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«Нижевартовский государственный университет»
Гуманитарный факультет
Кафедра иностранных языков**

АНГЛИЙСКИЙ ЯЗЫК

*Учебное пособие для студентов заочного отделения
неязыковых факультетов*



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ПРЕДИСЛОВИЕ

Настоящее пособие предназначено для студентов заочной формы обучения (неязыковые специальности), продолжающих изучение английского языка. Пособие составлено в соответствии с требованиями ФГОС ВПО на основе примерной программы по дисциплине «Иностранный язык» под общей редакцией С.Г.Тер-Минасовой.

Предлагаемое учебное пособие состоит из четырех частей: краткого фонетического справочника, грамматического практикума, контрольных работ и текстов для дополнительного чтения по специальностям.

Фонетический справочник содержит таблицы, в которых представлены правила чтения гласных и согласных букв и буквосочетаний, а также ряд тренировочных упражнений.

Грамматический практикум включает упражнения по всем изучаемым грамматическим темам, которые могут выполняться как во время аудиторных занятий, так и самостоятельно.

Тексты для дополнительного чтения подобраны из оригинальных источников и соответствуют следующим специальностям: электротехника; информационные технологии; экология; безопасность жизнедеятельности; психология; культура и туризм; искусство.

Контрольные работы включают в себя текстовые и грамматические упражнения.

Работа над пособием распределялась между авторами следующим образом:

Колесник Л.И. осуществляла общую разработку принципов пособия, редактировала и проводила координацию всех его разделов, подготовила «Грамматический практикум», подобрала тексты по специальности «Искусство».

Микитченко С.П. осуществляла общую разработку принципов пособия, подготовила краткий фонетический справочник, контрольную работу № 1, подобрала тексты по специальностям «Электротехника» и «Культура и туризм».

Осипова Н.Н. подготовила контрольную работу № 3, подобрала тексты по специальностям «Информационные технологии», «Экология», «Безопасность жизнедеятельности».

Трофименко М.П. подготовила контрольную работу № 2, подобрала тексты по специальности «Психология».

Авторы выражают искреннюю признательность рецензентам пособия доктору филологических наук, профессору кафедры восточных языков и методики преподавания иностранных языков Алтайской государственной академии образования им. В.М.Шукшина **Трофимовой Елене Борисовне** и кандидату филологических наук, доценту кафедры иностранных языков Сургутского государственного университета **Вдовиченко Ларисе Владимировне**.

ВВОДНО-КОРРЕКТИВНЫЙ ФОНЕТИЧЕСКИЙ КУРС

АНГЛИЙСКИЙ АЛФАВИТ И ЗНАКИ ТРАНСКРИПЦИИ

Печатные буквы	Название букв	Печатные буквы	Название букв
A a	[eɪ]	N n	[en]
B b	[bi:]	O o	[əʊ]
C c	[si:]	P p	[pi:]
D d	[di:]	Q q	[kju:]
E e	[i:]	R r	[ɑ:]
F f	[ef]	S s	[es]
G g	[dʒi:]	T t	[ti:]
H h	[eɪf]	U u	[ju:]
I i	[aɪ]	V v	[vi:]
J j	[dʒeɪ]	W w	[dʌblju:]
K k	[keɪ]	X x	[eks]
L l	[el]	Y y	[wai]
M m	[em]	Z z	[zed]

СВОДНАЯ ТАБЛИЦА ЧТЕНИЯ СОГЛАСНЫХ

Буква и букво-сочетание	Звук	Положение в слове	Примеры
1	2	3	4
B	[b]		bus, but, about, better, butter, by, book, bed, bag, bad
bt	[t]	в конце слова	debt, doubt
C	[s]	перед e, i, y	face, city, cinema, cycle, since, ice, space, centre
	[k]	в остальных случаях	cap, cat, cut, cry, copy, capital, come, close, clock
	[ʃ]	перед безударной гласной	ocean, social, special, musician, ancient, racial

1	2	3	4
cc	[ks]	перед e, i, y	accept, success, accent, accident
	[k]	в остальных случаях	occur, accord, accomplish, accumulate, occupy, occasion
ch tch	[tʃ]		chess, rich, cheese, chop, much, match, kitchen, watch, catch
ch	[k]	в словах греческого происхождения	school, architect, chemistry, character, archiology, technical
	[ʃ]	в словах французского происхождения	machine, machinery, machinist
ck	[k]		black, sick, back, pack, neck, check
d	[d]		date, made, end, decide, old
	[-]	перед согласными	grandmother, handsome, handkerchief
dg	[dʒ]		bridge, knowledge, judge, sledge
f	[f]		five, if, finish, face, family
ften	[fn]		often, soften
g	[dʒ]	перед e, i, y	page, change, gymnasium, stage
	[g]	в остальных случаях	go, get, green, grey, grow
gh	[-]	после au, ou и перед t	weight, eight, bought, brought, fought, daughter
	[f]	после au, ou	laugh, enough, cough
gn	[n]	в начале и в конце слова	foreign, sign, campaign, gnome
h	[h]		he, his, here, have, home, hundred
	[-]	в начале и середине некоторых слов	hour, honour, honest, exhibition
j	[dʒ]		just, major, object, subject
k	[k]		kill, keep, Mike, kitchen, like
kn	[n]	в начале слова	know, knee, knife, knock
l	[l]		lake, late, light, listen, leg
	[-]	в сочетаниях alm, alf, alk	talk, calm, half, chalk
m	[m]		miss, meal, seem, team, home

1	2	3	4
mb mn	[m]	в конце слова	climb, bomb autumn, column
n	[n]		never, number, nobody, next, notice
ng nk	[ŋk]	в конце слова	sing, song, interesting, thing drink, bank, ink, tank, thank
p	[p]		pen, pencil, pupil, publish, top
ph	[f]	в словах греческого происхождения	phone, physics, philosophy, philologist, symphony, phase
qu	[kw]		queen, question, quick, quite, queue
	[k]	в словах французского происхождения	unique, technique
R	[r]		red, ready, rain, sorry, mirror, trip
s	[s]	в начале слова и после глухих согласных	see, sea, son, sun, stand, stop, maps, cats, books, hats, caps
	[ʃ]		sugar, sure
	[z]	после звонких согласных и гласных, между гласными	pens, bags, days, girls, boys these, cheese, please, nose, rose
ss	[s]		class, pass, success, kiss, miss
	[ʃ]	перед безударными ia, io	Russian, Belorussian
ssion	[ʃn]		session, discussion, comission
sion	[ʒn]	в конце слова	decision, conclusion, revision, invasion
sure	[ʒə]		pleasure, treasure, leisure, measure
sh	[ʃ]		she, ship, fish, short
sc	[s]	перед e, i, y	science, scientist, scene, scenery
sten	[sn]		listen, fasten
stle	[sl]		whistle, wrestling
t	[t]		ten, twenty, table, sit, teeth
th	[θ]	в начале и на конце существительных, прилагательных, глаголов, числительных	thing, thick, thin, three, tooth, theme, fifth

1	2	3	4
	[ð]	между гласными буквами в словах, принадлежащих к различным частям речи, а также в начале и на конце союзов	this, these, that, those, with, without, they, weather, bathe
tion	[ʃn]	в конце слова	demonstration, revolution, dictation, translation, attention
ture	[ʃə]	обычно в конце слова	picture, future, lecture, culture, nature, feature, furniture
v	[v]		live, leave, voice, move, vase
w	[w]	перед гласной буквой	win, want, water, wind, twins
wh	[w]	в начале слова перед гласной, кроме o	when, where, why white, which, whisper, while
Wh+o	[h]	перед o в начале слова	who, whom, whose, whole
wr	[r]	в ударном слоге многих слов	wrong, write, writer wrestling

СВОДНАЯ ТАБЛИЦА ЧТЕНИЯ ГЛАСНЫХ

Буква и буквосочетание	Звук	Положение в слове	Примеры	Исключения
1	2	3	4	5
a	[eɪ]	в открытом слоге	place, came, later	[æ] have, atom [e] any, many
	[æ]	в открытом слоге некоторых двусложных слов буквой i в ударном слоге	habit, rabbit, vanish	
	[æ]	в закрытом слоге	land, fact, carry	[a:] example
	[ɔ:]	перед l + согласная, кроме m, f	also, talk, salt	[æ] rally, shall
	[a:]	в некоторых словах перед n + согласная	answer, France, can't, chance, demand	

1	2	3	4	5
	[a:]	перед s, f + согласная	class, draft, ask, last	[æ] classic, mass, passive
	[ei]	перед -ste, -nge	taste, danger, change	
	[a:]	перед th	father, path, rather	[æ] gather
	[ɔ:]	после w, qu в открытом слоге и перед r	water, quarter, war	[ei] wage, wake, wane
	[ɔ]	в закрытом слоге после w	was, want	[æ] wag, wax
ai, ay	[ei]		aim, aid, may, day	[e] says, said
air	[ɛə]		air, pair, chair	
al	[a:]	перед f, m	calm, palm, half	
ar	[a:]	в закрытом слоге	car, part, garden	
	[ɛə]	в открытом слоге	care, careful	[a:] are
au, aw	[ɔ:]		cause, law, pause	[a:] aunt
au	[a:]	перед gh(t)	laugh	
augh	[ɔ:]	перед t	daughter	
e	[i]	в открытом слоге	we, Pete, eve	[e] very, edit, medal
	[e]	в закрытом слоге	get, settle, fell, egg	
ea	[i:]		tea, peace, meat	[e] deaf, heavy, peasant, weapon
	[e]	перед d, th, lth	bread, breath, dead, death, head, health	[ei] break, great [iə] idea, real [i:] beneath
ear	[iə]		clear, hear, near	
	[ɔ:]	перед согласной	earth, heard, learn	[a:] heart [iə] beard
ee	[i:]		green, free	

1	2	3	4	5
eer	[iə]		deer, engineer	
ei	[i:]	после c, s	ceiling, conceive	
ey, ei	[ei]		convey, grey, they, obey, vein	[i:] key
eigh	[ei]		eight, neighbour	[ai] freight, height
er	[ɜ:]	в закрытом слогe	term, person, emerge	[a:] clerk
	[iə]	в открытом слогe	here, tear, serious	[ə:] were [eə] there, where
eu, ew	[ju:]		eucalyptus, feud, new	
i	[ai]	в открытом слогe	fine, life, time	[i] give, live
	[i]	в закрытом слогe	sit, little, written	
	[i]	в открытом слогe с i или y	civil, city, limit	[ai] tiny
	[ai]	в безударном перед ld, nd	bind, find, child, wild	[i] wind (ветер)
	[i:]	в словах французского происхождения	machine, police, prestige, regime	
	[-]	после u	cruise, fruit, juice	[ai] guide, [i] guilty
ie	[i:]	перед согласной	achieve, brief, chief	[e] friend
ig(h)	[ai]		sigh, high, night	
ir	[ə:]	в закрытом слогe	shirt, bird, firm	
	[aiə]	в открытом слогe (ire)	fire, tired	
	[ɜ]	в закрытом слогe	hot, bottom, horror	

