SIGHTSEEING IN LONDON**

There are a lot of places of interest in London. One of them is the Tower of London. Thousands of tourists visit it every year to see the Crown Jewels and the famous Beefeaters<sup>\*\*</sup>. There is not only one tower of the site. You can notice several towers with different names: the White Tower, the Bloody Tower, the Green Tower and others. There is much to see in the Tower of London. Natasha and Jane are there now.

**Natasha:** Well ... There's so much history here. Everything is so impressive, almost terrifying.

**Jane:** Exactly. Let's have another look at the White Tower, which is 900 years old.

**Natasha:** And who are those men in the striking uniforms, Jane?

**Jane:** You see, those are the "beefeaters", the wardens. There are a lot of them here. I suggest coming here tonight. A very interesting ceremony will take place at 10 o'clock here. The Ceremony of the Keys<sup>\*\*</sup>.

**Natasha:** Very well, let's come tonight. There must be very many stories about the Tower.

**Jane:** Oh, sure! Quite a lot. Generally speaking there are also a lot of books and films about it; and they are about English kings and queens at the same time. And the Tower Bridge... Isn't it beautiful?

**Natasha:** Certainly it's beautiful and quite unique in design. And as far as I know Tower Bridge is the most spectacular of the bridges crossing the river Thames. The roadway is raised to allow the ships to pass through.

**Jane:** It goes without saying. But there are lots of bridges over the Thames and they are all different. I suppose we'd better make a trip on the Thames in one of the water buses one of these days instead of wandering about the city.

**Natasha:** That's a good idea! And how many palaces are there in London, Jane? One?

**Jane:** You must be joking! There are two main ones – Buckingham Palace and St. James's Palace and also there is Kensington Palace with the Russian embassy quite near.

**Natasha:** I think the palaces are far from each other, aren't they?

**Jane:** They are rather. But you should see them all, all the same. There's a lot to see. In Buckingham Palace there is the Queen's picture gallery and in Kensington Palace – the London museum.

**Natasha:** Oh, how interesting!

## **DIALOGUE B**

Chernov, an engineer of the Russian Trade Delegation, met Borisov at the airport and took him to the Embassy Hotel, which is in the centre of London near Hyde Park. On the way to the hotel some things impressed Borisov: bright advertisements, red London buses (double-deckers), left-hand traffic and terraced houses<sup>\*\*</sup>.

**Chernov:** Good afternoon!

**Receptionist:** Good afternoon, sir. What can I do for you?

**Chernov:** I'm from the Russian Trade Delegation. We have reserved accommodation for Mr. Borisov at your hotel.

**Receptionist:** Wait a minute please. I'll check it. Yes, that's right. One single room, with private bath from today. The room is on the third floor. № 301.

**Chernov:** Thank you.

**Receptionist:** Will Mr. Borisov check in?

**Borisov:** What shall I write here?

**Receptionist:** Your name and address, please. (Borisov fills in the form.) Thank you, Mr. Borisov. Here's your key.

*(Now Chernov and Borisov are in the room.)*

**Borisov:** I've only caught a glimpse of London on the way to the hotel. But frankly speaking this city has made a great impression on me.

**Chernov:** Yes. They say one can't judge about the country without being in London and I entirely agree London is the largest and the most beautiful city all over the world.

**Borisov:** You are quite right. So in such a case there must be many interesting places to see.

**Chernov:** Of course! Here are some photos. Look! This is Madam Tussaud's museum.

**Borisov:** I see, but what is it?

**Chernov:** Oh, you don't know? Shame on you! Madam Tussaud's has one of the largest collections of wax models of famous people in the world.

**Borisov:** You don't say so! I should never have thought that such things can exist. It's very exciting!

**Chernov:** And have you ever heard about Canary Wharf? It's a huge business complex on the north bank of the River Thames. It's served by its own railway.

**Borisov:** I must confess that the more I learn about London the more I am astonished. But look! I believe this castle is the largest one in the world.

**Chernov:** It's Windsor Castle, that is a famous home of Queen Elizabeth II of England. You see there are many sights and memorial places a visitor will want to see. But to tell the truth I have no time and I must go. See you later.

**Borisov:** See you.

### **Explanatory Notes**

AD – anno domini (лат.) – нашей эры.

Cockney – "кокни", лондонец, уроженец Ист-Энда

"The people of the Abyss" – "Люди бездны"

Beefeaters – бифитеры, "мясоеды" – прозвище стражников лондонского Тауэра

Edward the Confessor – Эдуард-Исповедник, английский король

The Ceremony of the Keys – церемония передачи ключей

Terraced houses – ряд одинаковых домов, соединенных в один квартал

### **Vocabulary**

1. conqueror – завоеватель
2. to found – основывать
3. to defeat – разбить, нанести поражение
4. to suffer – страдать
5. to survive – выживать
6. heap of ashes – груды пепла
7. to insist on – настаивать на...
8. winding – извилистый
9. to associate with – ассоциировать с
10. slums – трущобы
11. abyss – бездна
12. entertainment – развлечение
13. to destroy – уничтожать
14. crypt – склеп
15. chapel – часовня, церковь
16. to save – спасать, сохранять
17. tower – башня
18. royal – королевский
19. burial ground – кладбище, место погребения

- 20. sovereign – монарх
- 21. fortress – крепость
- 22. prison – тюрьма
- 23. cathedral – собор
- 24. church – церковь
- 25. raven – ворон
- 26. to settle – поселяться
- 27. to fortify – сооружать
- 28. to turn into – превращать
- 29. impressive – впечатляющий
- 30. warden – смотритель
- 31. embassy – посольство
- 32. spectacular – импозантный
- 33. to pass through – пересекать
- 34. on the way to – по дороге
- 35. double-decker – двухэтажный автобус
- 36. left-hand traffic – левостороннее движение
- 37. to catch a glimpse of something – увидеть что-то мельком
- 38. to make an impression on somebody – произвести впечатление на...
- 39. wax – воск
- 40. huge – огромный
- 41. wharf – пристань, причал
- 42. castle – замок
- 43. financial – финансовый
- 44. commercial – коммерческий
- 45. to be famous for – быть известным чем-либо
- 46. column – колонна
- 47. statue – статуя
- 48. fountain – фонтан
- 49. abbey – аббатство
- 50. palace – дворец
- 51. bright advertisements – яркая реклама

***Conversational formulas:***

It goes without saying – Само собой разумеется.

Frankly speaking – Откровенно говоря.

You don't say so – Да что ты говоришь!

*Exercise 1. Answer the following questions:*

1. Who founded London? When?
2. What happened to London in 1666?
3. Which parts is London divided into? Name them.
4. What can you say about Cockney?
5. Name the streets, which lead to Piccadilly Circus.
6. What is Soho?
7. What is official name of the Houses of Parliament?
8. When was it built?
9. When was Westminster Abbey founded and by whom?
10. What does the word "The Raven Master" mean?

*Exercise 2. Give Russian equivalents for the following phrases:*

turn into; a heap of ashes; insist on building on the old foundations; narrow and winding streets; divide into; is associated with wealth; the London slums; commercial and business centre; is famous for; a statue of; the entertainment centre; was built by; in Gothic style; was destroyed by; a fortress; the Roman conquerors; founded Londinium by settling and fortifying two small hills; the owners of the land; spectacular; unique design; a huge business complex; protect the Crown Jewels; defeat the French; the crypt of the chapel was saved; left-hand traffic.

*Exercise 3. Fill in prepositions or adverbs:*

1. The historic centre of the capital was turned ... a heap ... ashes.
2. The owners ... the land insisted ... building ... the old foundations and the streets ... the City remained as narrow and winding as they had been ... the fire.
3. I've only caught a glimpse ... London ... the way ... the hotel.
4. Frankly speaking Trafalgar Square and Piccadilly Circus, famous ... its lights and ... the statue ... Eros, made a great impression ... me.
5. "The people of the Abyss" are found ... their district and are proud ... being called Cockneys or true Londoners.
6. The Palace of Westminster, built ... Gothic style, was destroyed ... fire many times ... the 11<sup>th</sup> century.
7. Westminster Abbey was founded ... the middle ... the 11<sup>th</sup> century ... Edward the Confessor and was mainly built ... Henry III ... the 13<sup>th</sup> century as a fitting burial ground ... English sovereigns.

8. It took Sir Christopher Wren 35 years to plan and carry ... his plan ... building St. Paul's Cathedral.

9. Tower Bridge is the most spectacular ... the bridges crossing the river Thames and the roadway is raised to allow the ships to pass ... .

10. ... 1666 the City ... London suffered ... the Great Fire and survived, but many buildings and churches were burnt ... .

*Exercise 4. Say whether it is true or false using formulas of agreement and disagreement:*

*Agreement:*

- Yes, I agree entirely here. – Я полностью согласен.
- I couldn't agree more. – Всецело согласен.
- I'm of the same opinion. – Я того же мнения.
- Yes, that's true. – Да, это правда.
- I think so. – Я тоже так думаю.
- That's a fine way of putting it. – Прекрасно сказано.

*Disagreement:*

- It's not all the same thing. – Это не одно и то же.
- I see your point but... – Я понимаю вашу точку зрения, но...
- Just the other way round! – Как раз наоборот.
- I shouldn't say so! – Я бы так не сказал.
- You can't be serious. – Ты не можешь говорить это серьезно.
- It might be right but... – Может быть правильно, но...

1. London is the capital of the USA.

2. It was founded in 43 AD by the Roman conquerors.

3. After the Great Fire the capital was turned into a heap of ashes.

4. In the West End there are many docks, plants and factories.

5. The City is the commercial and business centre of London.

6. The statue of Admiral Nelson is situated in Buckingham Palace.

7. Soho is the entertainment centre of London.

8. The Houses of Parliament stand on the seashore.

9. Only Westminster Hall and the crypt were saved after the fire.

10. Westminster Abbey was founded in the middle of the 11<sup>th</sup> century by Edward the Confessor.

*Exercise 5. Complete the following sentences:*

1. London is one of ...
2. The Roman conquerors of Britain ...
3. In 1666 the City of London ...
4. This natural disaster gave ...
5. London today stretches ...
6. The name of the "West End" is ...
7. The East End has ...
8. Trafalgar Square is ...
9. That famous Eros statue ...
10. Everyone knows that ...
11. St. Paul's Cathedral is ...
12. Madame Tussaud's has ...
13. Windsor Castle is ...
14. Tower Bridge is the most ...
15. London is famous for ...

*Exercise 6. Translate the following sentences into English:*

1. Без сомнения, Лондон один из самых пленительных городов в мире.
2. В 1666 году город пострадал от великого пожара и выжил, но исторический центр превратился в груды пепла.
3. Владельцы земли настаивали на том, чтобы строить на старом фундаменте, и улицы города остались такими же узкими и извилистыми, как были до пожара.
4. – А кто эти люди в потрясающей форме? – Это бифитеры, служители Тауэра.
5. Здесь в 10 часов состоится церемония передачи ключей.
6. Я полагаю, нам лучше совершить прогулку по Темзе на одном из водных автобусов, вместо того, чтобы бродить по городу.
7. Гуляя по Лондону, каждый гость города обязательно обратит внимание на рекламу, двухэтажные автобусы и левостороннее движение, и все это производит огромное впечатление.
8. Должен признаться, что чем больше я узнаю о Лондоне, тем больше он мне нравится.
9. Англичане говорят, что если человек устал от Лондона, то он устал от жизни.
10. Архитектору Кристоферу Рену понадобилось 35 лет, чтобы построить Собор Святого Павла.

11. Лондонский Тауэр был крепостью, королевским дворцом, а позже тюрьмой. Сейчас это музей.

12. Каждый знает, что Вестминстерское аббатство – это королевская церковь и центр Вестминстерской площади.

13. Что касается Ист Энда, то это рабочий район с доками и промышленными районами.

14. Хотя Лондон является шумным и густонаселённым городом, здесь можно найти множество достопримечательностей и памятных мест.

15. Джек Лондон описал лондонские трущобы в своей книге "Люди бездны", но эти люди гордятся своим районом.

16. – Что ты можешь сказать о музее Мадам Тюссо? – О! У неё одна из самых больших коллекций восковых фигур знаменитых людей всего мира!

17. – Насколько мне известно, Замок Виндзор это знаменитый дом королевы Елизаветы II. – Ты абсолютно прав.

18. Известно, что Темза делит Лондон на южную и северную части. Но есть ещё и Сити, известный своими банками и музеями.

19. На Трафальгарской площади находится статуя адмирала Нельсона, который нанёс поражение французам.

20. Следующая достопримечательность Лондона, о которой стоит упомянуть, это Национальная галерея.

## **Практическое занятие № 15**

### **Тема: "THE GERUND"**

**Учебная цель:** правильное употребление Герундия; формирование и дальнейшее развитие практических навыков по теме.

**Учебные задачи:** систематизировать и скорректировать знания по ряду базовых грамматических явлений английского языка, а также выработать практические навыки употребления изученных грамматических явлений в письменной речи.

#### **Задачи практической работы**

1. Совершенствовать навык самостоятельной работы.
1. Повторить материал по теме.
2. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте грамматический материал по теме "Герундий".
4. Письменно выполните упражнения для закрепления темы.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

- Упражнение 1 – 15 баллов. Упражнение 5 – 10 баллов.  
Упражнение 2 – 10 баллов. Упражнение 6 – 10 баллов.  
Упражнение 3 – 15 баллов. Упражнение 7 – 10 баллов.  
Упражнение 4 – 15 баллов. Упражнение 8 – 15 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Кадырова А. А., Закирова Р. Р. Грамматика английского языка : учебное пособие для студентов 1-2 курсов неязыковых направлений – Казань: КФУ, 2016.
3. Процукович Е. А., Бузина М. С. Grammar in Use : учеб. пособие / АмГУ, ФФ – Благовещенск : Изд-во Амур. гос. ун-та, 2015.

## Задания для практического занятия



### THE GERUND (ГЕРУНДИЙ)

Герундий – неличная форма глагола, имеющая грамматические особенности как глагола, так и существительного. Для лучшего понимания сущности герундия необходимо иметь в виду, что в русском языке эта часть речи соответствует таким формам, как *пение*, *рисование*, т. е. передает процесс действия, выраженного

глаголом, от которого образован герундий.

Сравните: *песня* **a song** (существительное) *пение* **singing** (герундий)

### Образование герундия и его форм

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

**to read** – *читать* **reading** – *чтение*

Так же как причастие, герундий может употребляться в перфектной форме.

### Forms of the Gerund (Формы герундия)

|            | Active         | Passive             |
|------------|----------------|---------------------|
| Indefinite | writing        | being written       |
| Perfect    | having written | having been written |

### Syntactical functions of the Gerund (Синтаксические функции герундия)

| Function (функция)                     | Example (пример)                                                     | Translation (перевод)                                                              |
|----------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Subject<br>(подлежащее)                | Smoking is not allowed here.                                         | Курить (курение) здесь не разрешается.                                             |
| Predicative<br>(предикатив)            | His hobby is driving a car.                                          | Его любимое занятие – водить (вождение) машину.                                    |
| Object<br>(дополнение)                 | a) The car needs repairing.<br>b) They spoke about their travelling. | a) Машина нуждается в ремонте.<br>b) Они говорили о своей поездке.                 |
| Attribute<br>(определение)             | There are different ways of obtaining this substance.                | Существуют различные способы получения этого вещества.                             |
| Adverbial modifier<br>(обстоятельство) | After receiving good results they stopped experiments.               | Получив (после того как получили) хорошие результаты, они прекратили эксперименты. |

Отрицательная форма герундия образуется с помощью частицы **not**, которая ставится перед ним: **not seeing, not being seen** и т. д.

На русский язык герундий, особенно его сложные формы, может переводиться по-разному в зависимости от норм русского языка:

He was sure of **finding** them. Он был уверен, что *найдет* их.

The snow ceased **falling**. Снег перестал *идти*.

She hates **being laughed** at. Она не переносит, когда над ней *смеются*.

We learn by **doing**. Мы учимся, *делая* (что-л.).

Thank you for **coming** in time. Спасибо, что *пришли* вовремя.

No **smoking**! Не *курить*!

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

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

He **began to play** the piano. He **began playing** the piano.

They **like to mock** at each other. They **like mocking** at each other.

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

He **stopped smoking**. Он *бросил курить*.

He **stopped to smoke**. Он *остановился, чтобы покурить*.

He **forgot to tell** me about it. Он *забыл сказать* об этом.

He **forgot telling** me about it. Он *забыл, что (уже) рассказал* об этом.

I **regret to tell** you, but you have got a bad mark on your test. Мне *жаль говорить* тебе, но ты получил "два" по контрольной работе.

I **regret having told** you about her visit. *Жаль, что я сказал* вам о том, что она приходила.

*Exercise 1. Find the gerund in the sentences and define its forms and functions.*

*Translate the sentences.*

1. Smoking costs a lot of money.
2. I will call you after arriving at the office.
3. Please have a drink before leaving.
4. I am looking forward to meeting you.
5. Do you object to working late?
6. Mary always dreams about going on holiday.
7. Please, excuse us for waiting too long.

8. My favourite occupation is reading.
9. We are interested in buying these goods.
10. I have three shirts that need washing.
11. They insisted on being sent the results of tests.
12. What is the purpose of his going there?
13. This letter requires signing.
14. I am grateful for his helping me. I am grateful for his having helped me.
15. We thank you for sending us your letter.

*Exercise 2. Match suitable parts:*

- |                        |                                |
|------------------------|--------------------------------|
| 1. She is interested   | a) drinking alcohol.           |
| 2. I would like        | b) to seeing my daughter.      |
| 3. You should give up  | c) being ill.                  |
| 4. We really enjoy     | d) laughing at her.            |
| 5. I'm looking forward | e) to living in a dirty house. |
| 6. He is used          | f) talking to stupid people.   |
| 7. She pretended       | g) swimming in the sea.        |
| 8. Pamela is good      | h) to have a cup of coffee.    |
| 9. I couldn't help     | i) in surfing the internet.    |
| 10. She avoids         | j) at riding a horse.          |

*Exercise 3. Translate the sentences:*

1. Я люблю слушать музыку.
2. Он ненавидит работать.
3. Чтение – это отличное времяпровождение.
4. Пение – это его любимое занятие.
5. Помой тарелки перед тем, как уйдёшь с кухни.
6. Он был воодушевлён после просмотра фильма.
7. Она ушла не выключая музыку.
8. Спасибо за то, что приготовил ужин.
9. Извини за то, что ушёл так рано.
10. Прекратите ругаться друг с другом.
11. Продолжай слушать музыку.
12. Изучение нового улучшает память.
13. Вождение машины делает меня нервным.
14. Курение вредно для здоровья.
15. Танцы улучшают моё настроение.

*Exercise 4. Open the brackets using the Gerund, translate the sentences:*

1. Thank you for \_\_\_\_\_ (read) this article.
2. You don't need \_\_\_\_\_ (put on) your coat because it's very warm outside.
3. She likes \_\_\_\_\_ (visit) by her friends.
4. Famous actors needn't \_\_\_\_\_ (introduce) themselves.
5. Police officer minds your \_\_\_\_\_ (wait) here.
6. The shoes need \_\_\_\_\_ (polish).
7. Your shirt has a hole, it wants \_\_\_\_\_ (mend).
8. He is excited of \_\_\_\_\_ (speak) to her.
9. The room needed \_\_\_\_\_ (clean).
10. \_\_\_\_\_ (learn) foreign languages is very useful.
11. My hair wants \_\_\_\_\_ (cut) but I never have time to do it.
12. Students need \_\_\_\_\_ (cheer up) before their exams.
13. Stop \_\_\_\_\_ (make) excuse!
14. In spite of \_\_\_\_\_ (miss) the train, we arrived on time.
15. He has gone without \_\_\_\_\_ (say) "Good-bye".