1	2	3	4	5
	[ou]	перед l + согласная	old, cold, folk, told	
	[ʌ]	перед m, n, v, w, th	another, above, among, brother, come, done, govern, London, Monday, month, none, won	
	[ou]	перед st	most, post	[ɔ] cost, frost
oa	[ou]		boat, coat, float	[ɔ:] broad
oar	[ɔ:]		board, coarse, hoarse	
oi, oy	[ɔɪ]		boil, soil, boy, enjoy	
oo	[u]	перед k	book, look, cook	
	[u:]	в конце слова и перед l, m, n	too, tool, moon, soon	
oor	[uə]		moor, poor	
or	[ɔ:]	в закрытом и открытом словах	for, order, port, morning	
	[ə:]	после w	word, work, world	[ɔ:] worn
ou, ow	[au]		round, sound, now	
ou	[ʌ]	в некоторых словах, в том числе в словах французского происхождения	double, country, couple, courage	
	[ʌ]	перед gh	enough, rough, tough	[au] plough [ou] though

1	2	3	4	5
	[u:]		group, rouble, soup	
	[əu]	перед l	poultry, shoulder	
ough	[ɔ:]	перед t	bought, brought	
our ower	[auə]		our, power	
ow	[au]	в середине слова	down, town	
	[ou]	в конце слова	grow, know, low	
u	[ju:]	в открытом слоге	use, student, music, future	[i] busy, [ʌ] study
	[u:]	в открытом слоге после j, l, r	June, include, rule, true	
	[ʌ]	в закрытом слоге	bus, subject, current	
	[u]	в закрытом слоге после b, f, p	bullet, bush, full, pull, push, put	
ue	[(j)u:]	в конце слова под ударением	blue, clue, due, suit	suite [swi:t] [-] guide, guilty
ui	[ju:]		suicide, tuition	
	[u:]	после j, i, r	cruise, fruit, juice	[u:i] ruin, fluid
ur	[ə:]	в закрытом слоге	burn, curl, turn	
	[juə]	в открытом слоге	pure, cure	
	[uə]		sure, surely	[e] bury
u	[-]	после g перед ударной гласной	guarantee, guard, guess, guide, guilty	
y	[ai]	в открытом слоге	by, type, cycle	
	[i]	в закрытом слоге	myth, system	
	[j]	перед гласной	yoke, beyond	
yr	[ə:]	в закрытом слоге	Myrch, myrtle	
	[aiə]	в открытом слоге	tyrant, tyre	

These are the symbols for the sounds of English.

The sounds are organized into the following different groups:

Short vowels:

[ɪ] [ʊ] [ʌ] [ɔ] [ə] [e] [æ]

Long vowels:

[ɑ:] [ɪ:] [u:] [ɔ:] [ɜ:]

Diphthongs (double vowel sounds)

[ɪə] [ʊə] [aɪ] [ɔɪ] [əʊ] [eə] [aʊ] [eɪ]

Voiceless consonants

[p] [t] [tʃ] [k] [f] [θ] [s] [ʃ]

Voiced consonants

[b] [d] [dʒ] [g] [v] [ð] [z]

Other consonants

[m] [n] [ŋ] [h] [l] [r] [w] [j]

SHORT AND LONG VOWELS

[i]

1. Jim is in the picture.	10. Elisabeth is still on the sick-list .
2. Miss Smith is thin .	11. Kitty is thin-skinned , Minnie is thick-skinned .
3. Bring chicken for dinner.	12. Alex's lettuces tasted like cabbages .
4. Listen to this ridiculous list.	13. This is a system to be considered.
5. The pretty women are busy in the gym .	14. Tim bit a bit of Kitty's biscuit .
6. This condition is specific .	15. It is written in simple English , isn't it?
7. Willy is quick-witted .	16. Is this decision significant ?
8. Christie will fill the bill.	17. It isn't his business , is it?
9. Tillie is niminy-piminy .	18. Is it difficult to diminish friction?

[i:- i]

1. Steve keeps the cheese in the freezer .	10. Pete eats chiefly beans .
2. She doesn't know what it means .	11. We can easily read the agreement .
3. Pleased to meet you.	12. How about meeting my people at three ?
4. Her niece feels seedy .	13. Please feel free to leave .
5. He speaks Chinese and Japanese.	14. These people have the reasons .
6. They used to eat meat .	15. He leaves me this measly meal .
7. Please freeze the peas .	16. Please peel the beets and string the beans .
8. Jeannie , do you see the bees ?	17. Steve is eager to please the teacher .
9. Neither he nor she believes me.	18. She likes her tea weak .

[e]

1. Get better .	10. Send Ben for his friend .
2. Let's rent a tent .	11. Better late than never .
3. Well said .	12. The engine went dead .
4. Press the bell .	13. Esther never gets upset .
5. Well , I never .	14. Fred said it again and again .
6. Very well , then.	15. Peg slept from six 'til ten, then left .
7. Len meant to get ahead .	16. Pick a peck of pickled peppers .
8. Ted said he never slept well.	17. I expect Bell spends a pretty penny on dress .
9. It's best to rest , said the vet to the pet .	18. Deb expects to get ready next Wednesday .

[æ]

1. Pack the bags .	10. The post-graduate managed to learn Spanish .
2. Have a snack , Jack .	11. As a matter of fact he acted the ass .
3. Pat's cat is fat .	12. That's a bad taxi-cab accident .
4. That's bad grammar .	13. Hang your hat on the hat rack .
5. That's absolutely fantastic .	14. Ann chatters like a magpie .
6. The fat cat sat on the man's black hat .	15. Sam was absent from practice on Saturday .
7. A fashionably tan man sat casually .	16. Her plaid jacket has black snaps .
8. The manager , a crabby old bag of bones .	17. Pat had a black rag in her hand .
9. Jack sat back and never lashed another bat .	18. When in contact they naturally act rapidly .

[A]

1. Buffy cut up the shrubs.	10. I'd love to come on Sunday if it's sunny.
2. Every country has its customs .	11. Come to lunch on Sunday .
3. The mother won some of the money , but not enough .	12. The publisher must be punished .
4. She suffered in her just struggle .	13. The mugger stood in a puddle .
5. There is a bus coming . Hurry up .	14. Does the bus run every other Monday ?
6. My mother's brother's my uncle .	15. Double Dutch
7. My uncle's son's my cousin .	16. The dust is under the rug .
8. This is just the result of the discussion .	17. The substance is colourless .
9. The pub lunches were nice.	18. He studied English in London last summer .

[A-a:]

1. Are the stars far from Mars?	10. Sergeant Barton was the guard .
2. The hard part is to start the car .	11. The pastor can't stay after classes .
3. We started in March .	12. It's hard to park a car in a dark car park .
4. It's part and parcel of the bargain .	13. He laughs best who laughs last .
5. He carved a large heart in the bark .	14. How smart you are, aren't you, Mark ?
6. Martin loves his father .	15. He asked her to dance .
7. How far is it to the castle from here?	16. The hard part is finding a free space to park near the market .
8. Arnold passed a sharp remark .	17. The article is rather large .
9. It's fast sparkling car .	18. On behalf of the parliament .

[ɔ]

1. John wants to watch Walter wash the dog .	10. Bob stopped in the shop for a mop .
2. Roz is fond of dolls .	11. Don't bother Molly .
3. His knowledge of crops is obvious .	12. Tom's dog got lost.
4. Some shots are optional .	13. He's often wrong .
5. John got an honest job .	14. Rob tried to rob them.
6. Polly's problem was not office politics , but office policy .	15. He resolved the problem himself.

7. Stop the clock.	16. The construction of a rocket costs a lot.
8. The lock's at the top.	17. Obviously, it was hot.
9. Rod wants his coffee strong.	18. John's watch stopped.

[ɔ:-ɔ:]

1. Your war stories are boring.	10. He wore shorts to the store.
2. Pour water more quarts.	11. Morton was born in August the fourteenth.
3. Gordon called the newly-born Nora.	12. The author bought four bottles of water.
4. Laura's daughter bought a horse and called it Laura.	13. We all thought we saw a small dog walk across Broad Street.
5. All aboard!	14. Strong salt water is called brine.
6. The reporter needs chalk right away.	15. Caught and court sound the same.
7. Call me at a quarter to four.	16. Morton's court report was short.
8. Paul thought Maud ought to talk.	17. To talk to Mort is like talking to wall.
9. Law and order.	18. He always puts the cart before the horse.

[ɔ:-ɜ:]

1. I heard her journey was worth the worry.	10. The early bird gets the worm.
2. The girl heard many birds on her way to work.	11. Burt was the first to observe a fast.
3. Little waves on the surface of the Earth.	12. Shirley's gone to work to Birmingham.
4. Kirsty's doing research work at University.	13. Pearl's a civil servant now.
5. He's working in Turkey as a wind-surf instructor.	14. We heard boys' voices on early Thursday morning.
6. He's learnt Turkish and he's earning a fortune... or so I've heard.	15. It's brought to the surface a much wider controversy.
7. He learned to surf in Brazil.	16. Repeat the verse word by word.
8. Kirk lives in a suburb somewhere.	17. Are you certain that you turned the gas off?
9. This girl will be thirteen years old.	18. To work to good purpose.

[u]

1. Look in the cookbook for a good pudding .	10. The woman took a good look at the wolf.
2. He would if he could .	11. That's a good-looking wool pullover .
3. It should be good wool .	12. Could I put my foot on that cushion ?
4. He took a cushion and put it on a bushel basket of sugar in the kitchen nook .	13. That cook couldn't cook if he didn't look at a cookbook .
5. The bookcase is full of good books .	14. You should put more sugar in the pudding .
6. No one understood one woman in my neighborhood .	15. How much wood would a woodchuck chuck If a woodchuck could chuck wood .
7. The butcher is a good cook .	16. Would you help the woman , if you could ?
8. The crook stood behind some bushes .	17. To put one's foot in one's mouth .
9. Sugar cookies and a pudding on the table.	18. Pulling the curtain aside, he looked at cuckoo .

[u-u:]

1. Bruce would like a double room for two nights.	10. Lou couldn't fool Sue .
2. A true fool will choose to drool in a pool to stay cool .	11. Who knew that such fools were in the schools , used tools and flew balloons ?
3. Luke stood and looked at his new shoes .	12. Choose blue for the new room .
4. The pool room is booked for Tuesday at noon .	13. It's foolish to read it through and through .
5. Sue knew too few new tunes on the flute .	14. Stu wouldn't move the cooking school .
6. Sugar is made from the juice of beetroot .	15. Do as I do .
7. Trudy knew the truth .	16. Lewie grew too big for his boots .
8. Prudence knew who's who .	17. Ruth couldn't say boo to a goose .
9. There are too gloomy rules here.	18. It blooms soon , in June .

[ə]

1. I ate a banana in a cinema in Canada .	10. I, undersigned, hereby apply...
2. The parrot was asleep .	11. My brother has got a diploma .
3. The sugar was the colour of earth.	12. Hard dermal investment of insects.
4. Annabel's face is peppered with freckles.	13. The experiment has come to an end.
5. Mr. Porter's sister Rita , buys the pasta by the metre .	14. Many of the stars are much larger and hotter than the sun.
6. Oklahoma is one of the states in America .	15. The Japanese language is a difficult one.
7. Europe is a continent in the northern hemisphere.	16. There are several important items on the agenda .
8. I am completely at a loss what to do with it.	17. A woman and her husband live in America .
9. The pressure of his fingers had relaxed.	18. From Canada to China .

DIPHTHONGS (DOUBLE VOWEL SOUNDS)

[ɪə]

1. Really , it's a very good idea .	10. Is the idea clear ?
2. Plastics are superior to natural materials .	11. The mere idea of it appears fearful .
3. It's a curious experiment.	12. The hero is in series of scandals.
4. This periodical appears once a year .	13. Superior cuisine.
5. Steer clear of Pearce .	14. Hear , hear my dear .
6. It was ingenious of unbearded man to solve the problem.	15. Merely come in and sit here near us.
7. It's not nearly as fearful as it appears .	16. Can you hear clearly from here ?
8. Is there a theatre anywhere near here ?	17. Don't interfere in this theory .
9. Experience material changes.	18. Atmosphere in Siberia is ideal .

[(j)ʊə]

1. Eventually he came to Europe .	10. Is Europe poor in moors ?
2. It's a usual cure for cold.	11. The truer my friends, the surer I feel.
3. Curiosity is incurable .	12. Do you feel secure about your fuel ?
4. Dewar is a habitual boor .	13. You are a doer , for sure .
5. The noun is in the plural .	14. Provide insurance for brewer .
6. Surely the fuel is valuable .	15. We are striving for enduring peace and security .
7. Wasn't it pure cruelty and boorishness ?	16. The solution was obscured by impurities .
8. Not all the tourists will endure to the end, surely .	17. I'll surely speak more fluently after a tour of Europe .
9. Well, I am sure for sure .	18. A tour to a boorish country.

[aɪ]

1. Nile crocodiles have the widest smiles .	10. I'm twice your size, Liza!
2. Jim's a guy who likes a fight .	11. Try my pie , Ira!
3. Ida buys nice surprises.	12. Mike tried to fry fish.
4. That guy might buy my cycle.	13. I dine with Clyde on Friday .
5. Why Diana got a black eye ?	14. Mike drives Mr. Bright wild .
6. Then I'll have dry wine and ice-cream .	15. Don't try to tell lies , Simon!
7. Ike and Ivy sat side by side as quiet as mice.	16. Right. I'm a liar but you are a spy .
8. A driver will arrive in time on Friday .	17. They died that we might be alive.
9. I advise her to go to the library .	18. I find it quite right .

[ɔɪ]

1. Roy enjoys noisy toys .	10. The boy pointed to the poison .
2. Troy's ploy was foiled .	11. Joyce often talks at the top of his voice .
3. The spoiled boy destroyed Floyd's joy .	12. What is that alloy's boiling point ?
4. The choice of the method employed is disappointing .	13. Boisterous boys often toy with the thought of going to live on a tropical island.

5. We put moist oysters in the oil to boil .	14. Roy's toys are noisy .
6. Roy forgot his appointment .	15. Boys will be boys .
7. There is a big choice of ointments .	16. Join the oilmen in the voyage .
8. An employer rejoiced at employee's success.	17. Joyce and Roy are hoity-toity .
9. At one point , the boys' joyful voices rose above the noise .	18. The voyager in the voyage was joyful .

[əʊ]

1. Rose knows Joe phones Sophie .	10. Oh no , don't go home!
2. But Sophie and Joe don't know Rose knows .	11. Show Joe the snowmobile .
3. Flo chose to row the old boat .	12. Joan won't show those photos .
4. It's going to snow .	13. All roads lead to Rome .
5. Throw your stole over your shoulder .	14. Noble spouses don't say "No".
6. It's a cold coal to blow at.	15. Tony bought a coat for Rose .
7. Most local folks know they can take the old road home even though it's closed.	16. Strong opponents in tomorrow's symposium.
8. This fellow is out at elbows .	17. An appropriate component.
9. They suppose to propose .	18. Social appropriation.

[eə]

1. Well, I declare .	10. What's the air fare ?
2. It's unbearable how Clare gives herself airs .	11. I dare swear there's Mary down there .
3. Blair is one of the fair-haired boys there .	12. The scared boy showed a pair of rare pears .
4. There , there .	13. Harum-scarum means hare-brained .
5. It's their fair share .	14. Mary wears her hair long.
6. Bear and forebear .	15. Air the room carefully , Gary .
7. Arian treated us fair and square .	16. I dare swear .
8. That's where they are wrong.	17. I don't care whether I live upstairs or downstairs .
9. It's late to tear your hair .	18. Give a chair for a prayer .

[aʊ]

1. Our townhouse has a brown mouse.	10. We found our gowns downtown .
2. Are we allowed to speak aloud ?	11. How's the sauerkraut ?
3. Shower the flowers for an hour .	12. I've found a cowhouse round the corner.
4. Slow down now .	13. How do you account for it?
5. Mrs. Brown counted cows coming down the mountain .	14. We caught a brown mouse in the shower room downstairs .
6. I found a ten- pound note lying on the ground when I was in town .	15. They lowered the cow from the window of the tower to the ground .
7. A loud crowd surrounded the brown house.	16. The towel is in the shower room.
8. I enjoy living down town .	17. The amount of allowance .
9. The students howled the speaker's report down .	18. Every hour on the hour .

[eɪ]

1. The rain in Spain falls mainly on the plain .	10. It rained eight days.
2. Renee ate crême brulee at the buffet today.	11. The suede cape has a great shape.
3. She laid the frail lace on the table .	12. The pain came again .
4. Kate's cake failed the taste test.	13. The ape ate eight apricots .
5. I'll have a steak , grapes and a cake .	14. Dale's at the same game again .
6. They named the baby Jane .	15. Haste makes waste .
7. Trace bakes better cakes .	16. Mabel will come to your place and stay .
8. Make haste so as not to be late .	17. They have eighteen minutes to make the rake .
9. The mail train was delayed again .	18. Jane's information is straight from the stable .

VOICELESS AND VOICED CONSONANTS

[b]-[p]

1. Billy grabbed the sobbing baby .	1. Pat put purple paint in the pool .
2. The bushes and bulbs are about to bloom.	2. Please prepare the pizza for the party .

3. Bob was bleeding and his bones were broken .	3. Pat helped me pick up the papers .
4. Maybe Elizabeth brags a bit .	4. Put the stamps on the package .
5. Bernie brought a big breakfast back to bed .	5. Mr. Bishop paid for the lamp in April .
6. Bob bought a pair of brown rubber boots for his baby Brian .	6. Peter plans to pick up a jump rope in the department store.
7. Betty bought a bit of better butter .	7. Philip didn't give me a map .
8. Ben believes Bill broke Bob's box.	8. Peter picked a peck of pickled peppers .
9. Bob , the baker , loves Betty , the barmaid .	9. It's impossible to predict popula- tion patterns .

[d]-[t]

1. Dan drove us around before dinner .	1. It's Tommy's turn to tell the teacher the truth .
2. Does Donna have a dollar ?	2. Stop touching Ted's toes.
3. Those bad children seldom did what their daddy told them to do .	3. The teacher told us to try to write eighteen sentences every night.
4. Eddy's one hundred today .	4. Janet washed her skirt and two t-shirts .
5. David's daughter didn't dance but David's dad did .	5. A bottle of bottled water held thirty little turtles.
6. Dora had invited all her friends round .	6. It took Tim ten times to try the telephone .
7. Fred decorated and waited , then shouted and celebrated .	7. Tell Tina's tailor to take two tucks in the top of Tim's trousers tomorrow .
8. David didn't do the dishes .	8. The last time I went to that store, I got lost.
9. Dad had a bad cold.	9. Patty ought to write a better letter.

[k]-[g]

1. Carolyn couldn't come to the concert .	1. Grandma gave the guests eggs and frog's legs.
2. Mike and Jack can work quickly .	2. Go get your grandmother's glasses .
3. The king cooked the carrots and the queen cut the cake .	3. Gayle dragged the rugged luggage through the gate .
4. They talked and asked questions .	4. Peggy begged to go to the art gallery .

5. The cook is baking six carrots cakes with cream cheese frosting .	5. The ugly dog has been digging up all the grass in the garden .
6. His wicked uncle has no scruples .	6. Gloria gives gracious get-togethers .
7. The computer cursor careened across the screen.	7. Please give me eight gallons of gas .
8. He clicked off the computer, cleaned off his desk , accepted his paycheck , and caught a taxicab	8. Maggie bagged all the groceries .
9. Look at the black bike .	9. Gil's got the gift of the gab .

[f]-[v]

1. Frank found four frogs laughing on the floor .	1. Veronica drove to Venice in a van .
2. Freddy found fresh flowers for his friend .	2. Val survived the five-hour drive .
3. Francis laughed at the awful photograph of Fred falling off a fence .	3. We voted in favor of a law to give everyone five days of vacation .
4. Ralph's life is tough , but he laughs .	4. Evelyn arrived in evening gloves at eleven .
5. Phil's life is soft, but he frets .	5. She is obviously envious , and I love it.
6. The fiancée lifted her finger to show off her sapphire .	6. It takes a lot of nerve to drive over there in the velvet van .
7. Poor fellow ate the fish and half a loaf of bread .	7. They've never voted in Virginia before .
8. Fiona found a fine friend .	8. Vera is a vet and she lives in a caravan .
9. One fresh fall day he went to the fair to find some fun and food .	9. These visitors have travelled all over the world and they obviously loved it.

[s]-[z]

1. Small Stephen still smiles sweetly .	1. Zebras in zoos are like dolphins in pools .
2. It's six or seven years since Sydney's sister sang that song .	2. A lazy Thursday at the zoo found the zebras grazing on zinnias , posing for pictures .
3. Sam , a surly sergeant saw a sailor sit silently on a small seat .	3. The zebra's name was Zachary , but his friends called him Zack .