*Exercise 5. Define whether -ing forms are Gerund or Participle I:*

1. Being in London he visited the British Museum.
2. While staying in London he visited the British Museum.
3. I advise you to read the book about London. The book is worth reading.
4. Travelling around the world, he visited as many countries as he could.
5. His colleagues living in London, Louis wrote to them about his discovery made in France.
6. Being appointed head of the department, Dr. Blume resumed his work on atomic collisions.
7. Dr. Blume's being appointed head of the department was quite unexpected.
8. They objected to the data being published before all the experiments were completed.
9. Some of the problems not being solved, our group had difficulties in proceeding with the work.
10. Nancy and Mark, having washed their hands, sat down at the table.

*Exercise 6. Complete the missing words:*

1. This novel is huge, but it's worth \_\_\_\_\_. Этот роман огромный, но его стоит прочитать.
2. I would like \_\_\_\_\_ this novel. Я хотел бы прочитать этот роман

3. We stopped \_\_\_\_\_ some things in a shop on the way home. По дороге домой мы остановились купить кое-что в магазине.

4. You should stop \_\_\_\_\_ useless things. Вам следует перестать покупать бесполезные вещи.

5. I regret not \_\_\_\_\_ your advice. Я сожалею, что не последовал твоему совету.

6. I regret \_\_\_\_\_ this opportunity away from you, but there's nothing I can do about it. Я сожалею, что лишаю вас этой возможности, но я ничего не могу с этим поделать.

6. Father paused for a moment and then went on \_\_\_\_\_. Отец на мгновение остановился, а затем продолжил говорить.

7. After discussing the literature, they then went on \_\_\_\_\_ about contemporary art. После обсуждения литературы они перешли к разговору о современном искусстве.

8. He walked past me without \_\_\_\_\_ a word. Он прошёл мимо меня, не говоря ни слова.

9. You should learn not \_\_\_\_\_ me when I'm talking. Тебе следует научиться не перебивать меня, когда я говорю.

10. He had no intention of \_\_\_\_\_ her. Он не хотел обидеть её.

*Exercise 7. Choose the preposition:*

1. Betty likes art very much and she is keen ... visiting art galleries. (*in, on, about*)
2. I can't get used ... getting up early. (*for, with, to*)
3. We were fascinated ... Ella's singing Russian songs. (*by, about, on*)
4. I like the idea ... visiting St. Petersburg this summer. (*of, to, about*)
5. Thank you ... helping us in troubles. (*about, by, for*)
6. My friends and I dream ... going to England. (*to, of, for*)
7. We were surprised ... meeting Alice at the theatre. She was going to stay at home on that day. (*at, by, with*)
8. Sorry ... interrupting you, but could you show me the way to the nearest cinema? (*for, at, of*)
9. We have improved our English ... learning the new words and rules every day. (*by, for, with*)
10. Pamela looking forward ... visiting London again. (*to, on, about*)

*Exercise 8. Complete the following sentences using the Gerund or Infinitive:*

1. I couldn't help ...

2. I am tired of ...
3. At last we succeeded in ...
4. She was prevented from ...
5. He surfed the net before ...
6. He has no intention of ...
7. I could not prevent him from ...
8. They are engaged in ...
9. When I entered the room, the children stopped ...
10. I ought to apologize for ...
11. There is no probability of ...
12. He has improved his pronunciation by ...
13. He objects to ...
14. He was accused of ...
15. I can't afford ...

## **Практическое занятие № 16**

### **Тема: "USA"**

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести тексты на русский язык.
4. Выполнить упражнения.

### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте тексты и переведите их письменно.
5. Письменно выполните упражнения 1-6.

### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 15 баллов.

Упражнение 2 – 10 баллов.

Упражнение 3 – 10 баллов.

Упражнение 4 – 10 баллов.

Упражнение 5 – 15 баллов.

Упражнение 6 – 20 баллов.

### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

## Задания для практического занятия

### TEXT A

#### THE UNITED STATES OF AMERICA



#### US GOVERNMENT

In 1776, the thirteen weak British colonies came together, stood up, and told that from now on they would be free and independent states. The British were neither impressed nor amused, and a bitter seven-year Revolutionary war followed. A new republic was founded, turning into reality the dreams and ideals of a few political philosophers. The former colonies, now "the United States of America", first operated under an agreement called the articles of Confederation (1781). This loose agreement was not working well. The central, federal government was too weak, with too few powers for defense, trade and taxation. In 1787, delegates from the states met in Philadelphia and wrote a completely new document, the Constitution, which after much argument, debate, and compromise was finished in the same year and officially adopted in 1789.

The Constitution sets three separate branches, each one having powers ("checks and balances") over the others. The ultimate power under the Constitution is not given to the President (the executive branch), or to the Congress (the legislative branch), or to the Supreme Court (the judicial branch).

The Constitution has been repeatedly amended to meet the changing needs of the nation. The first ten Constitutional Amendments are known as the Bill of Rights (1791). They are considered to be the fundamental rights of any American. Among these rights are the freedom of religion, speeches, and the press, the right of peaceful assembly, and the right to petition the government to correct wrongs. Other rights guarded the citizens against unreasonable searches, arrests, and seizures of property, and established a system of justice guaranteeing orderly legal procedures. All these are seen as the natural "inalienable" rights of every American.

American governmental system comprises federal, state, county, and local levels. One of the basic principles at all levels of American government is "one person, one vote".

Congress is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. One third of the Senators are elected every two years for six-year terms of office. The House has 435 members elected every two years for two-year terms. They represent the population of "congressional

districts" into which each state is divided. The number of representatives from each state is based upon its population. For instance, California with the largest population has 52 Representatives while Delaware has only one.

The President of the US is elected directly by voters (as Senators and Representatives) every four years to a four-year term of office with no more than two full terms allowed. In any case, the President's policies (proposals and programs, treaties, declaring war etc.) must be approved by the House of Representatives and the Senate before they are up and running. In domestic as well as foreign affairs the President can seldom count upon the automatic support of Congress. Therefore he must be able to convince the Representatives and Senators of his point of view. He must bargain and compromise.

Within the executive branch, there are a number of executive departments (currently – of State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, Education, and Veteran Affairs. The head of each department (called Secretary) is appointed by the President with the Senate's approval. None of these Secretaries can be serving in Congress or in other part of the government. They are Presidential assistants and advisers – "the President's Cabinet".

There has always been a battle between federal and states' rights because of traditional American distrust of a too powerful central government. The US Constitution limits the federal government to only very specific powers (e.g. the FBI is limited to handling very few federal crimes, for instance kidnapping). The federal government sets laws concerning working conditions, transportation, wages, and working hours, environmental protection laws and equal employment laws (which are among the strictest in the world!).

Each state has its own state police and its own criminal laws, marriage and divorce laws, driving laws and licenses, drinking laws and voting procedures. Each city has its own police force. Neither the President nor the governor of the state has direct power over it. Other areas which are also concerns of cities, towns and villages are opening and closing hours for stores, street and road repairs, architectural laws, exercising censorship of books, newspapers, magazines and films, and other regulations. Most states and some cities have their own income taxes, laws on owning a gun, laws about drug use, capital punishment (36 states have death penalty while other 14 do not), abortion, and homosexuality.

## **TEXT B**

### **US ECONOMY**

Today with only about 5% of the world's population and 6 percent of its land area, the US produces around 25 percent of the world's industrial products, agricultural goods, and services retaining the largest share of the world market. Its gross national product (GNP) has more than tripled since the end of the Second World War. America remains the world leader in many areas, for instance, biochemical and genetic engineering, airspace research and development, communications, computer and information services, and similar high-technology (hi-tech) fields. In such areas American companies are faced with intense competition. Similarly, many countries now have their own silicon valleys, but the first and biggest computer research and production area is still Silicon Valley, near San Francisco, where some 4,000 hi-tech firms are located.

Having less than 2 percent of America's total population involved the US is also the world's leading agricultural nation. It is the biggest supplier of grains growing wheat, corn (maize), cotton, oats and sorghum. American farmers and ranchers account for 14 percent of the world dairy products, 17% of meats, 27% of vegetable fats and oils, and 53% of soybeans.

America's economic vitality, spirit of enterprise and initiative, constant willingness to experiment and find new solutions to old problems have played an important role. American government has always encouraged citizens to vigorously pursue their economic interests.

More than half of all working Americans are in white-collar jobs. Over 15 million Americans own their own businesses and more than three times that number are part-owners of businesses and industries through stock. American blue-collar worker is among the highest paid in the world.

## **TEXT C**

### **AMERICAN PEOPLE**

The United States has often been called "a nation of immigrants". First, the country was settled, built and developed by generations of immigrants and their children. Secondly, even today America continues to take in more immigrants than any other country in the world. It is not surprising, therefore, that the US is counted among the most heterogeneous societies in the world with many different cultural traditions, ethnic sympathies, national origins, racial groups, and religious affiliations. Nonetheless, it would be very misleading to view America as simply a collection of different immigration groups and ethnic or religious loyalties. In fact, 91.4% of all Americans in 1990 were born in the US. Those tens of millions of

Americans who proudly acknowledge their ethnic roots are still more American than they are Irish, Korean, Chinese, Puerto Ricans, Italians, Lebanese, or Filipino. What they have in common is more significant than what makes them, as Americans, different from one another.

The US is often called the "melting pot" because some of many nationalities and ethnic groups assimilated having largely lost or intentionally given up their many of those specific markers which would make them different from their neighbors. Other Americans maintained much of their ethnic identities. In this sense, US society has been linked to a "salad bowl". Perhaps a better metaphor for American society than either "the melting pot" or "the salad bowl" would be that of a "pizza". The different ingredients are often apparent and give the whole its particular taste and flavor, yet all are fused together into something larger.

A majority of Americans are white and claim their European ancestry. Hispanics are the largest minority. They make up 21% of the total population of 81 million people. Hispanics are followed by Blacks with 16%. It is estimated that some 20 million people in the US may have some Indian blood. More than 8 million Americans chose to give their ancestry as "American Indian" in the 1990 Census. A little over 400,000 American Indians live on reservations but no Indian has to stay on a reservation. Since 1927, all American Indians have been citizens of the US.

Part of being an American is not being, and not wanting to be, typical. General statements about American lifestyles are frequently resented by Americans. Generalizations e.g. that Americans are incurable optimists are usually not welcomed, even if they are basically accurate. There are at least two generalizations that can be safely made. First, Americans tend to be trend setters in lifestyles. And, secondly, what is thought to be typically American today probably won't be so for a long.

Three American "national characteristics" which are most frequently mentioned are a friendliness to people, a strong sense of community and neighborliness, and a great informality.

## **Vocabulary**

1. weak – (Ant. – strong) слабый
2. agreement – ( to operate under ~, loose ~) договоренность, соглашение
3. to defend – защищать, defense – защита;
4. to tax – облагать налогом, taxes (n) – налоги, taxation – налогообложение
5. former – (Ant. – latter) бывший

6. to adopt (a document / the Constitution) – принять (документ, конституцию)
7. branch – ветвь, legislative ~ – законодательная, executive~ – исполнительная, judicial ~ – судебная;
8. "checks and balances" – система сдерживания и противовесов
9. ultimate – максимальный / последний / конечный
10. supreme – верховный, ~ Court, ~ Law
11. to amend – вносить поправку, amendment – поправка
12. to guard against smb. / smth. – защищать от, оберегать от
13. unreasonable searches – незаконный обыск
14. to seize, seizures of property – опись имущества
15. to establish a system of smth. / rules and regulations etc. – установить систему правил, положений и т. д.
16. inalienable – неотъемлемый
17. to comprise – составлять, включать в себя
18. county – округ
19. vote (v, n) – голосовать / голос , voter – избиратель
20. term – срок / условие (напр. контракта)
21. instance, for instance – например
22. to propose – предлагать, proposal – предложение
23. treaty – соглашение, договор
24. to approve – (approval) одобрять
25. to be up and running – продолжать работать / функционировать
26. affairs – дела, domestic~ – внутренние дела, foreign~ – международные отношения
27. to convince – (Syn. – to assure, to persuade) убеждать / уверять
28. to bargain – (bargain (n)) заключить сделку / договориться / торговаться
29. to appoint – (appointment) назначать
30. to trust – (trust (n), distrust, trustful, trustworthy) доверять
31. to kidnap – (kidnapping) похищать
32. to handle a problem / a crime / a case – рассматривать проблему и т. д.
33. to exercise censorship – применять цензуру
34. income tax – подоходный налог
35. capital punishment = death penalty – смертная казнь
36. to retain – вместиать, держать
37. a share of market – доля рынка
38. gross national product (GNP) – валовой национальный продукт, gross domestic product – валовой внутренний продукт (GDP)

- 39.to compete – (competition, competitor, competitive) конкурировать
- 40.to face smth. – (to be faced with smth.) сталкиваться с чем-то
- 41.to supply – (supply (n), supplier) снабжать
- 42.to account for – нести ответственность / принимать во внимание
- 43.to pursue – преследовать (цель) / искать / добиваться
- 44.vital – важный, насыщенный, необходимый, Syn. – crucial, vitality – живучесть
- 45.enterprise – предприятие, entrepreneur – предприниматель
- 46.stocks – акции, stockholder / shareholder – акционер / держатель акций  
heterogeneous – (Ant. – homogeneous) многонациональный
- 47.affiliation – принадлежность
- 48.misleading – вводящий в заблуждение
- 49.loyalty (loyalties) – верность, преданность, лояльность
- 50.to acknowledge – допускать, признавать, подтверждать
- 51.root – корень, roots – происхождение (корни)
- 52.common – общий
- 53.significant – значительный, важный, существенный
- 54.to assimilate – сравнивать, уподоблять
- 55.intention – стремление, цель, намерение
- 56.to give up – (Syn. – abandon) отказаться, отменить
- 57.apparent – несомненный, видимый
- 58.to fuse – (fusion) объединять(ся)
- 59.majority – (Ant. – minority) большинство
- 60.ancestry – происхождение, ancestor – предок
- 61.census – перепись, ~Bureau
- 62.to resent – негодовать, возмущаться, обижаться
- 63.to cure – (Syn. – treat, cure / treatment (n)) излечивать, incurable – неизлечимый
- 64.to be welcomed – быть желанным, долгожданным
- 65.trend – общее направление, тенденция.

*Exercise 1. Answer the questions:*

1. Which continent does the US occupy? Are there any American lands located distantly from where most of the US territories are? What are these lands?
2. Which countries does the US border?
3. Describe land and water resources of the US.
4. What can you say about climate variations in the US?

5. Who was the first American president? What are the most famous presidents?
6. What are they famous for? Who is the current president?
7. How many states are there in the US? What are the states you have most frequently heard of? What are the cities you have most frequently heard of?
8. What rights are mentioned in the Constitution?
9. How is the President of the US elected? How many full terms is the President allowed?
10. Is the President independent in the decisions? How does the President interact with Congress?
11. In what industries does America take the leading position? Is it easy to be the world's leader in economy? Why?
12. What is Silicon Valley?
13. What facts show that the US is the world's leading agricultural nation?
14. Why is America called "a nation of immigrants"?
15. What three American "national characteristics" can you name?

*Exercise 2. Give the English for the following:*

- 1) бывшие слабые колонии;
- 2) свободное и независимое государство;
- 3) направлять петицию правительству с требованием устранить ошибки;
- 4) система правосудия, гарантирующая должное соблюдение юридических процедур;
- 5) избираться непосредственно теми, кто имеет право голоса;
- 6) министр иностранных дел, министр внутренних дел;
- 7) с одобрения Конгресса;
- 8) собрание акционеров;
- 9) считать кого-либо принадлежащим какой-либо группе;
- 10) быть по существу точным.

*Exercise 3. Insert prepositions where necessary:*

1. Congress is made up ... the Senate and the House of Representatives.
2. The division ... federal and local powers is very strict both ... America and Russia.
3. The number of representatives from each state is based ... its population.
4. The executive managers are usually appointed ... the chief of the corporation.
5. He is limited ... handling this part of the department.
6. The governor of the state doesn't have any direct power ... police force.
7. Nowadays many Americans face ... the problem of unemployment.
8. McDonald's company accounts ... 45 per cent of all American fast food market.
9. More than 10 per cent of all working Americans are ... heavy industry.

10. The USA is a heterogeneous country and this fact makes it different ... its neighbors.

*Exercise 4 Paraphrase the sentences using the active vocabulary:*

1. People in democratic countries have a certain number of freedoms that cannot be taken away.
2. American farmers produce more than 20 per cent of the world's agricultural goods.
3. Hi-tech and other fields are vital for the US economy.
4. American Congress includes such executive branches as the Senate and the House of Representatives.
5. American government has come across the necessity of supporting farmers and ranchers.
6. That tendency was evident to everyone.
7. How are these politicians going to manage the housing problem?
8. They refused to continue debates connected with religious freedom in American society.
9. Our organization protects domestic producers from piracy.
10. People come to America to look for their happiness.

*Exercise 5. Insert words from the active vocabulary:*

1. He works in Foreign \_\_\_\_\_ Department.
2. What is your religious \_\_\_\_\_?
3. They've made a \_\_\_\_\_ on favorable terms.
4. What is your \_\_\_\_\_ ? – My grandparents come from Ireland.
5. The \_\_\_\_\_ is responsible to make laws while the \_\_\_\_\_ does everything to enforce them.
6. Mass media cannot publish and say whatever they want because the government \_\_\_\_\_ strictly.
7. The extreme penalty in this country is \_\_\_\_\_.
8. He is a good citizen. He always demonstrate \_\_\_\_\_ to the government.
9. Is anybody going to help me? – Yes, you can \_\_\_\_\_ me.
10. While calculating \_\_\_\_\_ you need to take all income of our citizens who work at home and abroad into account.
11. Is your enterprise able to \_\_\_\_\_ with these huge old companies?
12. Russian oil industry \_\_\_\_\_ a rather large share of the world market.

13. \_\_\_\_\_ is responsible for keeping data about all people living in the country.

14. If you want a discount you should \_\_\_\_\_ .

15. Instead of the ultimate power the three branches have \_\_\_\_\_ over each other.

*Exercise 6. Translate the following sentences into English:*

1. На днях Конгресс внёс поправку в закон об неотъемлемых правах граждан.

2. Соединённые штаты представляют собой многонациональное государство, состоящее большей частью из иммигрантов.

3. Сельское хозяйство – одна из наиболее развитых сфер экономики США. На её долю приходится около 25% от всего производства страны.

4. Сегодня в их квартире были произведены незаконный обыск и опись всего имущества.

5. Последняя перепись населения показала, что в нашей стране имеется тенденция к урбанизации.

6. У вас есть какие-либо видимые причины к принятию таких мер?

7. Данный договор включает в себя несколько пунктов.

8. Менеджер был уволен из компании, так как преследовал только свои интересы.

9. Какую религию вы исповедуете?

10. История этого народа уходит корнями в далёкое прошлое.

11. Первые 10 поправок Конституции США известны как Билль о Правах.

12. Снижение подоходного налога стало долгожданным событием для многих американцев.

13. Многие штаты Америки могут устанавливать свои законы, связанные с любыми сферами общественной жизни.

14. Расследование похищения людей является федеральным делом.

15. Многие люди с гордостью признают свои этнические корни.

16. Подоходный налог никогда не берётся с пенсионеров.

17. Министр иностранных дел говорил, что наша страна сталкивается с новой проблемой.

18. Может ли смертная казнь быть одобрена в демократическом обществе?

19. У нас есть одна общая черта: мы оба пытаемся решать проблемы как можно быстрее.

20. Вас здесь не ждут.

## **Практическое занятие № 17**

### **Тема: "TERMINAL TEST"**

**Учебная цель:** итоговый контроль уровня сформированности иноязычных компетенций.

**Учебные задачи:** проверить усвоение лексико-грамматического материала, пройденного студентами (бакалаврами) в первом семестре, проследить динамику усовершенствования иноязычных навыков.

#### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Проверить усвоение лексико-грамматического материала.
3. Письменно выполнить задания итогового теста.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Ознакомьтесь с заданиями теста.
4. Письменно выполните задания теста.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

За каждый правильный ответ теста студент получает один балл, максимальное количество баллов – 30. Для получения оценки «удовлетворительно» студенту следует выполнить 60% в предлагаемом тесте (16-21 правильных ответов), если же он претендует на оценку «хорошо» – от 75 до 89% (22-26 правильных ответов) и на оценку «отлично» – от 90 до 100% (27-30 правильных ответов).