4. Sara's sister sent six small presents to our house this Christmas.	4. My crazy cousin always loses his gloves and his keys.
5. Miss Smith cooks the best feasts.	5. Susan's cousin leaves on Wednesday.
6. The Spanish speak Spanish in Spain.	6. He loves his new toys.
7. Send Sue to the store on Saturday.	7. She reads magazines on Thursdays.
8. Let's ask the guests for a list of requests.	8. His nose was bronzed by the sun.
9. Stephana slowly spins her sled in the snow.	9. Rosa is my friend's cousin.

[θ]-[ð]

1. Martha Smith's an author and an athlete.	1. The mother soothed the teething baby.
2. We both need something for our throats.	2. My brother loathes this weather.
3. The wealthy author will be thirty three on his birthday next month.	3. My father and mother live together with my other brother.
4. He thought thirty thousand dollars was nothing.	4. Father seethed when he saw these leather pants.
5. Thanksgiving is on the fourth Thursday of the month of November.	5. It's hard for either of them to breathe smoothly in this weather.
6. Mathematics is one of her strengths.	6. This is a zither. Is this a zither?
7. The sixth sick Sheik's sixth thick sheep.	7. Heather's mother has a brother.
8. They send a thousand thirty-three thermometers.	8. There is no one there, neither mother nor father.
9. She took an oath to tell the truth.	9. This film is no worse than the others.

[tʃ]-[dʒ]

1. Fetch some chalk, Charles.	1. Justice is justice.
2. Didn't you watch the speech on channel seven?	2. The region is geologically old.
3. Hatches, catches, matches and dispatches.	3. James joined the geography society.
4. Charles and Chuck lunched on cheese and chips.	4. Just imagine Jim learning the German language.

5. Couldn't you eat your lunch , and then watch the match .	5. The decision is illegitimate.
6. What a charming child !	6. Meet John Jones junior .
7. I watched two chicks captured .	7. June is a prodigy of energy.
8. Not much to choose .	8. Jo , make a margin on the page .
9. The teacher chose Chinese Checkers for the children .	9. I'll do it just to oblige Joyce .

OTHER CONSONANTS

[l]-[r]

1. Little Lola felt left out in life.	1. Rita read three very short stories .
2. Do you believe the careful pilot will fly through those low clouds ?	2. The professor really hurried through the crowd and arrived before it started to rain .
3. Clara's really clever but Lilly's a little silly .	3. The rabbits raced right around the ring .
4. Lola likes to laugh a lot.	4. Roger , the writer , brought three red roses .
5. Lou delayed the long flight .	5. Remember to write to your friends .
6. That fellow , Luke , loves the bowling alley .	6. Robert ran to the restaurant for his brother .
7. She'll like the lovely landscape .	7. Brian's tractor crashed into the grey truck .
8. We'll help you fill the glasses .	8. During the horrible war terrible things occur.
9. Lola no longer longed for a leader to tell her how to live her life .	9. Dorian has problems with the brakes and the accelerator .

[m]-[n]-[ŋ]

1. My name is Emily .	1. There was no one on the moon on the ninth of June .
2. Some of them have promised not to smoke at the meeting .	2. His son is not one of the well- known citizens in this town .
3. Maybe my mother will make something .	3. The thin man is an African dancer .
4. I'm coming home with them tomorrow .	4. Mine is fine .

5. My room mm ate is from M aine.	5. Tony has taken t he train.
6. I' m from A labama.	6. Nancy has m any new friends.
7. Mike m akes m uch of himself.	7. They haven't eaten the tuna.
8. M um m ade m e m ove m y m odels.	8. No n ews is good n ews.
9. Mart knows no m ore about them than a m an on the m oon.	9. Money spent on the brain is n ever spent in v ain.

[h]-[w]

1. Henry's Uncle H erbert h as h ad heart attack in h ospital.	1. When will we go away?
2. The h alfwit h o was h ired to h elp her home h it her h ard with the H onda.	2. The w ind w histled in the w oods.
3. H arold didn't have a h elmet on his head to protect h im.	3. Willy and W illiam went to the w est.
4. H arry h ad a h abit of h elping h itch-hikers.	4. W hy was there <i>a</i> war?
5. H e's h appy when his h andsome son H enry h eaves h imself.	5. O ne of the t wins w alked t wenty miles.
6. H er h usband brought home a h uge m ahogany h utch.	6. W anda wore her w hite dress on W ednesday.
7. H ave you h eard about H anna's h orrific adventure in H amburg?	7. I went for a walk with W alter.
8. H oward is h iding in a h uge h otel in O hio.	8. Would you mind w aiting a moment at the w hite w indow?
9. H azel h as h ad u nhappy h oliday h itch- h iking in H ungary.	9. He wants to w in in the w orst way.

TONGUE-TWISTERS

[b]

1. Bake big batches of brown blueberry bread.
2. A big bug bit the little beetle but the little beetle bit the big bug back.
3. Black bug bit a big black bear, but where is the big black bear that the big black bug bit?

[d]

1. If one doctor doctors another doctor does the doctor who doctors the doctor the way the doctor he is doctoring doctors? Or does the doctor doctors the way the doctor who doctors doctors?
2. Daddy draws doors. Daddy draws doors.

[f]

1. Freshly-fried fat flying fish.
2. Fresh French fried fly fritters.
3. Five fat friars frying flat fish.
4. Love's a feeling you feel when you feel you're going to feel the feeling you've never felt before.
5. Furious friends fought for the phone.

[g]

1. The great Greek grape growers grow great Greek grapes.
2. Great gray goats.
3. Give me the gift of a grip-top sock.

[h]

1. In Hertford, Hereford and Hampshire hurricanes hardly ever happen.

[k]

1. How can a clam cram in a clean cream can?
2. A good cook could cook as much cookies as a good cook who could cook cookies.
3. If coloured caterpillars could change their colours constantly could they keep their coloured coat properly?
4. A canner can as many cans as a canner can, if a canner can cans.

[l]

1. Luke Luck likes lakes.
2. Long legged ladies last longer.

[m]

1. Can you imagine an imaginary menagerie manager imagining managing an imaginary menagerie?
2. Meter maid Mary married manly Matthew Marcus Mayo, a moody male mailman moving mostly metered mail.
3. My mommy makes me muffins on Mondays.

[n]

1. No nose knows like a gnome's nose knows.
2. You know New York. You need New York. You know you need unique New York.

[p]

1. Peter Pan Peanut is the peanut picky people pick.
2. A pleasant place to place a plaice is a place where a plaice is pleased to be placed.
3. Peter Piper picked a peck of pickled peppers, a peck of pickled peppers Peter Piper picked; If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?

[r]

1. Roberta ran rings around the Roman ruins.
2. Around the rugged rocks the ragged rascals ran.
3. Round and round the rugged rock the ragged rascal ran.

[s]

1. Sounding by sound is a sound method of sounding sounds.
2. Sixth sick sheik's sixth sick sheep.
3. A sailor went to sea to see, what he could see, and all he could see was sea, sea, sea.
4. She sells seashells on the sea-shore.
The shells she sells are seashells, I'm sure.
For if she sells seashells on the sea-shore
Then I'm sure she sells sea-shore shells.

[j]

1. Which of Shirley Hatchard's children stole a portion of cherry cheesecake from the kitchen shelf?
2. Sheila Charlton's Czech washing machine chewed up Richard Sheridan's checked shorts.
3. The rich Turkish sugar merchant purchased a shining Porsche for his Chinese chauffeur to polish.
4. Sasha, the Russian chess champion, chased Sharon, the Scottish chambermaid, round the kitchen, so Sharon showed Sasha the door.

[t]

1. Two tiny tigers take two taxis to town.
2. Tommy Tucker tried to tie Tammy's Turtles tie.
3. Tricky Tristan tracked a trail of tiny turtles.
4. A tutor who tooted the flute
Tried to teach two young tooters to toot,
Said the two to the tutor: "Is it harder to toot, or
To tutor two tooters to toot?"

[θ]

1. The thirty-three thieves thought that they thrilled the throne throughout Thursday.
2. A thick thimble is for a thick finger.
3. Thick for the thick and thin for the thin.
4. There those thousand thinkers were thinking how did the other three thieves go through.
5. He threw three free throws.
6. Thirty-three thousand people think that Thursday is their thirtieth birthday.

[w]

1. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
2. World Wide Web.
3. While we were walking, we were watching window washers wash Washington's windows with warm washing water.
4. How much wood would a woodchuck chuck if a woodchuck would chuck wood? A woodchuck would chuck how much a woodchuck would chuck if a woodchuck would chuck wood.
5. Twelve twins twirled twelve twigs.
6. If two witches would watch two watches, which witch would watch which watch?
7. A twister of twists once twisted a twist. And the twist that he twisted was a three twisted twist.

ГРАММАТИЧЕСКИЙ ПРАКТИКУМ (GRAMMAR EXERCISES)

THE NOUN

1. Is it singular or plural?

Table, fish, fruit, furniture, teeth, clothes, sheep, news, food, feet, horse, advice, bread, pyjamas, money, police, workers, television, trouble, watch, clock, work, spectacles, child, information, scissors, data, men, sun, oxen, hair, progress, glasses, ship, trousers, mice, phenomena, knives, money, deer, jeans, sugar.

2. Use the verb «to be» in the correct form.

1. My watch ... ten minutes fast. 2. These data not accurate. 3. No news ... good news. 4. There ... not much money in the purse. 5. Your trousers ... on the chair. 6. His advice ... always good. 7. How many pieces of furniture ... there in your living room? 8. Mice ... also domestic animals. 9. Her hair ... long and curly. 10. My furniture ... of the latest model.

3. Fill in *is* or *are*.

1. Be careful! Those scissors very sharp.
2. Maths John's favourite subject at school.
3. The police investigating the crime.
4. These trousers too big for me.
5. The stairs in my house made of wood.
6. His new furniture very modern.
7. The weather going to be bad this weekend.
8. My advice that you get a new job.
9. His new clothes very fashionable.
10. The team all training hard for Saturday's match.
11. The money in the jar for this week's shopping.
12. My pyjamas not on my bed. Where they?
13. Mumps a childhood disease.
14. My luggage in the car already.
15. Your hair very long again.
16. Tom's gloves made of soft leather.

17. The class all working on a project together.
18. Athletics my favourite sport.
19. My shoes too small for me now.

4. Fill in *a* or *an*, then make the nouns plural.

E.g. *a* boy — boys

- | | |
|---------------------|----------------------|
| 1. boring lesson | 9. big foot |
| 2. handsome man | 10. expensive jacket |
| 3. airport | 11. hotel |
| 4. interesting film | 12. European country |
| 5. attractive woman | 13. black sheep |
| 6. brown horse | 14. large family |
| 7. unicorn | 15. white tooth |
| 8. honest person | 16. university |

5. Fill in *a*, *an* or *some* where necessary.

1. I've got paper but I haven't got pen.
2. She has bread and cheese for dinner.
3. Manchester is industrial city.
4. I have cup of tea and cereals for breakfast.
5. "What's she like?" — "She's nice girl".
6. There's bank in High Street.
7. I'd like slice of cake and coffee, please.
8. It's beautiful house with big garden.
9. She has two sons and daughter.
10. Is he dentist?
11. We have small flat but it's comfortable.
12. There is ice in the freezer.
13. She works in office with her husband.
14. He's efficient man.
15. I think we have mice in the house! We need mousetrap.

6. Use the nouns given below to complete the sentences. Fill in *alan* or make the noun plural where necessary.

knife — tooth — fish — wife — mouse — leaf — factory — cup —
difficult question — armchair — bank — ice — hour — supermarket —
bread

1. There are enough forks and spoons but not enough *knives*.
2. There's smog in that city because there are a lot of _____ .
3. In autumn, the _____ fall from the trees.
4. Are there many _____ in that lake?
5. I never use the car for shopping. There's _____ near me.
6. I want to make some sandwiches but I haven't got _____ .
7. Is there _____ in your sitting room?
8. In some religions husbands can have two or more _____ .
9. The dentist took out two of his _____ .
10. Can I have _____ of tea, please?
11. The woman screamed and jumped up on a chair because there was _____ in the kitchen.
12. I need to change some money. Is there _____ near here?
13. Is there _____ in the freezer? This drink is too warm.
14. This is _____ , I don't know the answer.
15. "How long does it take to get to London from your town?" — "About _____".

7. Rewrite the sentences in plural.

E.g. A dog is more friendly than a cat. *Dogs are more friendly than cats.*

1. This man is a doctor.
2. That child is very intelligent.
3. Is there an English book in the cupboard?
4. A book is often better than a film.
5. This car is German and that car is Italian.
6. This knife isn't very sharp.
7. This tomato is delicious.
8. Is this fish fresh?
9. Is that person French?
10. This secretary isn't very efficient.

8. Correct the mistakes.

1. This people is German.
2. That's an horrible hat.
3. There are cars black over there.
4. That is a hotel modern.
5. This chair there is soft and that chair here is hard.
6. These mans are Englishes.
7. Those sheeps are black.
8. They are intelligents men.
9. He's doctor and his brother's dentist.
10. I'd like cup of hot tea.

9. Combine a word from box A with a word from box B to form a compound noun. Then use the nouns to complete the sentences, making the noun plural where necessary.

A			
ash	ear	arm	house
head	hand	news	
note	rain	tooth	

B			
bag	book	brush	coat
chair	line	paper	
ring	tray	work	

1. Hadn't you better taken your *raincoat*? It's awfully cloudy.
2. Have you seen today's? The Prime Minister's resigned!
3. I get the shopping on Thursday and do all the on Friday, so the weekend is free for the family.
4. Could you pass me that? I want to have a cigarette.
5. What a pretty pair of! Are those diamonds?
6. Have you finished with the? I want to see what's on television tonight.
7. Now, you've got your razor and your shaving-cream, haven't you? What about your?
8. Why don't you sit in the? You'll be more comfortable.
9. If you give me my, I'll give you the money now.
10. It's a good idea to write down new vocabulary in a Then you can refer to it later.

10. Translate the following sentences into Russian. Note how certain nouns can be used in the singular and plural with a different meaning.

Singular	Plural
Give me <i>a glass</i> of water, please.	I've been wearing <i>glasses</i> since I was 8 years old.
Has she always had short <i>hair</i> ?	There are many <i>hairs</i> in the sink!
How would you rate this on <i>a scale</i> of 1 to 10?	Can you put that fish on <i>the scales</i> for me please?
In Japan it is not <i>a custom</i> to kiss your friends.	Our bags were thoroughly searched at <i>customs</i> .
Have you got any lined <i>paper</i> I could use?	He showed his <i>papers</i> to the customs officer.
She's wearing a ring made of <i>wood</i> .	John loves his Sunday afternoon walk in <i>the woods</i> .
I can't talk now; I have a lot of <i>work</i> to do.	A lot of Dali's <i>works</i> are on display in this museum.
We had at least 200 <i>people</i> at our wedding.	The <i>peoples</i> of Europe are hoping for change.
The <i>rain</i> is falling really heavily now.	The villagers are hoping for <i>the rains</i> to come soon.
You need <i>experience</i> for this job.	I had a lot of interesting <i>experiences</i> visiting Asia.
We used <i>a compass</i> to find our direction.	Use your <i>compasses</i> to draw some circles.

11. Insert the appropriate noun and translate the sentences into Russian.

1. I must get my cut. He has a few grey (hairs/hair).
2. She doesn't like the vase. The is not transparent. Where have I put my? I can't read a thing. (glass/glasses)
3. We had a lot of interesting during our holiday. You need for your job. (experience/experiences)
4. There are pears, oranges and other on the table. is useful for our health. (fruit/fruits)
5. I like to read in rain, so I bought I need to write a report. (a paper/some paper)

6. When water freezes, it changes into Will you bring us two chocolate ? (ice/ices)

7. Three, please. I like strong (coffee/coffees)

8. Can you tell me how many thousands of are produced at the plant every day? Our college was built of (brick/bricks).

9. He's 75 but he is in possession of all his The of our University consists of highly qualified specialists. (faculty/faculties)

ARTICLES

12. Fill in *a, an, one* or *ones*.

1. I'm looking for book about animals. Do you have any?

2. There was book about animals, but the others were adventure stories.

3. They saw old film at the cinema yesterday.

4. I don't like these boots, but I really like skirt you're wearing.

5. Tom found mouse in the kitchen, so he put mousetraps everywhere.

6. morning there was a power cut.

7. I'm looking for bag. I need a large

8. There were two dresses in the shop I liked, but I only bought

13. Fill in *a, an* or *one*.

A. I bought 1) ... *a* ... set of plates yesterday, but I have broken 2) of them already. I can't have 3)..... dinner party without 4) full set of plates.

B. 1) day, I will buy 2) cottage in the country. It will have 3) big garden so I will be able to keep 4)..... dog.

C. I need 1) car. I want 2) with power steering and 3) sun roof. I can afford 4) second hand car, but I'd rather buy 5) new 6)

D. Suddenly there was 1) knock at the door. 2) old man stood outside. He was wearing 3) suit and carrying 4) suitcase in 5)....hand and 6) umbrella in the other.

E. There were 1) dozen people in the room and not 2) of them knew how to use 3) computer.

F. "I have 1)..... terrible headache. I think I will take 2) tablet and lie down for half 3).... hour". — "I hate headaches. I had 3)..... yesterday at work".

14. Fill in *the* where necessary.

1) ... Europe is 2) ... second smallest continent in 3) world and is home to one seventh of 4) ... world's population. 5) ... longest river there is 6) ... River Volga and 7) ... largest freshwater lake is 8) ... Lake Ladoga, in 9) ... north-western 10) ... Russia. 11) ... highest mountain peak is 12) ... Mount Elbrus in 13) ... Caucasus Mountains. 14) ... Europe is bordered towards the north by 15) ... Arctic Ocean, the south by 16) ... Mediterranean Sea and 17) ... Black Sea, the west by 18) ... Atlantic Ocean and the east by 19) ... Asia. 20) ... Europeans are 21) ... people who live in 22) Europe. 23) ... association which has been formed to unite 24) ... countries of 25) ... Europe is called 26) European Union.

15. Complete the sentences with the noun in bold. Use *the* when necessary.

a) **water** always flows downhill.
..... in this bottle is dirty.

b) **mountains** are an obstacle for clouds and affect the weather.

Only 11 climbers have climbed all in the world over 8,000 metres high.

c) **electricity** is an essential part of our modern way of life. Most of that we use comes from oil-fired power stations.

d) **information** Some of you gave us was inaccurate. The Internet is an important source of

e) **maths** A lot of people find very difficult.
A lot of that we study at school is not very useful for normal life.

f) **computers** have made a big difference to our lives.
Half of at our school don't work.

g) **technology** Do you study information at your school?
..... we need to go to Mars is not yet available.

16. Fill in the gaps with *the* and one of the adjectives from the list.

disabled, poor, sick, injured, young, rich, blind, unemployed, elderly, homeless

1. In my opinion, the government do not do enough to help *the poor*. They should provide more help for those who don't have much money.
2. Sometimes ... can't find food and shelter and often have to sleep in the streets.
3. The government gives money to providing they are looking for a job.
4. I would like to work as a nurse in a hospital and look after..... .
5. Life must be easy for as they can buy whatever they like without worrying about how much they spend.
6. Paramedics took to hospital where they were treated.
7. There are many choices these days for as education has improved so much over the years.
8. are often helped through daily life by trained guide dogs.
9. There are many charities which provide care for by visiting them, taking them out and bringing them meals.
10. Town planners should give more thought to the needs of

17. Use articles where necessary:

1. ... London is ... capital of ... Great Britain, the full name of which is ... United Kingdom of ... Great Britain and ... Northern Ireland.
2. ... Volga is ... fabulous river.
3. They used to spend their summer holidays on ... Black Sea coast in ... Crimea.
4. ... Gorki Street was renamed into ... Tverskaya Street.
5. ... Red Square and ... Kremlin are ... heart of ... capital.
6. ... London was founded in ... 1st century BC by ... Julius Caesar.
7. ... Johnsons are our next-door neighbours.
8. You could buy ... Picasso for £300 in those days.
9. ... New Year begins on ... 1st of ... January.
10. ... Ryan gave ... *Sunday Tribune* to his father.

11. I take ... coffee with ... sugar.
12. ... flight was delayed because ... number of passengers had not come on board when ... boarding was announced.

18. Read the text about the Forrester family. Put *a, the* or *nothing (-)* into the gaps.

Mr and Mrs Forrester have ... son and ... daughter. ... son lives at ... home and ... daughter is ... student at ... university. Mr Forrester is ... journalist. He works for ... *Times*. He writes ... articles about ... restaurants. "I love ... food" he says.

That's what he tells about ... his holidays: "Every spring ... children go skiing, so my wife and I go to ... Paris on ... holiday. We stay in ... hotel near ... River Seine. We have ... breakfast in ... hotel, but we have ... lunch in ... restaurant. ... French food is delicious! We walk a lot, but sometimes we go by ... taxi. After four days we don't want to go ... home and go back to ... work".

19. Correct the mistakes with articles in the following sentences.

- 1) I like to spend time in an open air.
- 2) I'm very interested in the history especially history of South America.
- 3) We are having a good weather this summer.
- 4) I'm going to do a shopping. Do you want anything from the supermarket?
- 5) A Yangtze is the famous river in China.
- 6) I was late for the school yesterday.
- 7) An Atlantic Ocean is smaller than a Pacific.
- 8) A Japanese make very good electronic products.