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

4. Кадырова А. А., Закирова Р. Р. Грамматика английского языка : учебное пособие для студентов 1-2 курсов неязыковых направлений – Казань: КФУ, 2016.

5. Процукович Е. А., Бузина М. С. Grammar in Use : учеб. пособие / АмГУ, ФФ – Благовещенск : Изд-во Амур. гос. ун-та, 2015.

**Задания для практического занятия  
"TERMINAL TEST"**



*Choose the correct variant.*

1. Every person starts a day with ... .  
a) breakfast  
b) lunch  
c) dinner  
d) supper
2. Breakfast consisting of a cup of coffee and a bun is a / an ... breakfast.  
a) English  
b) British  
c) continental  
d) island
3. Russian dinner DOES NOT include the following:  
a) starter  
b) snack  
c) main course  
d) second course
4. The British usually have soup for ... .  
a) breakfast  
b) lunch  
c) dinner  
d) supper
5. You prefer ... cuisine.  
a) Russian  
b) Chinese  
c) Japanese  
d) Italian
6. People buy fruits, berries and vegetables in the ... department / store.  
a) hardware  
b) stationery  
c) greengrocery  
d) jewelry

7. You can buy a wrench, an axe and a hammer at the ... department / store.
- a) hardware
  - b) stationery
  - c) greengrocery
  - d) jewelry
8. I bought a silver bracelet and ear rings in the ... department / store.
- a) hardware
  - b) stationery
  - c) greengrocery
  - d) jewelry
9. A person who recons up the bill and gives the customer his change and receipt is a ... .
- a) shop assistant
  - b) cashier
  - c) retailer
  - d) customer
10. A person doing shopping is a ... .
- a) shop assistant
  - b) cashier
  - c) retailer
  - d) customer
11. When a customer is not satisfied with a product, service or situation he may write a letter of ...
- a) inquiry
  - b) request
  - c) complaint
  - d) order
12. Which country IS NOT a part of the United Kingdom of Great Britain and Northern Ireland?
- a) Andorra
  - b) England
  - c) Northern Ireland
  - d) Scotland
13. The United Kingdom of Great Britain and Northern Ireland is washed by the ... in the north
- a) Atlantic Ocean
  - b) Pacific Ocean
  - c) White Sea
  - d) North Sea
14. The Americans celebrate Independence Day on ...
- a) May 30
  - b) July 4
  - c) November 11
  - d) December 25
15. The quickest and the most expensive means of travelling is travelling by ...
- a) air
  - b) car
  - c) ship
  - d) train

16. He said that Tom was the best student he ... .  
a) had ever taught  
b) was teaching  
c) would have taught  
d) would teach
17. Tim complained that he ... at four o'clock in the morning.  
a) had been working  
b) is working  
c) was working  
d) will be working
18. She was made ... the job.  
a) have left  
b) leave  
c) to be leaving  
d) to leave
19. Peter (известно, что) to be in construction business.  
a) is believed  
b) is known  
c) is supposed  
d) is thought
20. I left the key on the table ... it at once.  
a) for John see  
b) for John to see  
c) John to see  
d) to see John
21. I stood at the doorway ... what to do next.  
a) being wondered  
b) having wondered  
c) wondered  
d) wondering
22. There was nothing ... .  
a) for them to discuss  
b) for they to discuss  
c) them to discuss  
d) they discuss
23. You should ... me you were ill.  
a) be telling  
b) have been told  
c) have told  
d) tell
24. This young man once saved a ... child.  
a) drowned  
b) drowning  
c) having been drowned  
d) having drowned
25. The research ... out now is very important.  
a) being carried  
b) carried  
c) carrying  
d) having carried

26. Do you know the girl ... with Jim?  
a) being danced  
b) danced  
c) dancing  
d) having danced
27. Let me look. I ... be able to help you.  
a) cold  
b) have to  
c) might  
d) should
28. You ... pay to use the library. It's free.  
a) cannot  
b) don't have to  
c) need not  
d) shouldn't
29. You ... go and see a doctor. Your cough is getting worse all the time.  
a) have to  
b) may  
c) need  
d) should
30. George has travelled a lot. He ... speak many languages.  
a) can  
b) have to  
c) may  
d) ought to

## **APPENDIX 1**

### **TEXTS FOR SUPPLEMENTARY READING**

#### **TEXT 1. HEALTHY FOOD**

All food is made up of nutrients which our bodies use. There are different kinds of nutrients: carbohydrates, proteins, fats, vitamins and minerals. Different foods contain different nutrients.

Before we cut down on fat, sugar and salt, we have to know a bit more about the kind of food these things might be in. The biggest problem comes when these things are hidden in other foods: biscuits, crisps, sausages, meat pies, soft drinks and so on. The best way is to get into the habit of checking the ingredients and nutritional value on the sides of packets although this isn't always easy to do. Another thing to know is, for example, that we do need fat to live, it's an essential part of our diet and physically we couldn't exist without it. But we all know that to eat much fat is bad for our health. The matter is that there are different kinds of fat. There are fats that are good for us and fats that are bad for us. Eating less of the bad ones and more of the good ones can actually help us to live longer! Bad fats are the saturated fats, found in animal productions, like red meat, butter and cheese.

Friendly fats are the unprocessed fats found naturally in foods like nuts and seeds, olives, avocados and oily fish, including tuna. One more thing to know is that when food is cooked, its structure changes. It can change the vitamin and nutrient contents of food. More and more people feel strongly about the way, their food is produced. Nowadays so much of the basic food we eat – meat, fish, fruit and vegetables – is grown using chemicals and additives. Although fertilizers and pesticides have greatly increased the quantity of food and helped to improve its appearance, there is a growing concern about the effects of these chemicals in the food chain. This concern has led to a growth in the demand for organically grown products.

Today there is another problem. It is modified food, which is cheaper than ordinary one. There is a rumour that such food can cause cancer and other problems. Nobody knows, either it is just an imagined fear or a real problem. This problem could be solved and examined, but it will take some time.

The food we eat depends on lots of things. Taste is a big factor. Culture, religion and health also play a part in what food we eat. Advertising and social factors also have a big influence. Income is also an important factor. That is why not surprisingly, money, rather than a lack of knowledge about how to eat well, is at the heart of the problem. Finally, there are three main messages to follow for healthy

eating: First, we should eat less fat, particularly saturated fat. Secondly, we are to cut down on sugar and salt. Thirdly, we must eat more fresh fruit and vegetables.

## **TEXT 2. SHOP TILL YOU DROP**

Shop till you drop, spend till the end, buy till you die. We are all consumers. But can we afford to continue a lifestyle that causes pollution and social injustice?

Imagine a room filled with people talking about you. They are discussing your likes and dislikes, your needs, your habits, your dreams. Who do you think they are? Concerned parents? Wrong.

These people are marketing directors. They spend millions of dollars and thousands of hours doing market research to study your spending habits. Why? The answer is simple: money.

Teenagers are the largest-growing market in the world. According to one teen-marketing expert, every year American teenagers spend \$89 billion. So it's vital for companies to capture the young consumer before the competition does. "How do we appeal to teenagers?" It is a very important question for those with something to sell.

Television is the most powerful means for advertisers aiming at teens. MTV has over 200 companies paying top dollars to advertise on their prime-time programmes. According to the head of Sales and Marketing for Pepsi-Cola, "MTV is aimed at the segment we want to reach: teenagers".

The New York advertising agency BSB Worldwide recently videotaped the bedrooms of teenagers in 25 countries. Their goal? To find out what the "global teenager" is like. The videotapes revealed remarkable similarities: the same jeans, the same trainers, the same posters of music and sport stars on the walls. What interests ad agencies such as BSB Worldwide? Not only what you buy, but also what music you listen to, what movies you go to, what you do in your free time. They know more about you than you think. They know how to appeal to your emotions. They know all your soft spots.

Teenagers, watch out! Your lifestyle is being studied. Whether you are setting or following trends, marketers everywhere are eagerly watching you, ready to react. And preparing to sell you more, more, and more.

## **TEXT 3. TREASURE HUNTING**

If you dream of adventures, you probably picture to yourself desert islands, wrecks of sunken ships and old chests filled with jewellery and coins. For some people these dreams have come true. It is because they really know where to look for treasure.

One of the best places for treasure hunting is the Atlantic Ocean near the eastern coast of Florida. This place is called "Treasure Coast". Between the 16<sup>th</sup> and 18<sup>th</sup> century many Spanish ships sank near the coast and their wrecks were buried in the sand among the coral reefs. These ships sailed from Mexico to Spain and carried gold, silver and *precious* stones. They also transported Spanish soldiers and governors who were coming back home from the colonies with their own gold.

Most ships sank not very far from the coast. There was only one narrow channel, which ran between the massive and dangerous coral reefs. Besides, tropical storms or hurricanes were very common in late summer or early autumn and the ships often broke into pieces.

The exploration of the sea near the coast has begun in the twentieth century when records of shipwrecks were found in the Spanish archives. First, there came scuba divers with metal detectors. Then, with the discovery of the first Spanish ship in the early 1970s, many people started treasure hunting. They were looking for anchors, captains' diaries and obviously for gold, silver and coins.

Today, the treasure hunting is an expensive game, which requires professional equipment and expert divers. It is exhausting and quite dangerous. It takes divers long hours to search for a ship under water but if they are lucky, they feel excited.

(adapted from The World of English)

#### **TEXT 4. INTERNET SHOPPING ON THE RISE**

You've probably heard that a lot of people are doing their shopping online these days. In fact, buying and selling over the internet are rapidly gaining in popularity. E-tailing – or e-commerce, as it is called – now involves millions of shoppers spending billions of dollars every year.

Who are these shoppers? What are they buying? Why don't they just go to the mall?

Making purchases online is a shopping trend shared almost equally by men and women. At first, men made more online purchases in all categories of goods than women did. Now, the balance has shifted somewhat; and women outspend men in some categories of online shopping. Men buy more computer software and hardware, while women buy more books and music items. Across the board, sales of clothing, food, gift items, airline tickets and automobiles have increased rapidly.

Online consumers do their shopping via the computer rather than at the mall for a good reason. By shopping online, both men and women can make their purchases when it's convenient for them. A lot of e-commerce takes place after 8 p.m., when stores are usually closed. The online consumer may, if he/she likes, buy at 3 a.m. while wearing pajamas. Also, by using the Internet to research products,

shoppers save time and energy, and often money – all from the comfort of their own home. Once they have made a decision, they may buy over the Net; or, they may then head to a store to make their purchases.

Will online shopping replace mall cruising? Probably not. Many people still prefer actually shopping in stores – to see, to touch, to feel the articles they are considering buying. You probably will, however, meet more and more people who prefer having the comfort and benefiting from the efficiency of shopping on the Net.

## **TEXT 5. MONEY**

Money is used for buying or selling goods, for measuring value and for storing wealth. Almost every society now has a money economy based on coins and paper notes of one kind or another. However, this has not always been true. In primitive societies a system of barter was used. Barter was a system of direct exchange of goods. Somebody could exchange a sheep, for example, for anything in the market place that they considered to be of equal value. Barter, however, was a very unsatisfactory system because people's precise needs seldom coincided. People needed a more practical system of exchange, and various money systems developed based on goods which the members of a society recognized as having value. Cattle, grain, teeth, shells, feather, salt, tobacco have been used. Precious metals gradually took over because, when made into coins, they were portable, durable, recognizable and divisible into larger and smaller units of value.

A coin is a piece of metal, usually disc-shaped, which bears lettering, designs or numbers showing its value. Until the eighteenth and nineteenth centuries coins were given monetary worth based on the exact amount of metal contained in them, but most modern coins are based on face value, the value that governments choose to give them, irrespective of the actual metal content. Coins have been made of gold (Au), silver (Ag), copper (Cu), aluminium (Al), nickel (Ni), plastic and in China even from pressed leaves. Gold proves to be the most popular. Since civilization began gold has been regarded as a symbol of power and wealth. In many societies gold was seen as a magic substance which could protect people against illness or evil spirits. Mankind never seems to have enough gold and the search for it has driven men mad. The need to search for gold has been compared to a disease, and is called "gold fever".

Most governments now issue paper money in the form of notes, which are really "promises to pay". Paper money is obviously easier to handle and much more convenient in the modern world. Cheques, bankers' cards, and credit cards are being used increasingly and it is possible to imagine a world where "money" in the form of coins and paper currency will no longer be used.

## **TEXT 6. THE PROBLEM OF SPARE TIME**

Our life today is getting faster and faster. People always have to do something for survival. Nowadays in a crisis time the people of all age groups have little or no free time. The life is running very rapid. That is way the problem of spare time is at the top now.

Of course, you can spend all your leisure time like a coach potato at home. You can be in front of the TV or computer, or you can do something amazing and interesting for yourself. It is a unique way to learn the world around and you can realize your place in it. The problem of organizing free time should be solved by young people with creativity.

Imagine you should be involved in several activities. You are young, active, eager to study, you have to do sports, work, stroll and chat with friends. Of course young people need time for it. As a rule the whole week is planned in a way that there is no time for the rest.

Different age categories also lead to the different interests. You can't believe that teenagers and older people have completely identical interests. But if we think over the parents' life, we realize they have the same problem. They have even less spare time. The mother takes care of her children and runs the household. The father should work and earn to take care of the whole family. Besides, he has to spend time with his family after all. As a result, the parents have little time for shopping or meeting with friends. Different financial opportunities also lead to a difference in interests. But people try to combine all of it.

Everyone always has to do a lot. Nowadays there are a few jobs and you have to work very well to keep your job and earn much money. You have no right to make a mistake. The young people in the big cities face this problem especially. They try to live independently without the help of their parents and have to pay for everything themselves. Sometimes they seek for the second job to have bread and butter. It can happen that they don't even have a vacation leave.

But to have a free time is not the main thing. It's important to organize it properly; it is done with the help of time management. Thus everyone can do more interesting leisure activities. If you have money enough, you can take a travel tour. People who have excellent foreign language skills have the whole world open. Students usually don't have much money. But they can work and travel at the same time, for example. Working abroad give you not only new impressions, but also earning.

The main thing is that your spare time must be properly planned and organized. Then you don't lose your valuable time and get a good opportunity to enjoy your life.

## **TEXT 7. HOLIDAYS AND TRADITIONS IN RUSSIA AND ENGLISH-SPEAKING COUNTRIES**

Every country has its national holidays, but there are also holidays that are common for many countries. New Year's Day is the first holiday of each New Year. In Russia it is the most popular holiday, but in the West people pay more attention to Christmas. The celebration begins on New Year's Eve, that is, on the 31st of December. At home we all stay up until midnight and much later. We light coloured lamps on our New Year Tree and have a late dinner with cake and champagne. Sometimes we just watch TV, but we also go out for a late walk. Everybody gets presents.

New Year's Day is a family event. But in Russia we also have holidays commemorating some important events in our history, for example, Victory Day, Constitution Day, the Day of the Sovereignty of the Russian Federation. There are also holidays like May Day and Women's Day which started as political events but over the years have become family holidays.

Recently Russian people have begun to celebrate religious holidays again. The most important religious holidays are Christmas and Easter. In Russia Christmas is celebrated on January 7, and in Europe and in the USA, on December 25.

In Great Britain there are also many holidays, some of them the same as in our country, and some different. Bank Holidays, the peculiar English holidays, were appointed by Act of Parliament in 1871. They happen four times a year: Easter Monday, Whit Monday, the first Monday in August and December 26th. December 26th is Boxing Day. The "boxing" refers to the boxes of Christmas presents which are usually given on that day. Other public holidays are: Christmas Day, New Year's Day, Good Friday and May Day. On these days all banks and all places of business are closed and nearly everyone takes a holiday.

But besides public holidays, the British people observe certain traditions on such days as Pancake Day, Guy Fawkes' Night, St. Valentine's Day, April Fool's Day, Mother's Day, which unless they fall on a Sunday are ordinary working days.

In the USA constitution there is no provision for national holidays. Each state has the right to decide which holiday to observe. Many states have holidays of their own, but there are also major holidays observed in nearly all the USA.

The main holiday in the USA is Independence Day, celebrated on the fourth of July. On that day in 1776, the Declaration of Independence was adopted. It is a patriotic holiday celebrated with the firing of guns, and fireworks, parades and open-air meetings.

Another traditionally American holiday is Thanksgiving Day which falls on the fourth Thursday of November. It has been celebrated since the 17th century, when the English colonists decided to celebrate the end of their first year in America and to give thanks to God. It is a family holiday with a large traditional dinner including turkey and pumpkin pie.

There are other holidays in the USA besides Christmas, New Year and Easter, which are popular all round the world. 34 of the 50 states observe Columbus Day on October 12. It commemorates the discovery of America. Labour Day on the first Monday of September marks the end of the summer and of the vacations. Veterans' Day on the 11<sup>th</sup> November is dedicated to the end of the First World War. There is also Memorial Day or Decoration Day observed on the 30th of May when Americans honour the servicemen who gave their lives in all the past wars and hold memorial services.

### **TEXT 8. STATE FLAG OF THE RUSSIAN FEDERATION**

The white-blue-red flag with three equal horizontal stripes was approved by Peter the Great, who on January 20, 1705 ordered to hoist it on all Russian trade vessels sailing on Moskva, Volga and Dvina rivers. The arrangement of the stripes has several interpretations. The white, blue and red, regarded from top to bottom, represented the three cardinal virtues of Faith, Hope and Love. At the same time, according to the Russian tradition, white colour meant nobility, blue – honesty, red – courage and love. From the middle of the XIX century the three-colour flag gradually acquired the functions of the national symbol. Thus, in 1856, during the Paris Congress, while the peace treaty to end the Crimea war was being negotiated, the white-blue-red banner was used as the national flag of the Russian Empire. At that time the tricolor was meant to symbolize the unity of the three East Slavonic nations – Russian, Ukrainian and Byelorussian. However, on June 11, 1858 Alexander II issued an order proclaiming a black-yellow-white banner to be the Russian national flag. The matter was reconsidered by Alexander III, who in 1883 ordered, that "exclusively the Russian flag is to be used on ceremonial occasions". And in 1896, on the eve of the coronation of the last Russian Emperor Nikolai II the white-blue-red banner gained an official status of the state flag. The white stripe was meant to symbolize freedom and independence, sky-blue was the colour of Holy Mother that protected Russia, and the red colour was thought to be a symbol of power and sovereignty. After the October Revolution of 1917 the Soviet Red Banner replaced the Russian flag. The Russian Federation, as part of the USSR, had its own flag, similar to the Soviet flag – red with a thin blue vertical stripe, and a gold star, hammer and sickle in the upper left corner. 182 76 years later the old three-colour

flag returned as the national flag of the Russian Federation. At first it was adopted by the Presidential Decree of December 11, 1993. Later the national flag was officially approved by the Federal Law of December 25, 2000.

### **TEXT 9. STATE EMBLEM OF THE RUSSIAN FEDERATION**

As the state emblem a two-headed eagle first appeared in Russia in the XV century (at that time – the Kingdom of Moscovia). It came from Byzantium with Sophia Paleolog, the niece of Constantine XI, the last Byzantine Emperor, who became the wife of Ivan III, the Grand Duke of Moscow. Going through some changes the two-headed eagle remained the national emblem of the Russian State for more than four hundred years. After the October Revolution of 1917 it was replaced by the emblem of Soviet Russia consisting of a hammer-and-sickle against the red background surrounded with sunrays and framed in golden spikes of wheat, and the inscriptions "Soviet Russia" and "Proletarians of All Countries, Unite!" The two-headed eagle regained its status of the national emblem in accordance with the Presidential Decree of November 30, 1993. It was officially adopted by the Federal Law of December 25, 2000. There are different interpretations of this symbol. The most common version says that two heads of the eagle symbolize two parts of the world (Europe and Asia) on which Russia is situated, and their equal importance for the country. The sceptre (originally – mace, a striking weapon) symbolizes defence of sovereignty. The orb (the sphere) is a symbol of unity, integrity of the state. The red (purple) colour has traditionally been the Emperor's colour, the gold colour symbolized eternity. The three crowns (the third crown appeared on the emblem in 1625) originally were thought to symbolize the three great khanates conquered by Russia – the Kazan, Astrakhan and Siberian. Then they were interpreted as a symbol of the Holy Trinity and later – as the unity of three nations – Russian, Ukrainian and Byelorussian. The shield with a knight portrayed on the eagle's chest is the ancient emblem of Moscow. Since 1730, the knight has been called Saint George, Bearer of Victory, striking the Serpent, symbolizing the fight of Good against Evil. At the same time this symbol points out that Moscow is the heart of Russia.