THE POSSESSIVE CASE OF NOUNS

20. Choose the right item.

1. are green.
 A The eyes of Helen B Helen's eye C Helens' eyes
2. is old.
 A My father's car B My fathers' car C The car of my father

3. **are dirty.**
 A The shoes of the girls B The girls' shoes C The girls shoes
4. **This is..... hamster.**
 A Peter B Peters' C Peter's
5. **Is this.....?**
 A Melanies' house B Melanie's house C the house of Melanie
6. **is Pippin.**
 A My cat's name B My cats' name C My cats name
7. **are red.**
 A The trees leaves B The tree's leaves C The leaves of the tree

Note: Tony's got = Tony has got
 He's a... = He is a...
 Tony's book — possessive case

21. Say if the 's is a possessive case, is or has.

1. Kim's got a pet.
2. This is Mr Doton's house.
3. Look at Steve's shoes.
4. She's in France.
5. He's ten years old.
6. Go to Mr Baker's shop.
7. Feed Helen's rabbit.
8. She's a doctor.
9. Darren's hair is black.
10. He's got a blue ball.

22. Connect the nouns using -'s, -' or ... of

1. car/Helen ... *Helen's car*
2. the manager/the restaurant
3. shoes/women
4. the results/the test
5. bicycles/my daughters
6. secretary/the assistant manager
7. the corner/the room
8. house/their parents
9. the back/the classroom
10. shoes/William

11. walk/an hour
12. partner/Jim
13. Rome/the streets
14. UN/headquarters

23. Rewrite the sentences using the correct possessive form.

1. Nobody went to **the meeting last week**.
...Nobody went to last week's meeting....
2. I look after **James — Karen — children**.
3. I received the letter in **the post — yesterday**.
4. It's autumn. **The tree — the leaves** are falling off.
5. Graham never listens to **his doctor — the advice**.
6. Are you going to **Jane — Paula — the party**?
7. At the moment I'm staying with **a friend — my**.
8. I think I'll order **the special of today**.
9. The man knocked on **the house — the door**.
10. The ticket inspector looked at **the people — the tickets**.
11. **Mrs Jones — Miss Smith — cars** are being serviced.
12. **The sales target this month** is two million pounds.

24. Read the following story and write the correct form of the possessive ('s, s', or of), if needed, using the words in brackets. More than one answer may be possible, and sometimes the order of the words must be changed.

It's (**my sister / birthday**) next week and I decided to organise a surprise birthday party for her. I used ¹(**Paul / computer**) to print out invitations. I put a picture of a cat on the invitations, because my sister loves cats, and the ²(**tail / cat**) had a bow around it. ³(**The printer / his computer**) had run out of ink, so I had to take the floppy disk over to ⁴(**Harry / house**) to print them out on his printer. I printed out 25 invitations and he showed me how to put in a list of names so I didn't have to put in ⁵(**everyone / name**) separately. It would have taken me hours! They looked great when they were done and he even printed out all the envelopes with all the ⁶(**addresses / guests**). I went out to the postbox to post them, and on the way I met the ⁷(**next door neighbour / daughter**). In the end I had to invite her too, and her boyfriend. When I came back I went round to the ⁸(**back / the house**) so I wouldn't meet any more neighbours! Only I didn't have the

⁹(**key / back door**) so I tried to climb in through the ¹⁰(**kitchen / window**) — and just as I was lying there with my legs sticking out of the window I heard a ¹¹(**man / voice**) shouting ‘Eh, what do you think you’re doing!’ and I felt ¹²(**hand / someone**) grabbing my foot. I couldn’t move either way so I tried to explain the situation. He let me go eventually and I went and opened the door, and sure enough, there was my neighbour! He expected me to thank him for his thoughtful act! They are a terrible family.

25. Look at each sentence. If it is correct, give it a tick (✓). If it is wrong, rewrite it correctly.

1. Marie Curie is famous for radioactivity’s discovery.
2. Sunday’s meeting was to vote for the European Constitution.
3. We have a class in Information’s Technology tomorrow.
4. Next week’s exam will be a disaster.
5. Have you seen the new scooter of Heinrich?
6. The cat climbed up to the tree’s top.
7. He asked to see me at the end of the class.
8. I don’t like this coat’s colour.
9. Europe’s trees are in danger of being damaged by acid rain.
10. Shakespeare and Goethe’s work cannot really be compared.
11. I cried at the end of the film.
12. Do you like the new book of Simon Clarke?
13. The CD’s cover is broken.
14. Marek’ and Pawel’s exam results were very good.

ADJECTIVES AND ADVERBS

26. Put the adjectives in the correct order.

- 1) a(n) *black/old/* telephone
- 2) a *rectangular/brass/lovely* picture frame
- 3) two *white/porcelain/pretty* statues
- 4) some *English/old/valuable* books
- 5) a(n) *antique/interesting* clock
- 6) a *wooden/traditional* rocking chair
- 7) a *glass/small/blue* dish

- 8) a(n) *English/wooden/old* desk
9) a(n) *china/oval/lovely* plate

27. Put the adjectives in brackets in the correct order to complete the sentence. Then decide which city in the box the speaker is talking about.

<i>Cairo Istanbul London Tokyo Moscow Paris Sydney Venice</i>

- a) The best way to get around in the city is to get on a **big, red** bus. (red, big) **London**
- b) The city is full of ... palaces along the sides of the canals. (*old, wonderful*)
- c) Just outside the city you soon see the ... shapes of the Pyramids. (*stone, vast*)
- d) From the top of the ... tower you can look across the French capital. (*graceful, iron*)
- e) At the heart of the city is this ... fortress which is still home to the president. (*medieval, well-known*)
- f) This is a ... city, not a centre for historic buildings, but still a great place to visit. (*busy, commercial*)
- g) This spectacular city where Europe and Asia meet has buildings, as well as ancient palaces. (*modern, tall*)

28. Underline the correct option.

1. The teacher was *disappointed/disappointing* with the behaviour of her class.
2. The weather is rainy and grey — how *depressed/depressing*!
3. Did you hear the news? It's *shocked/shocking*!
4. The dog was *frightened/frightening* by the noise.
5. I'm having a *bored/boring* day.
6. I was absolutely *amazed/amazing* by the special effects in the film.
7. He swims every day — it's not *surprised/surprising* he's so good at it!
8. I was very *pleased/pleasing* to see them.

29. Underline the correct word.

1. A: Have you read that new book yet?
B: Only some of it. It's very *bored/boring*.
2. A: Did you enjoy your holiday?
B: Oh, yes. It was very *relaxed/relaxing*.
3. A: I'm going to a lecture tonight. Do you want to come?
B: No thanks. I'm not *interested/interesting* in the subject.
4. A: Did you hurt yourself when you fell?
B: No, but it was very *embarrassed/embarrassing*.
5. A: Shall I turn off the lights?
B: No. I'm *frightened/frightening* of the dark.
6. A: Was Mother upset when you broke her vase?
B: Not really, but she was very *annoyed/annoying*.
7. A: How do you feel today?
B: I still feel very *tired/tiring*.
8. A: I haven't seen Mr Green for several days.
B: Neither have I. It's a bit *worried/worrying*.

30. Write the adverbs of the adjectives in the list in the correct box.

cheerful, dramatic, quiet, probable, systematic, easy, noisy, quick, possible, lazy, simple, happy, hopeful, pretty, energetic, bad, impossible, careful, horrible

-ly	le → -ly	consonant + y → lly	ic → ally

31. Put the words from the list below in the correct column.

good, nicely, well, monthly, sadly, cheap, tall strongly, fast, cold, early, softly, wide, carefully late, pretty, loudly, hard, bad, bright, beautiful, poor, wise, new, lucky, hopeful, happy, gay, quick, shy, easy, ready.

Adjective	Adverb	Adjective and Adverb

32. Choose an appropriate adjective from the list, turn it into an adverb and put it in the correct sentence.

careless, fluent, proud, polite, ~~happy~~, angry, heavy, serious, quick, careful

1. The children were playing *happily*..... .
2. The man drove and crashed his car.
3. The teacher shouted because the students were making too much noise.
4. Jonathan speaks English
5. It was raining yesterday, so we stayed indoors.
6. The shop assistant placed the crystal vase on the shelf.
7. I asked the man to help me cross the road.
8. Harry ran to catch the bus, but it had already left.
9. The actor who won the Academy Award was smiling on the stage.
10. He looked at me and told me never to lie to him again.

33. Underline the correct item.

1. She lives very **near/nearly** to the school.
 2. Jack **near/nearly** crashed his car yesterday.
 3. The prisoners can move around **free/freely**.
 4. I got this pen **free/freely** with a magazine.
 5. His story sounds **high/highly** unlikely.
 6. We could see the bird's nest **high/highly** up in the tree.
 7. Roger was **late/lately** for work every day last week.
 8. I haven't been feeling very well **late/lately**.
 9. He tried **hard/hardly** to solve the problem, but he couldn't do it.
 10. The music was so loud that I could **hard/hardly** hear what he was saying.
-
11. A: I'm going to the shops now.
B: Make sure you carry the eggs **careful/carefully**. Don't break them.
12. A: I'm going to Alison's house for dinner tonight.
B: You'll enjoy it. Alison is a very **good/well** cook.
13. A: Have you finished that puzzle already?
B: Yes, it was really **easy/easily**.

14. A: Mr Jones shouted **angry/angrily** today.
 B: I know. He was in a very **bad/badly** mood all day.
15. A: Your mother is always **cheerful/cheerfully**, isn't she?
 B: Yes, she is always in a **well/good** mood.

34. Put the words in the correct order.

1. always / wake up / I / early *I always wake up early.*
2. by plane / we / to Spain / went
3. to work / she / ran / quickly
4. every afternoon / sleeps / my dog / in the garden / peacefully
5. they / in the kitchen / quietly / were talking
6. all morning / happily / he / played / in his room
7. they / the street / carefully / crossed
8. yesterday / by taxi / I / went / to work
9. in winter / they / never / go / to the beach
10. sometimes / takes / he / to the park / his children

COMPARISONS

35. Write the comparative and superlative forms of the following adjectives.

- a) sharp, long, small, young, old, few;
- b) big, hot, thin, wet, sad, red;
- c) busy, easy, dirty, dry, merry, cosy, shy, sly, gay, grey;
- d) famous, beautiful, interesting, comfortable, hopeful;
- e) good, bad, much, far, many, little, old;
- f) large, fat, clumsy, many, pleasant, expensive, low, nice, little, heavy, pale, lazy, ugly, quiet, cheerful, good, honourable, powerful, pretty, strong, difficult, intelligent, close, popular, safe, important, loud, weak, tasty, delicious.

36. a) Study the information about three countries.

	Canada	Brazil	India
Area (sq km)	9,984,670	186,112,794	3,287,590
Coastline (km)	202,080	7,491	7,000
Population	32,805,041	182,032,604	1,080,264,388

Average age (years)	38.54	27.81	24.66
Births/1000 population	10.84	16.83	22.32
Population growth rate	0.9%	0.94%	1.4%
Life expectancy (years)	80.1	71.69	64.35
GDP (Gross Domestic Product)	\$1,047 billion	\$1.58 trillion	\$3.678 trillion
GDP per capita	\$32,800	\$8,500	\$3,400
GDP growth rate	2.8%	2.6%	7.1%
Unemployment	6.8%	9.9%	9%

b) Complete the sentences with the comparative or superlative form of the adjective in brackets.

- a) India is smaller than Brazil. (small)
- b) The coastline of is than the coastline of Brazil. (long)
- c) has population. (big)
- d) Brazil and India have populations than (young)
- e) has birth-rate. (high)
- f) People in have lives than people in Brazil. (short)
- g) is country of the three. (poor)
- h) The economy of has growth rate. (slow)

37. Fill in the gaps with the comparative or superlative form of the adjectives in brackets, adding any necessary words. Then, answer the questions.

1. Which is *the coldest* (cold) planet in our solar system? *Pluto*.
2. Is the Gobi desert (large) the Sahara desert?
3. Which is (heavy) animal in the world?
4. Which is (long) wall the world?
5. Is Mount Everest (high) Kilimanjaro?
6. Which is (small) continent in the world?
7. Does the cheetah run (fast) the lion?
8. Does the blue whale make a (loud) sound the polar bear?
9. Which are (tall) buildings in the world?
10. Has a falcon got (good) eyesight ... a human?

38. Fill in the gaps with the correct form of the adjective/adverb in brackets.

1. That house is too small for our family. We need something much ____ (big).
2. I can't understand you. Could you speak a bit ____ (slowly), please?
3. This coffee is bitter. I prefer to drink it a little ____ (sweet).
4. That dress is very ____ (expensive). I can't afford to buy it.
5. Fiona is by far ____ (intelligent) girl in the class.
6. It was very cold yesterday, but it's slightly ____ (warm) today.
7. I don't go to that supermarket any more. This one is far ____ (cheap).
8. I like living near the city. It's a lot ____ (convenient).

39. Complete the sentences, using one of the adjectives from the list and *comparative* + *and* + *comparative*.

hot, hard, heavy, tired, cold, tall, pretty

1. As I ran, my legs got *more and more tired*.
2. Over the years, the trees grew
3. As we lay on the beach, we got
4. Emma's work is improving because she's studying
5. While I was walking in the snow, I got so I decided to go home.
6. As she did her shopping, her bags got
7. As Jane grows up, she just gets

40. Complete the sentences using *the+comparative*, as in the example.

1. The children got noisy. The teacher got angry.
The noisier the children got *the angrier* the teacher got.
2. We worked hard. We earned lots of money.
_____ we worked _____ money we earned.
3. I pushed the swing high. The little boy laughed a lot.
_____ I pushed the swing _____ the little boy laughed.
4. If you eat lots of chocolate, you'll get fat.
_____ chocolate you eat _____ you'll get.
5. If a car is new, it is valuable.
_____ a car is _____ it is.
6. It grew dark. I became scared.
_____ it grew _____ I became.

41. Change not as ... as into less ... than.

1. She is not as tired as I am.
2. The child is not as sleepy as you are.
3. This task is not as interesting as that one.
4. Spanish is not as difficult as Chinese.
5. She is not as friendly as she looks.
6. The park is not as beautiful as the old one.
7. The boy is not as diligent as his father is.
8. She is not as clever as her mother is.
9. Your cottage is not as comfortable as ours.
10. This test is not as complicated as the last one.
11. She is not as hard-working as she seems.
12. There is not as much ink in my fountain-pen as in yours.

42. Supply as ... as, not as/so ... as, less.

1. He is tall his father.
2. My Granny is old yours.
3. His novels are interesting than his stories.
4. My bedroom is light our living-room.
5. Sugar is sweet honey is.
6. Our city is large Moscow.
7. The girl is beautiful her mother.
8. The Thames is long the Volga.
9. I haven't much money you have.
10. This TV show was amusing than the one last Saturday.
11. These shoes are comfortable than those ones.
12. The boy is intelligent than his brother.
13. A mouse is big an elephant.

43. Underline the correct item:

1. Kate is _____ than Helen. She's always ready to answer the teacher's questions.

- A. clever B. cleverer C. the cleverest

2. The Giant's garden was _____ in the village.

- A. beautiful B. more beautiful C. the most beautiful

3. The book was _____ than that one.

- A. thinner B. the thinnest C. thin

4. Your answer is _____ than your friend's.
A. good B. better C. the best
5. The days in winter are _____ than in summer.
A. short B. shorter C. the shortest
6. This river is _____ in the world.
A. long B. longer C. the longest
7. The book is _____ than the film.
A. interesting B. more interesting C. the interesting
8. The house looked _____ than we thought.
A. more comfortable B. the most comfortable C. comfortable
9. Computers are _____ nowadays.
A. complicated B. more complicated C. the most complicated
10. The watch is _____ in the shop.
A. expensive B. more expensive C. the most expensive
11. I have not heard the _____ news.
A. latest B. later C. more late
12. It is the _____ house in our street.
A. eldest B. oldest C. old
13. This cottage is _____ than we thought.
A. further B. farther C. furtherst
14. The boy used to faint at the _____ sign of blood.
A. least B. less C. little
15. Ann's _____ sister is a nurse.
A. older B. elder C. old
16. Where is the _____ underground station, please?
A. nearest B. near C. nearer
17. Our house is _____ than yours.
A. smallest B. smaller C. small
18. We have no _____ information.
A. further B. farther C. far
19. Mark is not so _____ as Alan.
A. more intelligent B. the most intelligent C. intelligent
20. "How was your driving test?"
"Not so bad really It was _____ I'd expected, in fact".
A. much easy B. much more easy C. much easier

44. Choose the correct item:

1. She speaks English _____.
A. good B. well
2. You look tired. You've been working _____.
A. hard B. hardly
3. He's greatly changed. I could _____ recognize him.
A. hard B. hardly
4. We've been receiving a lot of mail _____.
A. late B. lately
5. It was a _____ hour and I turned home.
A. late B. lately
6. He came home _____ when everybody was sleeping.
A. late B. lately
7. I play chess but I am not very _____ at it.
A. good B. well
8. How are you? Are you _____?
A. good B. well
9. He feels _____ today.
A. bad B. badly
10. Their daughter gives them the _____ trouble.
A. last B. least
11. I like your blouse. It looks _____ on you.
A. good B. well
12. How many people were there at the _____ meeting?
A. last B. least
13. Is your English _____?
A. good B. well
14. The car stopped _____ in the middle of the road.
A. right B. rightly
15. She uses her car _____ for going to the shops.
A. most B. mostly
16. The wind blows _____.
A. high B. highly
17. The birds flew _____, almost touching the water with their wings.
A. low B. lowly
18. My brother began in a _____ position at the bank.
A. low B. lowly

19. _____ students she is friendly with are from her place.
 A. most B. mostly
20. The students with whom she studies are ... from South America.
 A. most B. mostly

NUMBERS

45. Read the following:

- a) **numbers:** 6; 73; 38; 17; 13; 12; 0; 101; 152; 1,045; 6,671; 9,854; 87,432; 80,400; 329,645; 110,536; 13,614,200;
- b) **dates:** June 1,1905; May 9,1945; July 2,1800; February 4, 1995; October 3, 1101; September 30, 1445; March 30, 2000; 300 AD; 45 BC;
- c) **time:** 3:10; 4:15; 5:45; 12:00; 1:30; 7:40; 2:05; 8:15; 4:00;
- d) **titles:** Henry VII, Elizabeth II, James I, Charles V, Louis XII, Edward VII, Peter I, Catherine II;
- e) **telephone numbers:** 213-66-01, 421-57-83, 221-00-74, 971-24-50, 426-11-44, 157-18-20, 322-35-04;
- f) **phrases:** exercise 5, page 312, bus 102, room 203, text 6, tram 17, lecture room 9, chapter 12, line 13, box 481.

46. Read the dates and say what century it is:

Model: 1147 — the twelfth century

56 BC, 844 AD [,ænu 'dɒmɪnə], 1066, 1156, 1342, 1560, 1748, 1812, 1917, 2015.

47. How do you say these numbers in English? Write your answers after each one.

- 1) 462
- 2) $2\frac{1}{2}$
- 3) 2,345
- 4) 6.75
- 5) 0.25
- 6) $3\frac{1}{3}$
- 7) 1,250,000
- 8) 10.04
- 9) 47%

- 10) 10 September
- 11) 3 July
- 12) 602 8477 (phone number)
- 13) -5 centigrade
- 14) In 1903
- 15) In 1876

48. Write answers to these problems.

- 1) 123 and 36 is..... .
- 2) 24 times 8 is..... .
- 3) 80 minus 20 is..... .
- 4) 65 divided by 13 is..... .
- 5) Add 10 and 6, multiply by 8, then subtract 40 and divide by 11.
What have you got left?
- 6) Divide 33 by 11, multiply by 7, add 10, and subtract 16. What number is left?

49. Answer these questions. Write your answers in words.

- 1) When were you born?
- 2) How much do you weigh?
- 3) What is the number of the flat or house where you live?
- 4) Is that an odd or an even number?
- 5) What is the approximate population of your town?
- 6) What is the approximate population of your country?
- 7) What is the normal temperature of a healthy person?
- 8) How many metres are there in a kilometre?

PRONOUNS

50. Substitute the following nouns by the appropriate pronouns.

Henry, Lillian, George and Elizabeth, the house, London, the dog, horses, my sister and I, parents, the teacher, Frederic, the cat, Mr Blake, Mrs White, a tree, Mars, the baby, John's friend, time, birds.

51. Read and translate the pronouns in the brackets.

1. It is a thick book. (Она) is very old.
2. "Turandot" is a comedy. (Она) is very funny.
3. Linda is a film star. (Она) is a good actress.
4. Bill is an actor. (Он) is popular.
5. A trumpet is a musical instrument. (Он) is fine.
6. It is a professional camera. (Она) is new.
7. Old brushes are bad. (Они) are very thin.
8. I like old masters. (Они) are brilliant.
9. Helen and I are good students. (Мы) are very busy.

52. Fill in the gaps with the correct personal pronouns (I, you, he, she etc).

1. My name is Gabrielle. ____'m from Cardiff.
2. "How are _____?" — "____'m fine".
3. John's a student. _____'s from Swansea.
4. "Joe and Sally, where are _____ both?" "____'re in the garden".
5. Susan's a doctor. _____'s 34 years old.
6. My sister and I live in Bristol. _____ are both married.
7. ____'s a beautiful day. Let's go for a walk.
8. My cat and my dog are good friends. ____ often play together.