### **TEXT 10. 10 MOST COMMON MISCONCEPTIONS ABOUT BRITAIN AND BRITISH PEOPLE**

There's always a bunch of stereotypes about every single country and its residents. However, they are not always true. British people get really frustrated when different stereotypes are enforced on them. Who wouldn't? So let's dispel all the myths that people have made up about Britain and British people.

#### **1. THERE'S NOTHING TO DO OUTSIDE OF LONDON**

Most tourists don't travel anywhere further than London. Those who have never been to England mostly are unable to name any famous sights outside of London.

There are lots to see. For example, take a trip to the south to have a walk in New Forest. There's also the famous Lake District in the north west of England. Cambridge, Oxford, and Bath are the best destinations if you want to see beautiful architecture and learn more about English history.

Scotland, Northern Ireland and Wales are part of the United Kingdom and you can easily travel there on your British visa.

## 2. BRITISH PEOPLE ONLY DRINK TEA

They also love a pint in the pub on Thursdays and Fridays and a coffee in the morning.

Although they do love tea with milk and drink quite a lot of it during the day.

## 3. EVERYONE IN ENGLAND SPEAKS LIKE THE QUEEN

In England alone there are so many different accents not to mention Scottish, Welsh and Irish accents. Hardly anyone speaks like the Queen as it's considered a bit old-fashioned. The average London-born Brit either speaks with a cockney accent or a normal London accent.

In Newcastle people have a Geordie accent, in Manchester people speak with a Mancunian accent while the Birmingham accent is called a Brummie accent.

## 4. HEATHROW IS THE ONLY AIRPORT IN BRITAIN

Heathrow is the biggest airport in the UK however, not the only one. For example, there's Gatwick Airport which is in south London and London City Airport most people use for business trips.

In total, the UK has over 40 commercial airports located in different cities.

London alone has 5 airports.

## 5. MANCHESTER UNITED, ARSENAL, LIVERPOOL AND CHELSEA ARE THE ONLY FOOTBALL CLUBS EVERYONE SUPPORTS

There isn't an exact number of all English football clubs as it varies from year to

year. Approximately there are almost 5,300 football clubs and more than 7,000 teams.

British people support their local football club or inherit their football team from their parents.

## 6. FISH AND CHIPS IS THE ONLY FOOD BRITISH PEOPLE EAT

British people have a lot of nice food which is quite simple to make. They've also embraced Italian, French and Greek cuisine.

Some of the most famous British foods include Sunday Roast, Beef Stew, Cornish Pasty, Shepherd's pie and Cottage pie, Mince pies and many more.

#### 7. IT ALWAYS RAINS

It rains quite a lot but Britain isn't the country with the highest rainfall on the Earth. London is also a lot drier than Paris and Rome. When you visit England you realise that the English rain is more of a drizzle than heavy rain.

If you are stuck at home in England on a rainy day, read about a number of great activities you can do right now.

#### 8. THERE AREN'T ANY NICE BEACHES IN BRITAIN

There are plenty of absolutely stunning beaches in Britain and it's always been very traditional to spend the summer on the beach.

The Telegraph, have highlighted the 20 greatest beaches in Britain which you can go to and have a nice swim in the sea.

#### 9. BRITAIN MEANS "ENGLAND"

Britain usually refers to the United Kingdom which is made up of England, Scotland, Wales and Northern Ireland. Britain can also refer to Great Britain which is the name of the island.

#### 10. EVERYONE LOVES THE ROYAL FAMILY

There are people who love the Royal Family, who dislike them and those who absolutely don't care for them. Some members of the Royal Family don't do that much which occasionally causes complaints from the general public.

However, from time to time we get an extra holiday when something important happens. The Royals also attract quite a lot of tourists who bring money into the country.

So here follow five stereotypes about English people which are false and five which have some basis of truth.

### **TEXT 11. MADAME TUSSAUD'S**

Madame Tussaud's is one of the most popular and talked about wax museums in the world. Here you come face-to-face with some of the world's famous people. You can see figures created by Madame Tussaud herself as well as the latest hi-tech computer animations. The rule at Madame Tussaud's is "touch, don't just look!" so you can get up close and personal with all of your favourite personalities. New models are being produced all the time while the old ones are quietly removed from display.

Born in France in 1761 Marie Grosholtz learned her livelihood as a young woman, from Philippe Curtuis, a brilliant wax modeler who founded the original wax exhibition in Paris. It was an immense success, providing a unique chronicle of "the

best of times, the worst of times" in turbulent Revolutionary France. Marie proved a talented protégé. Her life like wax replicas were an immense success. Marie inherited the exhibition from Curtius, propelling it to further fame and posterity under the name of the man she married in 1795, Monsieur Tussaud, to whom she bore two sons. In 1802 she seized the chance to tour the exhibition in England. Leaving her husband and younger son behind she came to London with her signature revolutionary relics and wax figures.

After her death in 1850, her sons Joseph and Francis continued to trade under their mother's name and followed her formula for sustaining and reflecting public interest with constant updates and new additions of topical figures.

There are several halls at Madame Tussaud's. In Blush you can experience the glittering world of celebrity: J-Lo, Madonna, Daniel Radcliffe, Brad and Angelina and many others. In Pirates of the Caribbean & Premiere night you can share the adventures of the world's most loved pirate, Captain Jack Sparrow, in Madame Tussaud's amazing replica of the pirate ship the Black Pearl, complete with the sights, sounds and smells of the sea. Back on dry land you can mingle with some of Hollywood's most loved Stars: Marilyn Monroe, Charlie Chaplin, John Wayne and even the Terminator and Spiderman. Then you can enter the Sports Zone where you have an opportunity to compare your putting technique with Tiger Woods or test your penalty-taking skills alongside David Beckham and other top footballing stars. In Royal Gallery & Cultural Heroes past and present collide as Kings, Queens and Princes from all ages meet. There you can see Queen Elizabeth I, Queen Elizabeth II, Henry VIII, Richard III and the popular Princes William and Harry. You can also get to grips with those famed for science and the arts: Einstein, Picasso and others. In Music Zone you can meet Beatles, Kylie Minogue, Justin Timberlake, Christina Aguilera and other megastars. In World Leaders gallery you will be able to create a flag and a national anthem for a country of your own. You will be inspired by some of history's most influential leaders including Winston Churchill, Mahatma Gandhi, Margaret Thatcher, Vladimir Putin, George W Bush and many others.

In the basement of Madame Tussaud's lurks the infamous Chamber of Horrors where villains of all sorts hide away. It is the eeriest place in the whole museum where you can see heads of dead people, murderers and their victims and instruments of torture. The Spirit of London exhibition covers a period of more than 400 years and spans London's history from Elizabethan times to the present day.

## **TEXT 12. ENGLISH CHARACTER**

One of the most striking features of English life is the self-discipline and courtesy of people of all classes. There is little noisy behaviour, and practically no loud disputing in the street. People do not rush excitedly for seats in buses or trains, but take their seats in queues at bus stops in a quiet and orderly manner.

Englishmen are naturally polite and are never tired in saying "Thank you", "I'm sorry", "Beg your pardon". If you follow anyone who is entering a building or a room, he will hold a door open for you. Many foreigners have commented on a remarkable politeness of the English people.

English people don't like displaying their emotions even in dangerous and tragic situations, and ordinary people seem to remain good-tempered and cheerful under difficulties.

The Englishman does not like any boasting or showing off in manners, dress or speech. Sometimes he conceals his knowledge: a linguist, for example, may not mention his understanding of a foreigner's language. The Englishman prefers his own house to an apartment in a block of flats, because he doesn't wish his doing to be overlooked by his neighbours. "An Englishman's house is his castle".

Many Englishmen help their wives at home in many ways. They clean the windows on Saturday afternoon, and they often wash up the dishes after supper in the evening.

Sunday is a very quiet day in London. All the shops are closed, and so are the theatres and most of the cinemas. Londoners like to get out of town on Sundays. The sea is not far – only fifty or sixty miles away and people like to go down to the sea in summer or somewhere to the country for skiing in winter.

## **TEXT 13. AMERICAN CHARACTER**

American society seems to be much more informal than the British and, in some ways, is characterised by less social distinction. Students do not rise when a teacher enters the room. One does not always address a person by his title, such as "Major" or "General" or "Doctor". The respectful "Sir" is not always used in the northern and western parts of the country.

However, it is best to use a person's title when first meeting him/her, and then allow the person to tell you how he/she wishes to be called.

They use first names when calling each other, slap on the back, joke and are much freer in their speech, which is more slangy than the conventional British English. You will often hear the word "Hi" (a form of greeting among friends) used instead of the usual "Hello", and "Howdy" instead of "How do you do?"

Yet, in spite of all the informality, Americans, even in the way they address each other, show consciousness of social distinction. For example, one is likely to use somewhat more formal language when talking to superiors. While the informal "Hello" is an acceptable greeting from employee to employer, the employee will say "Hello, Mr. Ferguson", and the employer may reply "Hello, Jim".

Certain other forms of politeness are observed on social occasions. Women may wear hats in church, in restaurants, and often when attending luncheons in public places and other public social functions expect those that take place in the evening.

#### **TEXT 14. RUSSIAN CHARACTER**

There are a lot of wonders in Russia. But it is true to say that Russia is most famous for its people.

To understand Russian people, one must know from where they come. Nature has not been kind to Russia. Winters in Russia are cold, windy and snowy. So in old Russia people could do little during long winter months. But in spring there was a lot to be done in a short period of time. Perhaps, this explains why the Russians are often inactive for long periods of time and then show bursts of energy.

The harsh climate explains the Russians' strength and their ability to overcome hardships. Climate has also made them cautious.

Yet most of the Russians are open people. They are neither reticent nor reserved as the British. Russian people love to sit down for a nice long chat. They like having parties and receiving guests! The Russians are known to be a hospitable people. According to old traditions, a guest should always be welcomed with the symbol of life-giving food – bread and salt.

Russian people have always loved their country, though life in Russia has never been easy. They have always been devoted to their Motherland, fighting for peace and independence against enemies.

We can't say that the Russians are conservative. On the contrary, they encourage research and innovation. Still, there are a lot of customs and traditions in their life. For example, before leaving on a journey, many Russian people sit down quietly together for a few minutes.

Russian people are clever and talented. We can name a lot of outstanding Russians who are well-known all over the world. And we can say that we are a nation that has done a lot for the world civilization.

When foreign guests leave Russia, they usually say different things about the country. Some of them like it, others don't. But practically everybody agrees that Russian people are wonderful. They are friendly, kind and very hospitable.

## TEXT 15. RUSSIAN ACHIEVEMENTS

Russia can take pride in numerous achievements and developments in many fields. Russian science, art and literature have been abundant in great names for centuries, and the country has been regarded as a great power playing an important role in the world's history at least since the reign of Peter the Great. There are some achievements, though, which are usually associated with Russia and which I am proud of most.

The first one is Russia's contribution to space exploration. The theory of space exploration was created in the USSR before the Second World War by Konstantin Tsiolkovsky. Under the direction of the designer and engineer Sergei Korolev a liquid-fuelled missile R-7 Semyorka was built. It was an intercontinental ballistic missile and an excellent basis for a space launch vehicle. Launching the first satellite Sputnik 1 on the 4<sup>th</sup> of 1957 immediately became a sensation the world over.

Russia could boast many firsts in space travel. Among the most important ones are launching the R-7 Semyorka, launching the first man-made satellite Sputnik 1 into the Earth orbit, sending the first animal to enter orbit in space, the first manned flight by Yuri Gagarin on board Vostok, the first dual manned flight and approach in space, the first woman in space, Valentina Tereshkova on Vostok 6, first docking between two manned craft in Earth orbit and exchange of crews, taking the first probe on the Moon, the first images of the Moon's far side, the first robotic space rover Lunokhod 1, the first space station Salyut 1 (1971), the first woman to walk in space, Svetlana Savitskaya in 1984, the first crew to spend over one year in space (1987), the first permanently manned space station Mir which orbited the Earth from 1986 until 2001, the first space satellite launched in 1998 from a submarine.

The second thing I admire is Russian classical music which is famous all over the world for the complex harmony it offers. Russia has a long history of classical music. The first important Russian composer was Mikhail Glinka (1804–1857) who added religious and folk elements to classical compositions, composing operas like *Ruslan and Lyudmila* and *Ivan Susanin* which were distinctively Russian yet based on the Italian tradition. Glinka and the composers who made up *The Mighty Handful* after him (Rimsky-Korsakov, Mussorgsky, Balakirev, Borodin and Cesar Cui) were often influenced by Russian folk music and tales. Among the *Mighty Handful's* most notable compositions were the operas *The Snow Maiden*, *Sadko*, *Boris Godunov*, *Prince Igor* and *Khovanshchina*, and the symphonic suite *Scheherazade*.

Other prominent Russian composers include Tchaikovsky, Rachmaninoff, and in the 20th century Stravinsky, Prokofiev, Scriabin and Shostakovich. Of these, Tchaikovsky remains the most well-known outside Russia, and his fame as the

country's most famous composer is unquestioned. He is best known for ballets like Swan Lake and The Nutcracker.

The third thing I admire is Russian classical literature universally known for its psychological depth and powerful style. Many prose writers and poets all over the world have been influenced by the giants of Russian classical literature like Pushkin, Tolstoy, Dostoevsky, Chekhov, to name only a few.

## APPENDIX 2

### GRAMMAR PRACTICE

#### MODAL VERBS

| Modal verb          | Translation                 | Meaning                                          |
|---------------------|-----------------------------|--------------------------------------------------|
| Can (be able to)    | Мочь, уметь.                | Умственная, физическая способность.              |
| Could.              | Неужели?                    | Возможность, вероятность                         |
| May (be allowed to) | Мочь.                       | Разрешение.                                      |
| Might               | Вряд ли.                    | Вероятность, предположение.                      |
| Must                | Должен.                     | Обязанность, моральный долг, необходимость.      |
| Have to             | Должен, пришлось, вынужден. | Необходимость в силу обстоятельств.              |
| To be to            | Должен, следует             | Необходимость в силу договоренности, расписания. |
| Should              | Должен, следует.            | Необходимость, совет, рекомендация.              |
| Need                | Нужен                       | Необходимость.                                   |

В отличие от других глаголов, модальные глаголы не обозначают действия или состояния, а лишь передают отношение говорящего к действию, выраженному инфинитивом. Модальные глаголы сочетаются с инфинитивом смыслового глагола без частицы *to*, за исключением *to be to*, *to have to*. В вопросительном и отрицательном предложениях они употребляются без вспомогательного глагола. В вопросительном предложении перед подлежащим ставится сам модальный глагол, в отрицательном частица *not* ставится после модального глагола.

Например: I can swim well. – I cannot swim well. – Can you swim well?

#### **1. Translate the sentences into Russian and the meaning of the modal verbs.**

1. At least you **might** phone your parents more often.
2. At work today, my boss told me that I **must** stop sleeping.
3. Bungalows are for old people who **can't** climb stair.
4. Dad has something to tell you, Nick, and **has to** say it right now.

5. Do I **have to** have another check-up, doctor?
6. Fashions **may** be changing, but style remains.
7. He realized he **should** do it.
8. Henry **must** be still sleeping.
9. I know you **can** do it because you have the courage.
10. I **must** check my diary. I **may** have a prior engagement.
11. I think we **must** rely only on ourselves.
12. I told him that he **might** go home.
13. Mum, **may** I have another sweet?
14. On a clear day, you **can** see the shores of Haiti and Cuba from the summit of Blue Mountain Peak.
15. She gave Mary the names of several friends, whom she **could** trust.
16. **Should** I send the fax and write the contract today? – You **needn't** send the fax, but you certainly **should** write the contract.
17. We **must** not look for a golden life in an iron age.
18. We wish we **could** rely on him!
19. We'll **have to** label all the goods which we **have to** sell.
20. You've just broken the law and you shall **have to** answer for it.

## 2. *Translate the sentences into Russian.*

1. At the fishmonger's you can buy smoked, salted, fresh and frozen fish.
2. He could show me the way to the department store.
3. I must finish the work just now.
4. I need some time to think it over.
5. I should buy a present for my Mum.
6. I will have to get up early tomorrow.
7. Jane was allowed to take any toy she wanted.
8. My sister had to go shopping.
9. Nobody will be able to tell him about the accident.
10. Peter could swim well even in his childhood.
11. Students were to come at the dean's office at 5 p.m.
12. The cashier must give us a check and our change.
13. The train was to arrive in time.
14. We can buy bread at the baker's.
15. We had to start in spite of rain.
16. We must go out right now.
17. We must protect environment.
18. You may take these books home.

19. You must give this medicine to your son.
20. You should stay at home, while you are ill.

**3. Translate the words given in brackets into English.**

1. (Не могли бы) you tell me about the results of Fridays football match?
2. According to the schedule the director (должен) tell his speech at the end of the meeting.
3. Kate (не придётся) get up early tomorrow, she (сможет) sleep as long as she wants, she's on holiday.
4. Peter (должен) look after his little sister, while his parents are away.
5. Relatives (смогут) see the patient only after operation.
6. They (не могли) find the way out of the situation.
7. We (пришлось) go by train because we (не могли) get tickets for a plain.
8. You (должен) think twice before going abroad, when your parents (нуждаются) your help.
9. You (не нужно) take your dictionary, you (разрешают) take from the library.
10. You (нельзя) use this method of punishment.

**4. Translate the sentences into English.**

1. Вчера мне разрешили пойти в зоопарк.
2. Дети должны заботиться о пожилых родителях.
3. Занятия начинаются рано, поэтому я должен вставать рано.
4. Кто сможет купить билет в кино завтра?
5. Лизе нельзя брать вещи со стола отца.
6. Мне не приходится работать в саду, мой дедушка делает это.
7. Можно мне выйти?
8. Мы должны встретиться на вокзале.
9. Не могли бы вы рассказать мне интересные факты из истории этого города?
10. Питер не мог ответить на вопрос, ему разрешили взять другой билет (карточку).
11. Поезд уходил рано, поэтому мы должны были встать рано.
12. Тебе не нужно повторять этот топик.
13. Тебе следует взять зонт, на улице дождь.
14. Ты должна сходить в магазин, я занята.
15. Ты умеешь водить машину?

**5. Ask your fellow-students for permission to do the following.**

**Model:** to speak to the dean

**May I speak to the dean? – You may.**

**(You may not, I'm afraid.)**

to offer you a drink \_\_\_\_\_  
to serve the dishes \_\_\_\_\_  
to lay the table \_\_\_\_\_  
to cook the breakfast \_\_\_\_\_  
to treat you to strawberry \_\_\_\_\_  
to go out \_\_\_\_\_  
to wipe the dust \_\_\_\_\_  
to attend the course \_\_\_\_\_  
to wash up \_\_\_\_\_

Answers: Certainly. You may. Do, please. I'm afraid not. You mustn't.

**6. Supply short replies stimulating further talk. Work in pairs.**

**Model:** You can go now. – **Can I?**

1. You can empty the bin. – \_\_\_\_\_
2. You may help yourself to kipper. – \_\_\_\_\_
3. You must phone him back. – \_\_\_\_\_
4. You can play the cello. – \_\_\_\_\_
5. You may listen to the radio. – \_\_\_\_\_
6. You may cook the dinner. – \_\_\_\_\_
7. You must go to the lab today. – \_\_\_\_\_
8. You must read the text again. – \_\_\_\_\_

**7. Insert the modal verbs may or can.**

1. \_\_\_\_\_ be able to help you.
2. \_\_\_\_\_ I come in?
3. \_\_\_\_\_ we come and see you next Sunday at three o'clock in the afternoon?
4. I \_\_\_\_\_ come and see you tomorrow if I have time.
5. I \_\_\_\_\_ finish the work tomorrow if no one bothers me any more.
6. I \_\_\_\_\_ not swim, because until this year the doctor did not allow me to be more than two minutes in the water. But this year he says I \_\_\_\_\_ stay in for fifteen minutes if I like, so I am going to learn to swim.
7. \_\_\_\_\_ I look at your exercises.
8. Libraries are quite free, and any one who likes \_\_\_\_\_ get books there.

9. Only a person who knows the language very well \_\_\_\_\_ answer such a question.
10. What time is it? – It \_\_\_\_\_ be about six o'clock, but I am not sure.

**8. Insert the modal verbs *may* or *can*.**

1. \_\_\_\_\_ you see anything in this inky darkness?
2. Be careful: you \_\_\_\_\_ spill the milk if you carry it like that.
3. Do you think you \_\_\_\_\_ do that?
4. I don't think I \_\_\_\_\_ be here by eleven o'clock tomorrow, but I \_\_\_\_\_ be.
5. Most children \_\_\_\_\_ slide on the ice very well.
6. Take your raincoat with you; it \_\_\_\_\_ rain today.
7. What shall we do if the train is late? It \_\_\_\_\_ be late, you know, after the terrible snowstorms we've had.
8. When \_\_\_\_\_ you come and see me? – Let me see: I \_\_\_\_\_ not come tomorrow, for I must be at the meeting, but on Sunday I'll find time. Yes, you \_\_\_\_\_ expect me on Sunday about three o'clock. Will that be all right?
9. You \_\_\_\_\_ come in when you have taken off your boots.
10. You \_\_\_\_\_ go when you have finished your compositions.

**9. Insert the modal verbs *may (might)* or *can (could)*.**

1. \_\_\_\_\_ I ask you to help me?
2. \_\_\_\_\_ I help you?
3. . \_\_\_\_\_ I use your pen? ... I find a pen on that table?
4. . \_\_\_\_\_ you help me?
5. . \_\_\_\_\_ you tell me the nearest way to the city museum?
6. A fool . \_\_\_\_\_ ask more questions than a wise man \_\_\_\_\_ answer.
7. He knew this period of history very well; he had read everything on the subject he \_\_\_\_\_ find in the rich university library.
8. I \_\_\_\_\_ not imagine her speaking in public: I knew that she was so shy.
9. She asked me if she \_\_\_\_\_ use my telephone.
10. Something was wrong with the car: he \_\_\_\_\_ not start it.
11. The school was silent; nothing \_\_\_\_\_ be heard in the long dark corridors.
12. They \_\_\_\_\_ think that I am too weak to take part in the excursion, but I am strong enough to do any kind of hard work, indeed.
13. Waiting \_\_\_\_\_ be endless, you know.
14. You . \_\_\_\_\_ read this book: you know the language well enough.
15. You \_\_\_\_\_ take this book: I don't need it.

**10. Translate the words in brackets into English.**

1. (Можно) I have some cream with my tea?
2. Before her illness, she (могла) work fourteen hours a day.
3. I (могу) show you how to do it.
4. Of course, I (могу) translate this article.
5. She was in a hurry, she (не смогла) wait for us.
6. The swimmer was very tired but he (смог) reach the shore.
7. When they buy the car, they (смогут) visit their friends more often.
8. You (можете) easily get there in 20 minutes.
9. You (можно) go and tell her about it.
10. You (сможете) do it directly on return.

**11. Translate the sentences into Russian.**

1. Don't ring him up; he must be very busy.
2. Everybody must come to school in time.
3. I must help my mother today.
4. It must be very difficult to learn Chinese.
5. Must we learn the poem today?
6. You must learn the words.
7. You must not make notes in the books.
8. You must not talk at the lessons.
9. You must work hard at your English.

**12. Translate the sentences into Russian.**

1. I had to do a lot of work yesterday.
2. I have not written the composition. I shall have to write it on Sunday.
3. Mike had to write this exercise at school because he had not done it at home.
4. Pete had to stay at home because it was very cold.
5. She had to stay at home because she did not feel well.
6. They had to call the doctor because the grandmother was ill.
7. We did not have to buy biscuits because granny had baked a delicious pie.
8. Why did you have to stay at home yesterday? – Because my parents were not at home and I had to look after my little sister.
9. Will you have to get up early tomorrow?

**13. Put the sentences into the past.**

1. I am thinking hard, trying to find a solution of the problem. There must be a way out.
2. I am very tired. I feel I must go to bed at once.
3. I don't mean that you must do everything they tell you.

4. It is already twenty minutes past eight. You must go or you will be late for the first lesson.
5. It is impossible to do anything in such a short time. I must ask the chief to put off my report.
6. It is quite clear to everybody in the family that he must start getting ready for his examination instead of wasting time.
7. We can't wait for them any longer, we must ring them up and find out what has happened.

**14. Answer the following questions.**

1. Can we write without a pen or a pencil?
2. Can you answer my question?
3. Can you speak English well?
4. Can you understand Spanish?
5. May Helen leave the classroom?
6. May I ask you a few questions?
7. May I go out?
8. May I take your book?
9. May we go to the cinema?
10. Must I translate this test?
11. Must we learn this poem by heart?
12. Must we speak English now?
13. What can we do with a fountain-pen?
14. What must I read now?
15. What must we have if we want to buy something?
16. What must we use if we want to wash our hands?
17. What must you do when you have flu?
18. Where can I find this book?
19. You can transcribe this word, can't you?
20. You can't speak German, can you?

**15. Write the interrogative and negative forms of the following sentences.**

1. Everybody must go to the laboratory today.
2. He can write this in transcription.
3. She can spell the noun correctly.
4. You may take those pencils.
5. You may take your exercise-book.

**16. Translate the sentences into Russian.**

1. He could not stay there for the night.

2. He need not have stayed there for the night.
3. I could not go to the library.
4. I need not have gone to the library.
5. My sister can't write this letter; she is very busy.
6. My sister need not write this letter: I shall phone them.
7. Nick can't go to school today.
8. Nick need not go to school today.
9. She can't buy bread.
10. She could not cook such a big dinner.
11. She need not buy bread.
12. She need not have cooked such a big dinner.
13. They can't translate this article.
14. They could not write the composition.
15. They need not have written the composition.
16. They need not translate this article.
17. We could not do all this work.
18. We need not have done all this work.
19. You can't read so many books.
20. You need not read so many books.

**17. Insert the modal verbs *may, must or need*.**

1. \_\_\_\_\_ I go there right now? – Yes, you \_\_\_\_\_.
2. \_\_\_\_\_ I help you with your coat on?
3. \_\_\_\_\_ I take this book for a little while? – I am sorry, but I \_\_\_\_\_ return it to the library at once.
4. \_\_\_\_\_ I take your pen? – Yes, please.
5. \_\_\_\_\_ John really do this today? – No, he \_\_\_\_\_ not, he \_\_\_\_\_ do it tomorrow if he likes.
6. \_\_\_\_\_ we hand in our compositions tomorrow? – No, you \_\_\_\_\_ not, you \_\_\_\_\_ hand them in after Sunday.
7. Alec \_\_\_\_\_ practise this sound specially, but the other pupils \_\_\_\_\_ not; they all pronounce it properly.
8. I \_\_\_\_\_ not go out today: it is too cold.
9. They \_\_\_\_\_ come at any time they like between ten and twelve in the morning, but they \_\_\_\_\_ not come if they don't want to.
10. You \_\_\_\_\_ not let this cup fall: it \_\_\_\_\_ break.

**18. Insert the modal verbs *may, must or need*.**

1. \_\_\_\_\_ we do the exercise at once? – Yes, you \_\_\_\_\_ do it at once.
2. \_\_\_\_\_ you cut something without a knife?

3. \_\_\_\_\_ you pronounce this sound?
4. Peter \_\_\_\_\_ return the book to the library. We all want to read it.
5. Shall I write a letter to him? – No, you \_\_\_\_\_ not, it is not necessary.
6. We \_\_\_\_\_ not carry the bookcase upstairs ourselves: the workers will come and do it.
7. We \_\_\_\_\_ not carry the bookcase upstairs: it is too heavy.
8. When \_\_\_\_\_ you come to see us? – I \_\_\_\_\_ come only on Sunday.
9. Why \_\_\_\_\_ not you understand it? It is so easy.
10. You \_\_\_\_\_ not have bought this meat: we have everything for dinner.

**19. Translate the sentences.**

1. He can't be hungry. 5
2. He can't be playing football.
3. He may be ill.
4. He may be working hard
5. He might be tired.
6. He might be watching TV.
7. He must be busy.
8. She might be having dinner.
9. She must be sleeping. 6

**20. Paraphrase the following sentences using the modal verb may.**

1. It is possible that we studied at the same school, but I don't remember her.
2. It is possible that you asked the wrong people, that's why you didn't get the right answer.
3. Perhaps he is at home, but I am not sure he is.
4. Perhaps our friends will arrive here tomorrow.
5. Perhaps Peter was as capable as the old workers, but he was given no chance to show his skill.
6. Perhaps she tried to enter the university, but failed.
7. Perhaps she was proud of her knowledge, but she never showed it to her classmates.
8. Perhaps the question was too difficult for her.
9. Perhaps there was a chance for him to win the match.
10. Try this delicious drink: perhaps you will like it.
11. Why didn't Nick ring us up? – It is possible that he forgot about it.

## THE INFINITIVE

|                    | Active               | Passive              |
|--------------------|----------------------|----------------------|
| Simple             | to write             | to be written        |
| Continuous         | to be writing        | ---                  |
| Perfect            | to have written      | to have been written |
| Perfect Continuous | to have been writing | ---                  |

Инфинитив – это неличная форма глагола, которая называет действие в наиболее общем виде. Простая форма инфинитива выражает отнесенность действия к будущему или одновременность действия со сказуемым:

He seems **to be** still **working**.

I was glad **to see** Mr Paul.

Перфектный инфинитив выражает предшествование действия действию, выраженному сказуемым:

I was sorry **to have said** it.

Признаком инфинитива является частица **to**. Без частицы **to** инфинитив употребляется в следующих случаях:

1. после вспомогательных глаголов:

I *don't* **know** her. We *shall* **go** there at once.

2. после модальных глаголов:

You *can't* **do** it. You *must* **consult** a doctor.

3. после глаголов, выражающих восприятия органов чувств – **to see, to hear, to feel, to watch, to notice**, etc.

She *heard* him **enter** the room. I *felt* my heart **jump**.

4. после глаголов **let** (позволять) и **make** (заставлять).

What *makes* you **think** so?

5. после сочетаний **nothing but, can't help but, had better, would rather/sooner**.

He said he *would rather* **stay** at home. I *can't but* **think** of you.

6. после **why/why not**.

*Why not* **come** and **talk** to her yourself?

### 1. State the form of the infinitive. Translate the sentences into Russian.

1. He turned **to look** at me with those kind and candid blue eyes of his.
2. He was hungry but his first desire was **to be shaven**.
3. He was one of the very few men **to have seen** everything with his own eyes.
4. He was sorry **to have been arguing** with them so long.
5. I found it utterly cruel **to offer** the man to swim, when he was not in good condition.

6. I have come here **not to be insulted** but **to talk** to you as a friend.
7. Judy was happy **to continue** her education.
8. She opened her eyes wide as if **to be told** something horrible.
9. The article is difficult **to translate**. Will you help me?
10. The European championship in figure-skating was exciting enough **to be followed** with great interest.
11. This is a chance **not to be missed**.
12. **To be presented** with flowers was very pleasant for her.
13. **To have been informed** about her arrival was a real pleasure for him.
14. **To have seen** Judy was enough for her guardian.
15. You'd better **wait** outside so as to be at hand if I want your help.

**2. State the form of the infinitive. Translate the sentences into Russian.**

1. At the sight of the man I felt an impulse to laugh.
2. He was glad to have been helped.
3. He was the first to raise the question.
4. He was too astonished to speak.
5. I am glad to be helped.
6. I am glad to be helping them.
7. I am glad to have helped him.
8. I am happy to help you.
9. I didn't come here to be shouted at.
10. I rose to receive my guests.
11. It all sounds too good to be true.
12. Now, the first thing to settle is what to take with us.
13. Oh, I'm sorry to have taken so much of your time.
14. She was the last to realize how dangerous it was.
15. To go on with this discussion is to waste time.

**3. Insert the particle to before the infinitive where necessary.**

1. He did not want \_\_\_\_\_ play in the yard any more.
2. I like \_\_\_\_\_ play the guitar.
3. I wanted \_\_\_\_\_ speak to Nick, but could not \_\_\_\_\_ find his telephone number.
4. I was planning \_\_\_\_\_ do a lot of things yesterday.
5. I would rather \_\_\_\_\_ stay at home today.
6. It is high time for you \_\_\_\_\_ go to bed.
7. It is time \_\_\_\_\_ get up.
8. Let me \_\_\_\_\_ help you with your homework.
9. May I \_\_\_\_\_ use your telephone?
10. My brother can \_\_\_\_\_ speak French.

11. They heard the girl \_\_\_\_\_ cry out with joy.
12. They wanted \_\_\_\_\_ cross the river.
13. We had \_\_\_\_\_ put on our overcoats because it was cold.
14. Would you like \_\_\_\_\_ go to England?
15. You look tired. You had better \_\_\_\_\_ go home.

**4. Insert the particle to before the infinitive where necessary.**

1. Do you like \_\_\_\_\_ listen to good music?
2. Don't let us \_\_\_\_\_ get worried.
3. Get them \_\_\_\_\_ come as early as possible.
4. He would sooner ... die than \_\_\_\_\_ betray his friends.
5. I like \_\_\_\_\_ dance.
6. I saw him \_\_\_\_\_ enter the room.
7. I shall \_\_\_\_\_ do everything \_\_\_\_\_ help you.
8. I think I shall be able \_\_\_\_\_ solve this problem.
9. I'd like \_\_\_\_\_ dance.
10. I'd like \_\_\_\_\_ speak to you.
11. She did not let her mother \_\_\_\_\_ go away.
12. She made me \_\_\_\_\_ repeat my words several times.
13. That funny scene made me \_\_\_\_\_ laugh.
14. The boy helped us \_\_\_\_\_ find the way to the station.
15. What made you \_\_\_\_\_ think so?
16. What makes you \_\_\_\_\_ think you are right?
17. Why not \_\_\_\_\_ start out now? We cannot \_\_\_\_\_ wait for the rain \_\_\_\_\_ stop.
18. Would you like \_\_\_\_\_ listen to good music?
19. You ought not \_\_\_\_\_ speak to the Dean like that.
20. You'll be better tomorrow. You may \_\_\_\_\_ come and \_\_\_\_\_ dine with us.

**5. Replace the group of words in bold type by an infinitive.**

**Model.** She was the first lady **who left**. – She was the first (lady) **to leave**.

1. He was the first man **who swam** the Channel. \_\_\_\_\_
2. He was the only one **who realized** the danger. \_\_\_\_\_
3. I can't go to the party; I have nothing **that I can wear**. \_\_\_\_\_
4. I was astonished **when I heard** that he had left his native town. \_\_\_\_\_
5. The manager was the last **who left** the shop. \_\_\_\_\_
6. There was no place **where he could sit**. \_\_\_\_\_

**6. Replace the group of words in bold type by an infinitive.**

**Model.** The boy had many toys **which he could play with**. – The boy had many toys **to play with**.

1. Here is something **which will warm you up.** \_\_\_\_\_
2. I have no books **which I can read.** \_\_\_\_\_
3. Is there anybody **who will help you with your spelling?** \_\_\_\_\_
4. Don't forget that she has a baby **which she must take care of.** \_\_\_\_\_
5. Have you got anything **that you want to say** on this subject? \_\_\_\_\_
6. There was nothing **that he could do** except go home. \_\_\_\_\_
7. I have only a few minutes **in which I can explain these words to you.** \_\_\_\_\_
8. I have an examination **which I must take soon**, so I can't go to the theatre with you. \_\_\_\_\_
9. King Lear decided to have a hundred knights **who would serve him** after he had divided up his kingdom. \_\_\_\_\_

**7. Combine each of the following parts of sentences using an infinitive.**

**Model.** They sent me to University, they wanted me to study law. – **They sent me to University to study law.**

1. I am saving up. I want to buy a car. \_\_\_\_\_
2. I am buying bread. I want to feed the bird. \_\_\_\_\_
3. He opened the door. He intended to go out. \_\_\_\_\_
4. He rushed into the burning house. He wanted to save the child. \_\_\_\_\_
5. He rang the bell. He wanted to tell us that the dinner was ready. \_\_\_\_\_
6. The farmer shot the rifle. He wanted to frighten the birds. \_\_\_\_\_
7. He sent his children to his sister's house. He wanted them to watch the television programme. \_\_\_\_\_

**8. Combine each of the following parts of sentences using "enough" with the infinitive.**

**Model.** He is clever. He can answer the question. – **He is clever enough to answer the question.**

1. You are quite thin. You can wear this dress. \_\_\_\_\_
2. He wasn't strong. He couldn't support the man. \_\_\_\_\_
3. The sun isn't very hot. We can't lie in the sun. \_\_\_\_\_
4. The coffee isn't strong. It won't keep us awake. \_\_\_\_\_
5. I am quite old. I could be your father. \_\_\_\_\_
6. You aren't very old. You can't understand these things. \_\_\_\_\_
7. He was very curious. He opened the letter. \_\_\_\_\_

**9. Combine each of the following parts of sentences using "too" with the infinitive.**

**Model.** He is very ill. He can't work today. – **He is too ill to work today.**

1. He was very snobbish. He wouldn't talk to any of us. \_\_\_\_\_
2. It is very hot. We can't run. \_\_\_\_\_

3. He was nervous. He couldn't speak. \_\_\_\_\_
4. I was terrified. I couldn't move. \_\_\_\_\_
5. It is very cold. We can't have a swim. \_\_\_\_\_
6. It was very dark. We couldn't see him. \_\_\_\_\_
7. It was rather cloudy. We couldn't see the eclipse properly. \_\_\_\_\_

**10. Open the brackets and put the correct form of the infinitive.**

1. He doesn't like \_\_\_\_\_ (to interrupt) while he is working.
2. He expected \_\_\_\_\_ (to help) by his friends.
3. I am glad \_\_\_\_\_ (to do) all the homework yesterday.
4. I am sorry (to break) your pen.
5. I hate \_\_\_\_\_ (to bother) you, but the students are still waiting \_\_\_\_\_ (to give) books for their work.
6. I hope \_\_\_\_\_ (to see) you soon.
7. I'd like \_\_\_\_\_ (to go) home early today.
8. I'm glad \_\_\_\_\_ (to see) her.
9. It's important \_\_\_\_\_ (to listen) to people.
10. She hopes \_\_\_\_\_ (to choose) for the national team.
11. She seems \_\_\_\_\_ (to have) a shower, I can hear the water running.
12. She was sorry \_\_\_\_\_ (not to see) Bill.
13. We expect \_\_\_\_\_ (to be) back in two days.
14. You should \_\_\_\_\_ (to tell) me you were ill.
15. Your watch will \_\_\_\_\_ (to repair) by Tuesday.

**11. Open the brackets and put the correct form of the infinitive.**

1. He didn't allow anyone \_\_\_\_\_ (to carry) his heavy luggage.
2. He doesn't allow anything heavy \_\_\_\_\_ (to carry) in his bag.
3. He is happy \_\_\_\_\_ (to award) the first Landscape Prize for his picture.
4. He must \_\_\_\_\_ (to read) something funny; he is smiling all the time.
5. Her mood seems \_\_\_\_\_ (to change) for the worse. We had better \_\_\_\_\_ (not / to speak) to her now.
6. Here is the article \_\_\_\_\_ (to translate) by tomorrow morning.
7. I am glad \_\_\_\_\_ (to introduce) to you.
8. I am sorry \_\_\_\_\_ (to disappoint) you but I did not mean anything of the kind.
9. I did not expect \_\_\_\_\_ (to ask) this question.
10. She is not \_\_\_\_\_ (to trust).
11. She seemed \_\_\_\_\_ (to recover) but did not look quite well.
12. She was surprised \_\_\_\_\_ (not / to find) me at home.

13. The box was \_\_\_\_\_ (to handle) with care. You should \_\_\_\_\_ (to ask) someone \_\_\_\_\_ (to help) you.
14. The poem is easy \_\_\_\_\_ (to memorize).
15. We still think we were right \_\_\_\_\_ (to send) her away.

**12. Translate the sentences into English.**

1. Дети любят, когда им рассказывают сказки.
2. Мне жаль, что я причинил вам столько проблем.
3. Мы рады, что встретили его на станции.
4. Мы рады, что нас встретили на станции.
5. Мы хотим проинформировать вас об этом.
6. Мы хотим, чтобы нас проинформировали об этом.
7. Он будет счастлив повидаться с вами.
8. Он был счастлив, что повидался с вами.
9. Он не любит, когда над ним смеются.
10. Они очень довольны, что их пригласили на конференцию.
11. Они очень довольны, что пригласили вас на конференцию.
12. Я не предполагал, что меня прервут.
13. Я не хотел прерывать вас.
14. Я рад, что дал вам полезную информацию.
15. Я рад, что дал вам эту книгу.
16. Я рад, что мне дали эту книгу.
17. Я рад, что мне рассказали эту историю.
18. Я рад, что рассказал вам эту историю.
19. Я хочу познакомить вас с этим актером.
20. Я хочу, чтобы меня познакомили с этим актером.

## THE COMPLEX OBJECT

Конструкция the Complex Object (the Objective-with-the-Infinitive Construction) состоит из местоимения в объектном падеже или существительного в общем падеже и инфинитива и обозначает лицо или предмет, совершающее действие, выраженное инфинитивом, или подвергающееся этому действию.

I expected **the things to be packed** by my mother.

Конструкция the Complex Object употребляется:

1. после глаголов чувственного восприятия: **to hear, to see, to watch, to feel:**

I never saw **him cry**. We watched **the sun rise**.

2. после глаголов, выражающих умственную деятельность: **to think, to know, to expect, to understand, to believe:**

I know **him to be** a very good student. I believe **her to have done** the home task.

3. после глаголов, обозначающих чувства: **to like, to love, to hate:**

I hate **you to be** insincere.

4. после глаголов, выражающих желание: **to want, to wish:**

I want **you to stop** worrying.

5. после глаголов, выражающих побуждение:

- а) глаголы, после которых инфинитив употребляется с частицей **to: to order, to tell, to ask, to cause, to get:**

The teacher *got* **the students to rewrite** the exercise.

- б) глаголы, после которых инфинитив употребляется без частицы **to: to make, to let, to have:**

It *made* **the young man smile**.

### 1. Translate the sentences paying attention to the use of the Complex Object.

1. Did you want the plan to be improved?
2. Everybody knows him to be writing a new book.
3. He wanted us to visit the art exhibition.
4. I expect you to tell me everything.
5. I heard him mention my sister's name.
6. I suppose her to be about 50.
7. In spite of bad weather the instructor made the sportsmen continue their training.
8. She felt somebody look at her.
9. She saw her son fall.
10. She watched the boy buy a newspaper, open it, look it through and then throw it away.
11. The engineer expected the work to be done in time.
12. The students heard the bell ring.
13. We heard him come in and close the door behind him.

14. We know him to have graduated from the University two years ago.
15. You can't make me believe all these stories to be true.

**2. Fill in the blanks with the particle to where necessary.**

1. Don't let it ... trouble you.
2. He asked her ... destroy his letters.
3. I had expected him ... be disappointed.
4. I told her ... bring in the tea.
5. I tried to induce him ... see a doctor.
6. I'd love you ... see my little daughter.
7. She watched me ... open the safe.
8. The family suspected it and wanted to get him ... see a lawyer.
9. This is the place from which I saw John ... arrive to the house.
10. Women always want you ... write them letters.

**3. Replace the following complex sentences or groups of sentences by simple sentences with the infinitive construction.**

**Model.** I looked out of the window. He crossed the street. **I saw him cross the street.**

1. I shall stay at home and do my lessons. Mother said so. \_\_\_\_\_
2. I never smoke indoors. My wife doesn't like it. \_\_\_\_\_
3. He's an honest boy. I know it. \_\_\_\_\_
4. We don't eat ice-cream before dinner because Mother has forbidden it. \_\_\_\_\_
5. You got off the train at Saltmarsh city. The porter saw you. \_\_\_\_\_
6. He ordered that tea should be brought at once. \_\_\_\_\_
7. No one had expected that she would marry this man. \_\_\_\_\_
8. I could hear it perfectly well. They were discussing me. \_\_\_\_\_
9. Don't shout so! The whole house will know what has happened. Do you want it? \_\_\_\_\_

**4. Translate the sentences into English using the phrases.**

**Let smb do smth** – позволить, пусть (они)..., дайте (мне)...

**Make smb do smth** – заставить

**Have smb do smth** – распорядиться, чтобы...

1. Дайте мне подумать.
2. Заставь его выпить лекарство.
3. Мама не позволяет мне играть в футбол.
4. Не давай ей носить тяжелые вещи.
5. Не заставляйте меня лгать.
6. Не позволяй им так кричать.

7. Не позволяйте ему есть столько конфет.
8. Не разрешайте детям играть на улице.
9. Не смешите меня.
10. Он посторонился, чтобы дать мне пройти.
11. Отпустите его.
12. Позвольте мне помочь вам.
13. Пусть они напишут диктант еще раз.
14. Распорядитесь, чтобы кто-нибудь принес мел.
15. Я не могу заставить его бросить курить.

**5. Translate the sentences into English using the phrases.**

**See (hear) smb do smth**

**Want (expect) smb to do smth**

1. Когда я садился в поезд, я вдруг почувствовал, как кто-то коснулся моего плеча.
2. Мы не ожидали, что он примет такое решение.
3. Мы слышали, как они спорили.
4. Мы считаем его большим специалистом в этой области.
5. Мы чувствовали, что он нам не верит.
6. Никто не заметил, как я открыл дверь и вышел.
7. Он заметил, как она побледнела.
8. Он хочет, чтобы его секретарь договорился о встрече.
9. Она видела, что он ее не понимает.
10. Она не ожидала, что ее сын будет изучать архитектуру.
11. Она слышала, что профессор болен уже неделю.
12. Я видел, как какой-то человек показывал ей дорогу на станцию.
13. Я видел, что ему не хочется идти домой.
14. Я никогда не слышала, чтобы он говорил неправду.
15. Я слышал, как кто-то окликнул меня.

## THE COMPLEX SUBJECT

Конструкция the Complex Subject (the Nominative-with-the-Infinitive) состоит из подлежащего предложения и инфинитива:

**Laser is known to be used** in medicine.

The Complex Subject употребляется в предложении, сказуемое которого выражено:

1. глаголом в страдательном залоге, обозначающим физические и умственные восприятия **to see, to hear, to consider, to think**, а также глаголами **to say, to report, to announce, to inform**:

**The car was seen to disappear** in the distance.

2. с глаголами **to seem** (казаться), **to appear** (оказаться), **to happen** (оказаться), **to prove** (оказаться), **to turn out** (оказаться) в действительном залоге:

The first **experiment proved to be** a success.

3. модальными оборотами: **to be likely** (вероятно), **to be unlikely** (маловероятно, вряд ли), **to be certain/to be sure** (несомненно, обязательно, бесспорно, непременно):

**He is unlikely to know** her address.

### 1. Translate the sentences into Russian.

1. He proved to be a good teacher.
2. Lake Baikal is said to be the deepest in the world.
3. She seems to be waiting for you.
4. The doctor happened to be there at the time of the accident.
5. The lecture was said to be very interesting.
6. The members of the committee are reported to come to an agreement.
7. The weather appears to be improving.
8. These two scientists happened to work at the same problem.
9. This picture proved to be the most interesting at the exhibition.
10. This school is considered to be the best in the town.

### 2. Paraphrase the following sentences using the Complex Subject.

**Model.** It seemed that he knew the subject well – **He seemed to know the subject well.**

1. It seems that there is a great difference between these two samples. \_\_\_\_\_
2. It happened that they met that very day. \_\_\_\_\_
3. It proved that he was a very experienced worker. \_\_\_\_\_
4. It appears that the house was built in the XVIII<sup>th</sup> century. \_\_\_\_\_
5. It happened that there was a doctor there at that time. \_\_\_\_\_
6. It happened that he was at home at that time. \_\_\_\_\_

7. It seems that the play has made a deep impression on him. \_\_\_\_\_

**3. Paraphrase the following sentences using the Complex Subject.**

**Model.** It is reported that the delegation has left London. **The delegation is reported to have left London.**

1. It is said that there are many difficulties in solving this problem \_\_\_\_\_
2. It may be said that the new theater is the most beautiful building in our town. \_\_\_\_\_
3. It is known that he has a large collection of pictures. \_\_\_\_\_
4. It is said that the expedition has reached Vladivostok. \_\_\_\_\_
5. It can't be considered that the results of the experiment are bad. \_\_\_\_\_
6. It is expected that many people will attend the meeting. \_\_\_\_\_
7. It is believed that there is hope of reaching the agreement. \_\_\_\_\_

**4. Paraphrase the following sentences using the Complex Subject.**

**Model.** Is he waiting for someone? **He appears to be waiting for someone.**

1. People know him to be kind-hearted. He is known \_\_\_\_\_
2. People know him to be a very generous man. He \_\_\_\_\_
3. Is Tom worried about something? Tom seems \_\_\_\_\_
4. He is a ruthless businessman. He is known to be \_\_\_\_\_
5. Does Ann like Jack? She appears \_\_\_\_\_
6. Has that car broken down? It seems \_\_\_\_\_
7. Is that man looking for something? That man seems \_\_\_\_\_

**5. Translate the sentences into Russian.**

1. He is certain to get the letter tomorrow.
2. He is sure to be appointed manager of the factory.
3. He is sure to enjoy himself at the party.
4. He is sure to like his new work.
5. The agreement is certain to have been signed.
6. The play is likely to have been written by Shaw.
7. They are certain to return soon.
8. They are most likely to have begun their work.
9. They are very likely to take part in this work.
10. This house is likely to have been built at the beginning of the 19<sup>th</sup> century.

**6. Paraphrase the following sentences using the Complex Subject.**

**Model.** It is not likely that they will return soon. **They are not likely to return soon.**

1. It is likely that there will be a heated discussion of this question. \_\_\_\_\_

2. It is likely that he has accepted their offer. \_\_\_\_\_
3. It is sure that they will come to Moscow. \_\_\_\_\_
4. It was unlikely that the meeting will be postponed. \_\_\_\_\_
5. It was not likely that the telegramme would reach them in time. \_\_\_\_\_
6. It is likely that the goods were shipped on Monday. \_\_\_\_\_
7. It seems likely that there will be a storm on the sea. \_\_\_\_\_

**7. Open the brackets using the correct form of the infinitive.**

1. A young woman is supposed \_\_\_\_\_ (to write) this book.
2. He appears \_\_\_\_\_ (to know) French well. He is said \_\_\_\_\_ (to spend) his youth in Paris.
3. He seems \_\_\_\_\_ (to read) since morning.
4. Just look at his hands. He is sure \_\_\_\_\_ (to work) in the garage.
5. The book is likely \_\_\_\_\_ (to publish) and \_\_\_\_\_ (to appear) on sale soon. It is sure \_\_\_\_\_ (to sell) well and \_\_\_\_\_ (to sell) out in time.
6. The book was believed \_\_\_\_\_ (to lose) until the librarian happened \_\_\_\_\_ (to find) it during the inventory. It turned out \_\_\_\_\_ (to misplace).
7. The enemy was reported \_\_\_\_\_ (to overthrow) the defence and \_\_\_\_\_ (to advance) towards the city.
8. They are supposed \_\_\_\_\_ (to work) at the problem for the last two months.
9. We seem \_\_\_\_\_ (to fly) over the sea for quite a time and there is yet no land \_\_\_\_\_ (to see).
10. You needn't mention it again. He is not likely \_\_\_\_\_ (to forget) it.

**8. Translate the sentences into English.**

1. Говорят, что он написал очень интересную книгу.
2. Говорят, что экспедиция собрала очень интересный материал.
3. Известно, что он один из лучших врачей в больнице.
4. Лекция, наверное, будет интересной.
5. Ожидают, что делегация прибудет завтра.
6. Оказалось, что он прав.
7. Он, кажется, не понял этого правила.
8. Он, казалось, не был удивлен этим сообщением.
9. Он, наверное, получит удовольствие от этой поездки.
10. Он, по-видимому, забыл номер вашего телефона.
11. Она, по-видимому, не любит музыку.
12. Они, вероятно, вернутся осенью.
13. Сообщают, что экспедиция уже вернулась в лагерь.
14. Этот вопрос вряд ли будет обсуждаться на собрании.

## THE FOR-TO-INFINITIVE CONSTRUCTION

Конструкция the For-to-Infinitive Construction состоит из существительного в общем падеже или местоимения в объектном падеже и инфинитива и вводится предлогом **for**. Она употребляется, когда действие, выраженное инфинитивом, не относится к лицу или предмету, являющемуся в предложении подлежащим.

He opened the door **for me to get out**.

### 1. Translate the sentences into Russian.

1. It is too late for you to go there.
2. It was necessary for him to return immediately.
3. There is no need for the steamer to call at Tuapse.
4. There is no reason for us to change the terms of payment.
5. There was no time for them to examine the goods that day.

### 2. Replace the following groups of sentences by a sentence with a for-phrase subject.

**Model.** He won't catch the six fifteen. It's impossible. **It is impossible for him to catch the six fifteen.**

1. You really ought to see a doctor. It will be best. \_\_\_\_\_
2. She explained everything. It was not difficult. \_\_\_\_\_
3. She managed to do it in time. But it was an effort. \_\_\_\_\_
4. Don't make mistakes. It's important. \_\_\_\_\_
5. Her mother made the decision. It's the usual thing in this family. \_\_\_\_\_
6. You'll speak English with her. It'll do you good. \_\_\_\_\_
7. She is very late. It's rather unusual. \_\_\_\_\_

### 3. Complete the following sentences by adding for-phrases to them.

**Model.** It would be better (you/to stay/in bed). **It would be better for you to stay in bed.**

1. It's not (you / to carry that heavy bag). \_\_\_\_\_
2. It's very important (children / to play outdoors). \_\_\_\_\_
3. It'll be best (she / to talk to the manager). \_\_\_\_\_
4. It might be just possible (you / to make him see the doctor). \_\_\_\_\_
5. It would be easy (I / to pretend). \_\_\_\_\_
6. It's very bad (boys / to smoke). \_\_\_\_\_

**4. Replace the following pairs of sentences by sentences with adverbial for-phrases of result.**

**Model.** The street is very narrow. He won't be able to turn the car. The street is too narrow **for him to turn the car.**

1. The light was good. She could read the inscription. \_\_\_\_\_
2. The way to the village was long. I felt hungry again. \_\_\_\_\_
3. The heat was oppressive. We didn't stay long on the beach. \_\_\_\_\_
4. The problem was easy. I solved it in five minutes. \_\_\_\_\_
5. The situation was getting complicated. We could no longer cope with it. \_\_\_\_\_
6. The conversation was interesting. The children didn't want to go to bed. \_\_\_\_\_
7. The noise of the traffic grew loud. I couldn't sleep. \_\_\_\_\_

**5. Translate the sentences into English.**

1. Детям там негде спать.
2. Ему легко это сделать.
3. Мне здесь больше нечего делать.
4. Нам было трудно понять, чего ты хочешь.
5. Нам трудно сделать эту работу в такой короткий срок.
6. Не такая это игра, чтобы дети могли в нее играть.
7. Он оставил дверь открытой, чтобы мы могли войти.
8. Я оставила письма на столе, чтобы мистер Паркер их подписал.
9. Я привезу книг, чтобы вы могли читать летом.
10. Я считаю, тебе необходимо закончить этот проект.

**6. Translate the sentences into English.**

1. Было слишком темно, чтобы мы могли что-нибудь разглядеть.
2. Вас просят подняться наверх.
3. Его очень трудно убедить.
4. Кажется, погода меняется.
5. Кто-нибудь слышал, как он пел?
6. Мне не нравится, когда меня прерывают.
7. Моя дочь любит, когда я ей читаю.
8. Невозможно понять, что ты говоришь.
9. Он был счастлив тем, что много лет работал со знаменитыми учеными.
10. Он обещал принести мне свежие газеты.
11. Она достаточно умна, чтобы все понять.
12. Она чувствовала, что он стоит рядом.
13. Ты бы хотел, чтобы я научился танцевать?
14. Ты бы хотел, чтобы я ушел сейчас?

15. Что заставило тебя так поступить?
16. Эти дома слишком малы, чтобы быть видимыми отсюда.
17. Это слишком хорошо, чтобы быть правдой.
18. Я был слишком занят, чтобы написать тебе.
19. Я видела, как Том покупал билеты на концерт.
20. Я рад, что купил эту книгу.

## THE GERUND

|         | Active         | Passive             |
|---------|----------------|---------------------|
| Simple  | writing        | being written       |
| Perfect | having written | having been written |

Герундий – это глагольная форма, обладающая признаками глагола и существительного.

Герундий употребляется:

1. после глаголов: **to avoid, to consider, to delay, to deny, to escape, to excuse, to fancy, to finish, to forgive, to include, to involve, to justify, to mind, to miss, to postpone, to practise, to recollect, to risk:**

*They postponed sending* an answer to the request.

2. после глаголов с предлогами: **to accuse of, to apologize for, to approve of, to blame smb for, to forgive for, to congratulate on, to count on, to depend on, to hear of, to inform of, to insist on, to object to, to persist in, to prevent from, to result in, to stop from, to succeed in, to thank for, to think of:**

*He was accused of having broken* the law.

3. после существительных с предлогами: **art of, chance of, difficulty in, experience in, habit of, harm of, idea of, importance of, interest in, means of, mistake of, opportunity of, plan for, point in, preparation for, process of, purpose of, reason for, right of, sense of, skill in, way of:**

*There are different ways of solving* this problem.

4. после сочетаний **to be + прилагательное: be afraid of, be angry for, be aware of, be bored with, be busy, be capable of, be clever at, be disappointed at, be engaged in, be fond of, be good at, be grateful for, be guilty of, be interested in, be keen on, be pleased at, be proud of, be slow at, be sorry for, be sure of, be surprised at, be worried about, be worth, be responsible for, be no good, be no use, to be used to;**

*He was surprised at having been asked* about it.

5. после выражений: **what about, how about, can't help, can't stand, burst out, feel like, give up, keep on, go on:**

*He couldn't help laughing.*

6. после предлогов: **after, before, besides, instead of, in spite of, on, without, by:**

*They ran five miles without stopping.*

### 1. Translate the sentences into Russian. Define the Gerund.

1. Are you interested in **obtaining** science degree?
2. At last, we had a chance of **executing** our great idea.

3. Do you like **visiting** clubs?
4. Frankly speaking, we have difficulties in **working** with this kind of exercises.
5. He thinks of **becoming** a driver.
6. He will give us an opportunity of **passing** the exam once more.
7. I had a chance of **visiting** him.
8. I like **singing**.
9. I'm afraid of **being late**.
10. I'm fond of **walking** through the shade of woods.
11. I'm worried about **making** dinner splendid.
12. Mum is busy with **cleaning** the flat.
13. My brother doesn't like **drinking** milk.
14. No wonder, he thinks of **taking** priority in his group.
15. No wonder, Mary showed her interest in his **arriving**.
16. She had interested in his **arriving**.
17. The teacher was not pleased at our **preparing** for the lesson.
18. They were surprised at **seeing** him there.
19. We depend on her **solving** this problem.
20. We've heard of his **arriving** already.

**2. Fill in the blanks with prepositions where necessary.**

1. After all I'm personally responsible \_\_\_\_\_ bringing you back safe and sound.
2. Do you think the book is worth \_\_\_\_\_ reading?
3. Everything depends \_\_\_\_\_ your decision.
4. He did not object \_\_\_\_\_ being examined.
5. He had never had much difficulty \_\_\_\_\_ getting jobs. The trouble had always been \_\_\_\_\_ keeping them.
6. How can I prevent her \_\_\_\_\_ going there?
7. I shall look forward \_\_\_\_\_ seeing your book.
8. I take all the blame \_\_\_\_\_ not seeing further than my nose.
9. I thanked him again \_\_\_\_\_ lending me the car.
10. I was not used \_\_\_\_\_ driving a big car through crowded streets.
11. Jones insisted \_\_\_\_\_ shaking hands.
12. She only succeeded \_\_\_\_\_ blocking the way.
13. She thanked him \_\_\_\_\_ taking her out.
14. There is no point \_\_\_\_\_ staying.
15. What are your reasons to accuse her \_\_\_\_\_ taking the papers?

**3. Supply Gerund forms for the words in brackets.**

1. After \_\_\_\_\_ (hear) the conditions I decided not to enter for the competition.

2. At first I enjoyed \_\_\_\_\_ (listen) to him, but after a while I got tired of \_\_\_\_\_ (hear) the same story again and again.
3. Do you feel like \_\_\_\_\_ (go) to a film or shall we stay at home?
4. Don't forget to lock the door before \_\_\_\_\_ (go) to bed.
5. He didn't want to lose any more money; so he gave up \_\_\_\_\_ (play) cards.
6. He offered to buy my old car if I didn't mind \_\_\_\_\_ (wait) a month for the money.
7. I am tired of \_\_\_\_\_ (do) the same things all the time.
8. It's no use \_\_\_\_\_ (ask) children to keep quiet. They can't help \_\_\_\_\_ (make) noise.
9. It's no use \_\_\_\_\_ (have) a bicycle if you don't know how to ride it.
10. Just imagine \_\_\_\_\_ (keep) a snake as a pet!
11. My father thinks I am not capable of \_\_\_\_\_ (earn) my own living.
12. She rushed out of the room without \_\_\_\_\_ (give) me a chance to explain.
13. The taxi-driver tried to stop the car in time, but he couldn't avoid \_\_\_\_\_ (hit) the old woman.
14. Try to forget it: it's not worth \_\_\_\_\_ (worry) about it.
15. When I came he was busy \_\_\_\_\_ (write) a letter to his friend.

#### 4. Open the brackets using the Gerund.

1. His hair is very long, it needs cutting.
2. This shirt is quite clean; it doesn't want \_\_\_\_\_ (wash) yet.
3. The grass in the garden is very dry; it wants \_\_\_\_\_ (water) badly.
4. The baby is crying. I think he needs \_\_\_\_\_ (feed).
5. The house is very old, and it badly wants \_\_\_\_\_ (paint).
6. I know my hair wants \_\_\_\_\_ (cut) but I never have time to go to the hairdresser's.
7. The famous man didn't need \_\_\_\_\_ (introduce) himself.
8. You should tidy the room. – Yes, it needs \_\_\_\_\_ (tidy). The flowers want \_\_\_\_\_ (water), and the shelves want \_\_\_\_\_ (dust).

#### 5. Open the brackets using the correct form of the Gerund.

1. He complained of \_\_\_\_\_ (give) a very small room at the back of the hotel.
2. He got into the house by \_\_\_\_\_ (climb) through a window, without (see) by anyone.
3. He remembered \_\_\_\_\_ (cross) the road, but he didn't remember \_\_\_\_\_ (knock down).
4. He woke up at 7 a.m. in spite of \_\_\_\_\_ (work) late.
5. I always treat people politely and I insist on \_\_\_\_\_ (treat) politely.
6. I am still hungry in spite of \_\_\_\_\_ (eat) four sandwiches.

7. Mary was chosen to fill the vacancy. She was very pleased \_\_\_\_\_ (choose).
8. The baby went to sleep a few minutes after \_\_\_\_\_ (feed).
9. The boy was very thirsty in spite of \_\_\_\_\_ (drink) a big cup of tea.
10. The little girl isn't afraid of dogs in spite of \_\_\_\_\_ (bite) twice.

**6. Replace the parts in bold type by gerundial phrases.**

**Model.** He said all this **and he did not even smile.** – He said all this **without even smiling.**

1. He wouldn't say whether he meant to buy the car **before he took** it for a trial run.  
\_\_\_\_\_
2. We suspected **that the boy was lying.** \_\_\_\_\_
3. **It is necessary to brush** the coat. \_\_\_\_\_
4. I don't like the idea **that I should do it all.** \_\_\_\_\_
5. She didn't want **to make** an effort. \_\_\_\_\_
6. **It was impossible to reason with her** when she felt like this. \_\_\_\_\_
7. Let's go out for dinner. **I don't feel well enough to cook anything.** \_\_\_\_\_

**7. Replace the parts in bold type by gerundial phrases.**

1. He felt much better **after he had been operated on.**
2. He preferred to keep silent for fear **that he might say something inopportune.**
3. **He was not only the author of brilliant short stories,** but he was also a talented playwright.
4. In this thick fog she was afraid **that she might be knocked down.**
5. Once he gets into his head an idea of doing something, **it is impossible to talk him out of it.**
6. The whole neighbourhood was so dreary and run-down that he hated the thought **that he would have to live there.**
7. When she saw him she stopped reading at once and put the letter away **and even did not explain anything.**
8. **When the girl entered the room,** she glanced a little wonderingly at the faces of the three men.
9. **While he was writing his report,** he remembered that he had forgotten to mention some facts.
10. You will do nothing but irritate him **if you will nag him all the time.**

**8. Translate the sentences using the model.**

On/after/before/by/through/because of/without/in spite of **doing** smth

1. Все это надо обсудить до того, как принимать решение.
2. Вы можете исправить фигуру, делая гимнастику.
3. Не делайте этого, не обдумав все, как следует.

4. Он даст ответ, посоветовавшись со своим юристом.
5. Он прошел мимо, не заметив нас.
6. Он упустил возможность поехать туда, потому что заболел.
7. Он работает без остановки целый день.
8. Ты ничего не добьешься, если будешь спорить.

**9. Make the following sentences simple using the Gerund.**

**Model.** Before he left the town he called on his friends. – Before leaving the town he called on his friends.

1. When he received another letter from her he changed his mind. \_\_\_\_\_
2. I remember that we have seen him only once. \_\_\_\_\_
3. She suggested that we should go on a hike. \_\_\_\_\_
4. Do you mind if I take your dictionary for a moment? \_\_\_\_\_
5. We must consider the matter thoroughly before we come to any conclusion.  
\_\_\_\_\_
6. When the girl entered the room she looked at the faces of unknown people.  
\_\_\_\_\_
7. We can't get used to the fact that we must get up so early now. \_\_\_\_\_

**10. Translate the sentences into Russian paying attention to the Gerundial Construction.**

1. Fancy her appearing at that very moment!
2. I can't bear him interfering with what I do.
3. I can't excuse her not answering our invitation.
4. I can't imagine my mother approving it.
5. I really miss him playing the piano in the evening.
6. I think that's enough to start her worrying.
7. I understand perfectly your wanting to leave.
8. We appreciate John's helping us.
9. Would you mind my smoking?
10. Your coming has done him good.

**11. Transform the sentences using the Gerundial Construction.**

**Model.** I like reading aloud. – I like your reading aloud.

1. There was little hope of catching the train. \_\_\_\_\_
2. He insists on discussing the article now. \_\_\_\_\_
3. I don't remember ever speaking about it. \_\_\_\_\_
4. Do you mind making a report at the next seminar? \_\_\_\_\_
5. I don't like the idea of postponing the meeting. \_\_\_\_\_
6. He suggested taking a taxi. \_\_\_\_\_

7. We didn't object to doing this work. \_\_\_\_\_
8. They relied on finding him at home. \_\_\_\_\_
9. I'm tired of repeating the same things. \_\_\_\_\_

**12. Transform the sentences using the Gerundial Construction instead of subordinate clauses.**

**Model.** Do you object if I speak Russian? – Do you object my speaking Russian?

1. That she was at home was a bit of luck for us. \_\_\_\_\_
2. He denied that she had doubted his words. \_\_\_\_\_
3. She had no idea that he was good at math. \_\_\_\_\_
4. Julia suggested that they should go down. \_\_\_\_\_
5. She insisted we should put off the conference. \_\_\_\_\_
6. I would not mind if the children go to the park now. \_\_\_\_\_
7. Ray was surprised that Grace had written him a letter. \_\_\_\_\_
8. They couldn't guess the reason why Sam was so sad. \_\_\_\_\_
9. We have no hope that they would cope with their task. \_\_\_\_\_

**13. Write the following sentences using Gerunds.**

**Model.** The children are making such a noise. – Can you stop them making such a noise?

1. I beat him at tennis, and he wasn't pleased at all.  
He hated \_\_\_\_\_
2. Students must write their tests carefully.  
The teacher insists on \_\_\_\_\_
3. He allows his son to drive his car.  
He doesn't mind \_\_\_\_\_
4. No one helped her with her homework.  
She did her homework without \_\_\_\_\_
5. He got my letter although I had addressed it wrongly.  
He got my letter in spite of \_\_\_\_\_
6. My father doesn't like me to stay out late at night.  
He doesn't like \_\_\_\_\_
7. The lady said I could open the window.  
She didn't mind \_\_\_\_\_

**14. Translate into English. Use the Gerund.**

1. Все остались довольны посещением новой лаборатории.
2. Естественно, я беспокоюсь о том, как сдам экзамены.
3. Коля очень хорошо переводит с русского на английский.
4. Конечно же, мы все беспокоились о твоём назначении.

5. Лучший способ путешествия – поездом.
6. Макс был благодарен ему за визит.
7. Моя бабушка не любит пить кофе на ночь.
8. Он настаивал на том, чтобы мы летели самолётом.
9. Пожарные предотвратили возгорание.
10. Поздравляю тебя с победой на соревнованиях.
11. Сэм сожалел, что пришлось напрасно потратить много времени.
12. Тебе нравится проводить свободное время за городом?
13. У меня были трудности в том, чтобы заказать билет заранее.
14. Цель этой статьи – рассказать о новых достижениях в области медицины.
15. Я был благодарен ему за приглашение на вечеринку.
16. Я занят подготовкой к урокам.
17. Я люблю кататься на лыжах.
18. Я не уверена, что поезд сделает остановку на этой маленькой станции.
19. Я рад, что приехал в этот город; здесь очень красиво.
20. Я уверен в его поддержке во время моего выступления на соревновании

## THE PARTICIPLE

|                                     | Active       | Passive           |
|-------------------------------------|--------------|-------------------|
| Simple Participle<br>(Participle I) | asking       | being asked       |
| Perfect Participle                  | having asked | having been asked |
| Past Participle<br>(Participle II)  | ---          | asked             |

Причастие I – неличная форма глагола, обладающая свойствами глагола, прилагательного и наречия. Простое причастие I обозначает действие, одновременное с действием глагола-сказуемого:

We watched them **playing** tennis.

Перфектное причастие обозначает действие, предшествующее действию, выраженному глаголом-сказуемым:

**Having greeted** the students the professor began the lecture.

Passive Participle употребляется, чтобы показать, что слово, к которому относится причастие, не является действующим лицом:

**Being written** in pencil, the letter was difficult to read.

Причастие II, третья основная форма глагола, имеет одну неизменяемую форму со страдательным значением и обозначает действие, которое испытывает на себе лицо или предмет:

She looked like a small girl **frightened** by something.

### 1. Translate the sentences into Russian. Define the Participles.

1. A person **bringing** good news is always welcome.
2. **Being checked** with great care, the report didn't contain any errors.
3. **Being told** of his arrival, I went to see him.
4. **Having been** well **prepared** for the interview, he could answer all the questions.
5. **Having lived** in that town all his life, he knew it very well.
6. **Having signed** the letter the manager asked the secretary to send it off at once.
7. He asked her to go on with her story, **promising** not to interrupt her again.
8. He lay on the sofa **reading** a newspaper.
9. **Informed** of the arrival of the ship, they sent a car to the port.
10. She showed the travellers into the room **reserved** for them.
11. She stood **leaning** against the wall.
12. The answer **received** from her greatly surprised us.
13. The boy **playing** in the garden is my sister's son.
14. These machines will be **sent** to the plant **being constructed** in this region.
15. While **skating** yesterday, he fell and hurt himself.

**2. Open the brackets using Participle I simple or perfect.**

1. \_\_\_\_\_ (become) a student he decided to devote all his life to studies.
2. \_\_\_\_\_ (enter) the house Ann switched on the lights.
3. \_\_\_\_\_ (make) some inquiries about the young man the mother decided to keep him as a second string for the younger daughter.
4. \_\_\_\_\_ (quarrel) with him again Strickland made up his mind to have nothing more to do with him.
5. \_\_\_\_\_ (say) all there was to say he left the platform.
6. I kept silence for some time \_\_\_\_\_ (think) of what he had told me.
7. In a few minutes the guests will be arriving \_\_\_\_\_ (wear) smiles and \_\_\_\_\_ (carry) presents.
8. Liza sat \_\_\_\_\_ (think), and Tom stood at the window \_\_\_\_\_ (look) at her.
9. My attention was attracted by the four people \_\_\_\_\_ (sit) at the table.
10. Sam \_\_\_\_\_ (feel) that the interview was over, got up.

**3. Join the groups of sentences, using participles, and making any necessary changes in word order.**

**Model.** He got off the bus. He helped his grandmother. – Getting off the bus, he helped his grandmother.

1. I have looked through the fashion magazines. I realize that my clothes are hopelessly out-of-date. \_\_\_\_\_
2. They found the treasure. They began quarrelling about how to divide it. \_\_\_\_\_
3. He was exhausted by his work. He threw himself on the bed. \_\_\_\_\_
4. He missed the last train. He began to walk. \_\_\_\_\_
5. She didn't want to hear the story again. She had heard it all before. \_\_\_\_\_
6. She entered the room. She found them smoking. \_\_\_\_\_
7. I turned on the light. I was astonished at what I saw. \_\_\_\_\_
8. He fed the dog. He sat down to his own dinner. \_\_\_\_\_
9. I didn't like to sit down. I knew that the grass was very wet. \_\_\_\_\_

**4. Replace the attributive clauses by the participle.**

**Model.** All the people who live in this house are students. – All the people living in this house are students.

1. There are many pupils in our class who take part in the performance. \_\_\_\_\_
2. The man who is speaking now is our new secretary. \_\_\_\_\_
3. The apparatus that stands on the table in the corner of the laboratory is quite new. \_\_\_\_\_

4. The young man who helps the professor in his experiments studies at an evening school. \_\_\_\_\_
5. People who take books from the library must return them on time. \_\_\_\_\_

**5. Replace the adverbial clauses of time by the participle.**

**Model.** When you speak English, pay attention to the intonation. – (When)

**Speaking** English, pay attention to the intonation.

1. When they were travelling in Central Africa, the explorers met many wild animals. \_\_\_\_\_
2. Be careful when you are crossing the street. \_\_\_\_\_
3. When you are leaving the room, don't forget to switch off the lights. \_\_\_\_\_
4. When you begin to work with the dictionary, don't forget my instructions. \_\_\_\_\_
5. You must have much practice when you are learning to speak a foreign language. \_\_\_\_\_

**6. Replace the italicised adverbial clauses of time by the participle.**

1. **When I entered the room**, I felt some change in the atmosphere at once.
2. **When I reached out in the darkness**, I felt a stone wall where I expected to find the door.
3. **When she closed the suitcase**, she put it on the bed.
4. **When she had closed and locked the suitcase**, she rang for the porter to come and take it downstairs.
5. **When she had cut the bread**, she started to make the coffee.
6. **When she opened the parcel**, she saw a large box of pencils.
7. **When they had opened the safe**, they found that most of the papers had gone.
8. **When we had finally reached the river**, we decided to stay there and wait for the others.

**7. Replace the italicised adverbial clauses of time by the participle.**

1. **As I had never seen anything like that**, I was eager to see the performance.
2. **As she had been walking most of the night**, she felt tired and sleepy.
3. **As she had spent most of her housekeeping money**, she decided to go home.
4. **When he had drunk the second cup of coffee**, he folded the newspaper and rose.
5. **When he had passed the last examination**, he began to look round for a job.
6. **When I had finally made up my mind**, I told my parents about my new plans.
7. **When I take a child to the circus**, I always know I'm going to enjoy myself.
8. **Whenever she spoke on the subject**, she was liable to get all hot and bothered.

**8. Open the brackets using the Present or the Past Participle.**

1. \_\_\_\_\_ (carry) away by the melody, Mary went to dance herself.
2. \_\_\_\_\_ (translate) into many languages, the books of this author are known to the whole world.
3. Guy and Ralph decided to send Ray a letter \_\_\_\_\_ (sign) with a fictitious name.
4. I noticed a couple of pictures \_\_\_\_\_ (hang) on the wall that I had never seen before.
5. It was an old Victorian house \_\_\_\_\_ (keep) in good state of repair.
6. Suddenly \_\_\_\_\_ (turn) around and \_\_\_\_\_ (hide) her face Gracie tried to keep her eyes from filling with tears.
7. There was a silence \_\_\_\_\_ (break) only by the drumming of the rain upon the roof.
8. There was generally a loud hum of voices in the \_\_\_\_\_ (crowd) room as people joked while \_\_\_\_\_ (wait), but Ray stood there \_\_\_\_\_ (watch) hopefully.
9. They sat on the river bank \_\_\_\_\_ (watch) the \_\_\_\_\_ (set) sun.
10. They were too \_\_\_\_\_ (excite) to realize that Guy and Ralph were in the office \_\_\_\_\_ (watch) them.

**9. Fill in the blanks with the appropriate forms of the participles.**

- being built                      • building                      • sending                      • used
  - being sent                      • built                      • sent                      • using
1. At the conference they discussed new methods \_\_\_\_\_ in building.
  2. Here are some samples of the products of this plant \_\_\_\_\_ to different parts of the country.
  3. The houses \_\_\_\_\_ many years ago are not as convenient as the modern ones.
  4. The new methods \_\_\_\_\_ in the building of houses proved more effective.
  5. The number of apartment houses \_\_\_\_\_ for the population of Moscow is rapidly growing.
  6. The workers \_\_\_\_\_ this house used new construction methods.
  7. There are the samples of products \_\_\_\_\_ last month.
  8. What is the number of apartment houses \_\_\_\_\_ in the past few years?

**10. Open the brackets using the Present or the Past Participle.**

1. \_\_\_\_\_ (be) away from home, he still felt himself part of the family.
2. \_\_\_\_\_ (be) away so long, he was happy to be coming back.
3. \_\_\_\_\_ (lay) down on the soft couch, the child fell asleep at once.

4. \_\_\_\_\_ (leave) a note with the porter, he said he would be back soon.
5. \_\_\_\_\_ (not/wish) to discuss the problem, he changed the conversation.
6. \_\_\_\_\_ (reject) by the publisher, the story was returned to the author.
7. \_\_\_\_\_ (reject) by the publishers several times, the story was accepted by a weekly magazine.
8. \_\_\_\_\_ (spend) twenty years abroad, he was happy to be coming home.
9. \_\_\_\_\_ (wait) in the hall, he thought over the problem he was planning to discuss with the old lady.
10. \_\_\_\_\_ (wait) in the reception room, he thought over what he would say.
11. \_\_\_\_\_ (write) his first book, he worked endless hours till dawn.
12. \_\_\_\_\_ (write) in bad handwriting, the letter was difficult to read.
13. He left \_\_\_\_\_ (say) he would be back in two hours.
14. She went to work, \_\_\_\_\_ (leave) the child with the nurse.
15. The friends went out into the city \_\_\_\_\_ (leave) their cases at the left-luggage department.

**11. Fill in the blanks with Passive Participles of the verbs in brackets.**

**Model.** I cannot forget the story **told** by him.

They listened breathlessly to the story **being told** by the old man.

1. For a moment they sat silent \_\_\_\_\_ (move) by the story.
2. One can't fail to notice the progress \_\_\_\_\_ (make) by our group during the last term.
3. The monument \_\_\_\_\_ (erect) on this square will be soon unveiled.
4. The monument \_\_\_\_\_ (erect) on this square has been recently unveiled.
5. These are only a few of the attempts now \_\_\_\_\_ (make) to improve the methods of teaching adult students.
6. We could hear the noise of furniture \_\_\_\_\_ (move) upstairs.

**12. Translate the sentences into Russian paying attention to the Nominative Absolute Participial Construction.**

1. Many men preceded Newton in the field of mechanics, perhaps the most outstanding being Galileo.
2. On publishing his poem "Childe Harold" Byron became famous overnight, five editions being called for during the year.
3. Probably the first metals used by man were gold, silver, and copper, these metals being found in nature in the native or metallic state.
4. Red phosphorus being a more stable form, its reactions are much less violent.
5. The boy being gifted the parents laid great hopes on him.
6. The fuel exhausted, the engine stopped.

7. The plant supplied with good raw materials, the quality of products has been much improved.
8. The test containing over a hundred questions, she was afraid that she would not cope with it.
9. There are fee-paying schools in Britain, the most important of which being the so-called private independent schools.
10. With prizes rising it looks as if fewer books were being sold in England.

**13. Make one sentence out of the given two using the Nominative Absolute Participial Construction.**

**Model.** It was a cold day. We decided to stay at home. – The day being cold, we decided to stay at home.

1. My watch has stopped. I don't know the time. \_\_\_\_\_
2. She began to speak. Her voice was trembling. \_\_\_\_\_
3. The door-bell rang. Mother rose and left the room. \_\_\_\_\_
4. The exams were over. We didn't know what to do. \_\_\_\_\_
5. The term was coming to an end. The students discussed their plans for the holidays. \_\_\_\_\_
6. The weather changed for the worse. We put off our trip. \_\_\_\_\_
7. There were so many unknown words in the article. It took me a long time to translate it. \_\_\_\_\_

**14. Translate the following sentences into English.**

1. Будучи профессиональным музыкантом, он играл в оркестре.
2. Будучи самым большим на Дальнем Востоке, Амур является одной из самых важных рек.
3. Вам нравится обсуждаемая книга?
4. Великобритания, расположенная на Британских островах, состоит из двух больших и более пяти тысяч маленьких островов.
5. Горы, Атлантический океан и теплые воды Гольфстрима влияют на климат Британских островов, делая его умеренным круглый год.
6. Назначив встречу на следующий день, он вышел из офиса.
7. Отправляясь на выходные за город, вам лучше взять с собой зонт.
8. Подумав, он ответил на вопрос.
9. Приняв приглашение, мы с удовольствием совершили экскурсию по городу.
10. Работая целый день, Наташа чувствует себя выжатой как лимон.
11. С нетерпением ожидая начала каникул, он стал плохо учиться.
12. Совершая экскурсию по городу, мы посетили все достопримечательности.
13. Юг, имеющий прекрасные долины и равнины, называется Lowlands.
14. Я не беспокоился о поездке, купив билет заранее.

## THE PARTICIPLE AND THE GERUND

| participle                                                                                                                                                                   | gerund                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>My mother is <b>reading</b> a book.</p> <p>In the library you can see many people <b>reading</b> books.</p> <p><b>Reading</b> his newspaper, the old man fell asleep.</p> | <p>My hobby is <b>reading</b></p> <p><b>Reading</b> is the best thing.</p> <p>I like <b>reading</b>.</p> <p>I gave up <b>reading</b> that book.</p> |

### 1. Translate the sentences. Define the function of the participle and the gerund.

- Before **going** to meet his friend he went home to change his clothes.
- Everybody ran to meet the people **returning** from the city.
- He stopped **writing** and looked around.
- In this factory much attention is paid to **protecting** the health of the workers.
- In this picture you can see a young man **giving** flowers to a girl.
- John likes **studying** history.
- Never jump off a **moving** train.
- Playing** volley-ball is a good amusement for young people.
- Reading** books out-of-doors is his favourite way of **spending** the summer holidays, but he likes **swimming** and going on excursions as well.
- Returning** home after a good holiday he looked the picture of health.
- Returning** home after a good holiday is always pleasant.
- Running** water is always better than **standing** water.
- She could retell the English story she had read without **looking** into the book.
- She left the room without **saying** a word.
- The cakes, **remaining** from the evening, were given to the children.
- The **remaining** cakes were given to the children.
- They went home quickly, **protecting** themselves from the rain **walking** under the trees.
- They went out to meet the **returning** women.
- We had the pleasure of **seeing** the performance.
- You can learn the new words by **looking** them up in the dictionary.

### 2. Translate the sentences. Define the function of the participle and the gerund.

- Being frightened** by the dog, the cat climbed a high fence.
- Coming out** of the wood, the travellers saw a castle in the distance.
- Entering** the room, I saw my friends **smiling** at me.
- Growing** corn on his desert island, he hoped to eat bread one day.
- Growing** roses takes a lot of care and attention.
- Growing** tomatoes need a lot of sunshine.

7. **Having prepared** all the necessary equipment, they began the experiment.
8. He was **looking** at the plane **flying** overhead.
9. I usually help mother by **washing** the rooms.
10. Instead of **phoning** his friend, he went to see him.
11. It is no use **going** there now.
12. Just imagine his **coming** first in the race!
13. Mary will stop for a few days at the seaside before **going** back home.
14. My greatest pleasure is **travelling**.
15. The boys continued **playing** football.
16. The children were tired of **running**.
17. **Watching** the **playing** kittens was great fun for the children.
18. While **translating** the text I looked up many words in the dictionary.
19. **Wishing** to learn to skate, she bought herself a pair of skates.

**3. State whether the –ing form is a Gerund or a Participle.**

1. As to his **stooping**, it was natural when **dancing** with a small person like myself, so much shorter than he.
2. Colleges give a specialized **training**.
3. Father said that we were not to let the fact of his not **having had** a real holiday for three years stand in our way.
4. **Having finished** the work, he seemed more pleased with himself than usual.
5. I admired the grounds and trees **surrounding** the house.
6. I found him in exactly the position I had left him, **staring** still at the foot of the bed.
7. I saw there wooden cabins with beds, electric light, **running** water.
8. I want you to give my hair a good **brushing**.
9. If possible, give up **smoking**, at least for a time.
10. Most Englishmen are not overfond of soup, **remarking** that it fills them without **leaving** sufficient room for the more important meat course.
11. **Pausing** in his story, Burton turned to me.
12. The evening meal goes under various names: tea, "high tea," dinner or supper **depending** upon its size and also social **standing** of those **eating** it.
13. There you can see the Fire of London with the flames **coming** out of the windows of the houses.
14. To my mind the **setting** of the scene was beautiful.

## THE INFINITIVE AND THE GERUND

### 1. Use the Gerund or the Infinitive in brackets. Fill in the prepositions.

1. \_\_\_\_\_ (do) the exercise you should carefully study the examples.
2. Don't forget \_\_\_\_\_ (put) the book in the right place.
3. He was on the point \_\_\_\_\_ (quarrel) with her.
4. He was so young, so gay, he laughed so merrily at other people's jokes that no one could help \_\_\_\_\_ (like) him.
5. I forgot \_\_\_\_\_ (put) the book on the top shelf and spent half an hour or so \_\_\_\_\_ (look) for it.
6. I should love \_\_\_\_\_ (go) to the party with you; I hate \_\_\_\_\_ (go) out alone.
7. I want you \_\_\_\_\_ (help) me \_\_\_\_\_ (pack) this suitcase.
8. Mother says she often has occasion \_\_\_\_\_ (complain) he \_\_\_\_\_ (come) late.
9. She told me how \_\_\_\_\_ (make) clothes \_\_\_\_\_ (last) longer.
10. Yalta is a nice town \_\_\_\_\_ (live) ...
11. You must encourage him \_\_\_\_\_ (start) \_\_\_\_\_ (take) more exercise.

### 2. Use the Gerund or the Infinitive in brackets. Fill in the prepositions.

1. "I'm sorry, Margaret," he said, "I'm too old \_\_\_\_\_ (start) \_\_\_\_\_ (play) hide-and-seek with school girls."
2. Are you going \_\_\_\_\_ (keep) me \_\_\_\_\_ (wait) all day?
3. Bob was greatly ashamed \_\_\_\_\_ (beat) in class by a smaller boy.
4. He pushed the door with his toe \_\_\_\_\_ (put) his suitcases down.
5. His first impulse was \_\_\_\_\_ (turn) back, but he suppressed it and walked in boldly.
6. I looked around me, but there was no chair \_\_\_\_\_ (sit) ... .
7. I should have gone \_\_\_\_\_ (fetch) the doctor instead \_\_\_\_\_ (remain) where I was.
8. Oh, Robert, dearest, it's not a thing \_\_\_\_\_ (joke) about. I've so loved \_\_\_\_\_ (be) with you. I'll miss you more than any one.
9. She could not bear the thought ... he \_\_\_\_\_ (stay) alone.
10. We heard ... he \_\_\_\_\_ (come) back today.

## SUPPLEMENTS

### LIST OF IRREGULAR VERBS

| <i>Infinitive</i> | <i>Past Indefinite</i> | <i>Participle II</i> | <i>Перевод</i>          |
|-------------------|------------------------|----------------------|-------------------------|
| to be             | was, were              | been                 | быть                    |
| to bear           | bore                   | born                 | рождать                 |
| to beat           | beat                   | beaten               | бить                    |
| to become         | became                 | become               | становиться             |
| to begin          | began                  | begun                | начинать(ся)            |
| to blow           | blew                   | blown                | дуть                    |
| to break          | broke                  | broken               | ломать, разбивать       |
| to bring          | brought                | brought              | приносить               |
| to broadcast      | broadcast; ~ed         | broadcast; ~ed       | передавать по радио     |
| to build          | built                  | built                | строить                 |
| to burn           | burnt                  | burnt                | гореть, жечь            |
| to buy            | bought                 | bought               | покупать                |
| to catch          | caught                 | caught               | ловить, хватать         |
| to choose         | chose                  | chosen               | выбирать                |
| to come           | came                   | come                 | приходить, приезжать    |
| to cost           | cost                   | cost                 | стоить                  |
| to cut            | cut                    | cut                  | резать                  |
| to deal (with)    | dealt (with)           | dealt (with)         | иметь дело с            |
| to do             | did                    | done                 | делать                  |
| to draw           | drew                   | drawn                | рисовать, чертить       |
| to dream          | dreamt; ~ed            | dreamt; ~ed          | мечтать                 |
| to drink          | drank                  | drunk                | пить                    |
| to drive          | drove                  | driven               | вести, управлять        |
| to eat            | ate                    | eaten                | есть (принимать пищу)   |
| to fall           | fell                   | fallen               | падать                  |
| to feed           | fed                    | fed                  | кормить, питать         |
| to feel           | felt                   | felt                 | чувствовать             |
| to fight          | fought                 | fought               | бороться                |
| to find           | found                  | found                | находить                |
| to fly            | flew                   | flown                | летать                  |
| to foresee        | foresaw                | foreseen             | предвидеть              |
| to forget         | forgot                 | forgotten            | забывать                |
| to freeze         | froze                  | frozen               | замерзать, замораживать |
| to get            | got                    | got                  | получать, становиться   |
| to give           | gave                   | given                | давать                  |

|             |               |               |                        |
|-------------|---------------|---------------|------------------------|
| to go       | went          | gone          | идти, ехать            |
| to grow     | grew          | grown         | расти, становиться     |
| to hang     | hung          | hung          | висеть, вешать         |
| to have     | had           | had           | иметь                  |
| to hear     | heard         | heard         | слышать                |
| to hold     | held          | held          | держать, владеть       |
| to keep     | kept          | kept          | держать, хранить       |
| to know     | knew          | known         | знать                  |
| to lay      | laid          | laid          | класть                 |
| to lead     | led           | led           | вести                  |
| to learn    | learnt; ~ed   | learnt; ~ed   | учиться, узнавать      |
| to leave    | left          | left          | оставлять, уезжать     |
| to let      | let           | let           | позволять, пускать     |
| to lie      | lay           | lain          | лежать                 |
| to light    | lit (lighted) | lit (lighted) | зажигать, освещать     |
| to lose     | lost          | lost          | терять                 |
| to make     | made          | made          | делать                 |
| to mean     | meant         | meant         | значить, предполагать  |
| to meet     | met           | met           | встречать              |
| to overcome | overcame      | overcome      | преодолевать           |
| to pay      | paid          | paid          | платить                |
| to put      | put           | put           | класть                 |
| to read     | read          | read          | читать                 |
| to ring     | rang          | rung          | звонить, звенеть       |
| to rise     | rose          | risen         | вставать               |
| to run      | ran           | run           | бежать                 |
| to say      | said          | said          | говорить, сказать      |
| to see      | saw           | seen          | видеть                 |
| to sell     | sold          | sold          | продавать              |
| to send     | sent          | sent          | посылать               |
| to set      | set           | set           | ставить, устанавливать |
| to shine    | shone         | shone         | сиять, блестеть        |
| to show     | showed        | shown         | показывать             |
| to sit      | sat           | sat           | сидеть                 |
| to sleep    | slept         | slept         | спать                  |
| to speak    | spoke         | spoken        | говорить               |
| to spend    | spent         | spent         | тратить, проводить     |
| to split    | split         | split         | расщеплять             |
| to spread   | spread        | spread        | распространять(ся)     |

|               |            |            |                     |
|---------------|------------|------------|---------------------|
| to stand      | stood      | stood      | стоять              |
| to strike     | struck     | struck     | ударять             |
| to swim       | swam       | swum       | плавать             |
| to take       | took       | taken      | брать               |
| to teach      | taught     | taught     | учить, обучать      |
| to tell       | told       | told       | рассказывать        |
| to think      | thought    | thought    | думать              |
| to throw      | threw      | thrown     | бросать             |
| to undergo    | underwent  | undergone  | подвергаться        |
| to understand | understood | understood | понимать            |
| to wake       | woke; ~ed  | woken; ~ed | будить, просыпаться |
| to wear       | wore       | worn       | носить              |
| to win        | won        | won        | выигрывать          |
| to withstand  | withstood  | withstood  | противостоять       |
| to write      | wrote      | written    | писать              |

## ТАБЛИЦА ВРЕМЕН АНГЛИЙСКОГО ЯЗЫКА

| Infinitive | Indefinite Tenses                                                                   |                                                                          | Continuous Tenses                                                                          |                                                                                   | Perfect Tenses                                                                                    |                                                                                                    | Perfect Continuous Tenses                                                                                                                      |
|------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <i>to test</i>                                                                      | <i>to be tested</i>                                                      | <i>to be testing</i>                                                                       | <i>to be being tested</i>                                                         | <i>to have tested</i>                                                                             | <i>to have been tested</i>                                                                         | <i>to have been testing</i>                                                                                                                    |
|            | Active                                                                              | Passive                                                                  | Active                                                                                     | Passive                                                                           | Active                                                                                            | Passive                                                                                            | Active                                                                                                                                         |
| Present    | I test the devices regularly.<br>Я испытываю эти приборы регулярно                  | The devices are tested regularly.<br>Эти приборы испытываются регулярно. | I am testing the device.<br>Я испытываю этот прибор (сейчас).                              | The device is being tested.<br>Этот прибор испытывается (сейчас).                 | I have already tested the device.<br>Я уже испытал этот прибор                                    | The device has been tested already.<br>Прибор уже испытан.                                         | I have been testing the device for two hours.<br>Я испытываю прибор уже в течение двух часов.                                                  |
| Past       | I tested the device yesterday.<br>Я испытал этот прибор вчера.                      | The device was tested yesterday.<br>Этот прибор был испытан вчера.       | I was testing the device when you came.<br>Я испытывал этот прибор, когда вы пришли.       | The device was being tested when you came.<br>Прибор испытывали, когда вы пришли. | I had tested the device before you came.<br>Я испытал этот прибор до того, как вы пришли.         | The device had been tested before you came.<br>Прибор был испытан до того, как вы пришли.          | I had been testing the device for two hours when you came.<br>Я испытывал прибор уже два часа, когда вы пришли.                                |
| Future     | They will test the device tomorrow.<br>Они проведут испытание этого прибора завтра. | The device will be tested tomorrow.<br>Прибор будет испытан завтра.      | I will be testing the device when you come.<br>Я буду испытывать прибор, когда вы придете. |                                                                                   | They will have tested the device before you come.<br>Они испытают прибор до того, как вы придете. | The device will have been tested before you come.<br>Прибор будет испытан до того, как вы придете. | They will have been testing the device for two hours when you come.<br>Они будут испытывать прибор уже в течение двух часов, когда вы придете. |

Вопросительная и отрицательная формы в Present Indefinite образуются посредством do (do not), does (does not) + инфинитив без частицы to. Do you test devices? I do not test devices

Вопросительная и отрицательная формы в Past Indefinite образуются посредством did (did not) + инфинитив без частицы to. Did you test the device yesterday? I did not test the device yesterday.

## USEFUL INTERNET RESOURCES

Below is a list of great websites that every scientist, engineer, or geek-at-heart ought to know about. Some may be familiar, but the majority is new to you. This list is by no means comprehensive, so please add your favorites in the comments section below.

**Acronym Finder.com:** Find the meaning of more than 750,000 acronyms. Terms are – human-edited, which should improve the relevancy of your search results. Try it out, and you might just get through that regulatory document, if you really want to.

**EurekAlert.org:** Operated by the American Association for the Advancement of Science, this site lists current press releases from thousands of research centers and institutions.

**eFunda.com (Engineering fundamentals):** All the fundamental engineering principles you've probably forgotten can be found at this site. Included are formulas, unit conversion, a design center, and more.

**Freepatentsonline.com:** Think you've developed something patentable? This site is among the most powerful online patent search engines.

**ResearchGate.net:** Not quite Facebook for scientists, but a more serious looking interface offering social networking to the science community.

**RedOrbit.com:** If you are into science or technology, RedOrbit wants to be your home page. You can sign up for RedOrbit email, read the latest science headlines, check your local weather, and remember your mom's birthday, all in one sleek, geek-inspired space.

**Indeed.com:** There are tons of job search databases and many science-oriented ones. But Indeed.com pulls job postings from hundreds of data-bases. You might have to wade through a few repeats but you will find jobs here that you probably would have never found otherwise.

**Daniel Soper's free online statistics calculator:** Cal State professor Daniel Soper has created a fantastic free online statistics calculator.

**ScienceBlogs.com:** This site, operated by the magazine SEED, contains a list of several dozen of the best science blogs.

**LabLit.com:** At LabLit, you'll find interviews, essays, short stories, cartoons, and even poetry, all in the name of science. You can even contribute something yourself.

**Cooking for Engineers.com:** I love the tag line, – Have an analytical mind? Like to cook? This is the site to read! Lots of step-by-step photos and comprehensive instructions that not only tell you what and how, but why to make each dish. If Martha Stewart kept a lab notebook, this is what it might look like.

**Sciencehumor.org.** Sometimes dumb, sometimes ridiculous, the posts on this site will certainly lighten the mood of a blah day in the lab.

Calendar of Science (from the Pacific Science Center in Seattle, Washington):  
What happened today in science? Find out here. Also on Twitter,  
@sciencecalendar.

**OTHER USEFUL INTERNET RESOURCES:**

<http://literacynet.org/cnnsf/airport/turn.html> <http://www.theengineer.co.uk>  
<http://www.engineersaustralia.org.au/> <http://www.edf.org>  
<http://engineers.livejournal.com/> <http://www.asce.org/> <http://www.engineering.com/>  
<http://www.see.ed.ac.uk/~tstratfo/teaching/CEEres.htm>  
<http://www.loc.gov/rr/scitech/selected-internet/engineering.html>  
<http://www.theengineer.co.uk/blog/engineering-andexpectations/1016380.article#>

**Смирнова Ольга Геннадьевна**  
**Процукович Елена Александровна**

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Учебное пособие по английскому языку