53. Finish the sentences. Use me/us/him/her/it/them.

1. Who is that woman? Why are you looking at her?
2. "Do you know that man?" — "Yes, I work with ...".
3. I'm talking to you. Please listen to
4. These photographs are nice. Do you want to look at... ?
5. I like that camera. I'm going to buy
6. Where are the tickets? I can't find ...
7. We're going out. You can come with ...
8. I don't like dogs. I'm afraid of...
9. Where is she? I want to talk to ...
10. Those apples are bad. Don't eat ...

54. Fill in the gaps with the correct subject or object pronoun.

1. A: Do your brothers play football?
B: Yes, *they* play all the time. ... think ...'s a brilliant game.

2. A: Does Susan eat chocolate?
B: Yes, ... eats all the time. ... says ...'s her favourite food.
3. A: Do your parents know Mr Jones?
B: Yes, ... know ... very well. ... lives next door to
4. A: Does Claire like David?
B: No, ... doesn't like ... very much. ... says ...'s too noisy.
5. A: Do you listen to rock music?
B: Yes, ... listen to ... all the time. ... think ...'s fantastic.
6. A: Does Tony enjoy fishing?
B: Oh, yes. ... enjoys ...very much. ... says ... relaxes him.

55. Put in *my/your/his/her/their/our/its*:

1. I like *my* job. Do you like ... job?
2. Sally is married ... husband works in a bank.
3. I know Mr. Watson but I don't know ... wife.
4. Put on ... coat when you do out. It's very cold.
5. Mr. and Mrs. Baker live in London but ... son lives in Australia.
6. We are going to invite all ... friends to the party.
7. John is a teacher and ... sister is a nurse.
8. I gave the money to my mother and she put it in ... bag.
9. I often see that man but I don't know ... name.
10. They've got two children but I don't remember ... names.
11. The company has offices in many places but ... head office is in New York.

56. Complete the sentences about the pharaoh Tutankhamun with personal pronouns (*I, you, he etc*) and possessive adjectives (*my, your, his etc*).

- a *He* has been famous ever since ... tomb was discovered in 1922.
- b However, little is known about ... for certain.
- c ... began ... reign with the name of Tutankhaten at the age of nine.
- d Because of his youth, it was probably ... chief minister Ay who ruled instead of ...
- e While still a boy, ... married Ankhesenpaaten.
- f As a result of political changes, both ... names were later changed.
- g Tutankhamun's death took place when ... was still a teenager.

h The ancient Egyptians buried ... young pharaoh in a tomb full of beautiful objects. In modern times these objects have been seen by thousands of tourists and have made Tutankhamun famous.

j If you want to see ... death mask and other amazing objects, you will have to visit the Egyptian Museum in Cairo.

57. Complete the sentence with a possessive or an object pronoun.

1. This CD belongs to me. This CD is *mine*.
2. This is his calculator. This calculator is
3. That bike belongs to her. That bike's
4. This ball is ours. This ball belongs to
5. That is your desk is. That desk is
6. We own this house. This house is
7. Those boots are theirs. Those boots belong to
8. That's mine. It belongs to
9. Those are their books. These books are
10. Is this yours? Does this belong to

58. Choose the proper pronoun.

1. Is this (*your/yours*) book?
2. It's (*their/theirs*) problem, not (*my/mine*).
3. We like (*our/ours*) cat very much.
4. They know (*our/ours*) address but we don't know (*their/theirs*).
5. (*My/Mine*) room is bigger than (*her/hers*), but (*her/hers*) is more comfortable.
6. (*Her/Hers*) car does not go as fast as (*our/ours*).
7. Would you like to see some of (*her/hers*) latest sketches?

59. Underline the correct item.

1. Oh dear! I've left *my/mine* wallet at home.
2. *Ours/Our* video recorder is not working. Grandmother is lending *us her/hers* for a few days.
3. *Mine/My* passport has expired. I need to get a new one.
4. The Smiths' house is the third from the left. And the Porsche that is parked outside is *their/theirs*, too.
5. John and Patrick aren't at home but *theirs/their* cars are in the garage.

6. Don't wash your hair with that shampoo. It's *mine/my*.
7. Is that Danielle's coat? No, it isn't. *Her/Hers* is the one with the red buttons on the front.
8. Rita has left *her/hers* job as a shop assistant because she wants to be a singer.
9. Don't use my pen, please Use *yours/your* instead.
10. Is Sue Parker *your/yours* cousin? I've known her for months but she has never told me that.

60. Fill in the correct *possessive adjective or pronoun*.

1. A: Have you met *your* new neighbours yet?
B: No. I've seen children in the garden, though.
2. A: You took coat home last night.
B: I know, I'm sorry. I thought it was because they're both black.
3. A: What's wrong with Rosie?
B: Oh, she's been having problems with back recently.
4. A: James is doing well at school.
B: I know teacher says he's very advanced for his age.
5. A: Is this bag?
B: Oh, yes, thank you. I nearly forgot it.
6. A: Julie and Frank are so lucky house is beautiful.
B: Yes, and it's so much bigger than I envy them.
7. A: I like shirt. It's like Sandra's.
B: Actually, it is I borrowed it from her yesterday.
8. A: Why did you lend Tom car?
B: Because is being repaired at the moment.

61. Fill in the correct *possessive adjective or pronoun*.

1. A: Why did you lend Alt .. *your* ... jacket?
B: Because he forgot and it was cold.
2. A: Chloe looks upset eyes are very red.
B: Yes. She had an argument with best friend.
3. A: Tom looks nice new clothes suit him.
B: Yes. I like new shirt.
4. A: Have you met new boss yet?
B: No, but I have met secretary.

5. **A:** Mr and Mrs Ford must be rich car is very expensive.
B: Yes, and it's much faster than
6. **A:** I like dress.
B: Oh, it's not My sister lent it to me.
7. **A:** Celia enjoys job.
B: Yes, and she gets on very well with colleagues.
8. **A:** Have you seen keys?
B: Yes. They're on the table beside

62. Read and translate the following sentences.

1. I cut myself with a knife.
2. "Did you have a nice time?" — "Yes, we enjoyed ourselves".
3. The old lady sat in the corner talking to herself.
4. If you want more to eat, help yourselves.
5. "Who repaired your bicycle for you?" — "Nobody, I repaired it myself".
6. I heard it from a man who himself was present there.
7. The villagers built themselves new houses.
8. They built the houses by themselves.
9. Jack was sitting by himself in a corner of the cafe.
10. Lerner drivers are not allowed to drive by themselves.
11. You can trust him. He is honesty itself.
12. Myself I was too busy to pay attention to such trifles.

63. Insert the proper self-pronouns. Translate the sentences into Russian.

1. I got out of the bath and dried with a towel.
2. She thinks too much of
3. When people are alone , they often talk to
4. I'd like to know more about you. Tell me about (*one person*).
5. Goodbye! Have a good holiday and look after (*two people*).
6. He bought a new car for
7. I'm sure they will succeed in the aim they put before
8. She was beside with anger.
9. She looked in the mirror and could not recognize
10. In some minutes he was again

64. Complete the sentences giving advice to climbers with a reflexive pronoun (*myself*, etc).

a If you are climbing alone, and have an accident, you have to try and keep calm. You have to ask *yourself* a number of questions.

b Have you hurt in any way?

c Sometimes when we have injured, we don't even realize that this has happened.

d Some people may not realize they have cut until they see the blood.

e It's important to think carefully: Can I look after in this situation?

f In some cases you may have to make a difficult decision to save

g In a famous case, climber Aron Ralston trapped his arm, and was forced to cut it off in order to free

h Very few people think that they could do that kind of thing.

i But most of us would have to consider doing it if we found in a similar situation.

RELATIVE PRONOUNS

65. Fill in the gaps with *who*, *which* or *whose*, then answer the questions.

1. What is the name of the woman ... **who** ... became the first female Prime Minister of Britain?

A Margaret Thatcher B Diana Spencer

2. What is the name of the artist most famous painting is the Mona Lisa?

A Leonardo da Vinci B Giotto

3. What is the name of the river flows through London?

A The Tyne B The Thames

4. What is the name of the drug was discovered by Alexander Fleming?

A Penicillin B Aspirin

5. What is the name of the man ... was the first to walk on the moon?

A Neil Armstrong B Elvis Presley

6. Who was the American president name was given to a New York airport?

A Richard Nixon

B John F. Kennedy

7. What is the name of the film stars Glenn Close as Cruella De Vil?

A 101 Dalmatians

B Mary Poppins

8. What is the name of the football team home ground is Old Trafford?

A Manchester City *B Manchester United*

9. What is the name of the Australian animal carries its young in its pouch?

A Kangaroo

B Elephant

10. What is the name of the actor ... played Jack in the film 'Titanic'?

A Leonardo DiCaprio

B Mel Gibson

66. Fill in the correct relative pronoun. If it can be omitted, put it in brackets.

1. Have you spoken to the man ... *who/that* ... sent you flowers?

2. Bob is looking at the photographs (*which/that*) he took on holiday.

3. The cup I bought is broken.

4. How old is the boy hit you?

5. Have you used the gloves I bought you yet?

6. Laura is talking to the man repaired her car.

7. Did you return the books you borrowed from the library?

8. They live in a big house is in the countryside.

9. I'm writing a letter to my aunt lives in Australia.

10. Is he the man lives on the farm?

11. Is that the film we saw last week?

12. Is that the man stole your bag?

13. Where did you buy the dress ... you were wearing yesterday?

14. Have you replied to all the letters you received?

15. Did you give John back the money ... you borrowed from him?

16. Is that the couple house was destroyed by fire?

17. Is that the man reads the news on TV?

18. Where is the letter I gave you?

19. When did she buy the car she is driving?

20. This is the necklace I got for my birthday.

21. What is the name of the man I saw you with yesterday?

who's = who is or who has

e.g. "Who's (**Who is**) there?" "It's Julie".

Who's (Who has) got the dictionary?

Who's (Who has) written that story? **whose** = possessive

e.g. Jenny is the girl **whose** mother is a lawyer.

67. Fill in *who's* or *whose*.

1. That's the boy ... **who's** ... going to sell me his bike.
2. Her brother, name is Jack, is a fireman.
3. She's the girl run four marathons this year.
4. That's the man house was on fire yesterday.
5. Sheila is the girl mother works in the flower shop.
6. She is the woman having a party tomorrow.
7. He's the man just been promoted at work.
8. Mike is the man wife is in hospital.
9. I am the person sister got married last week.
10. Rob is the one eaten all the biscuits.

68. Fill in *when*, *where* or *why*.

1. I'll always remember the day **when** I graduated.
2. This is the house I was born.
3. You lost my favourite jacket. That's the reason I am angry with you.
4. Kate often thinks of the time she met her favourite actor.
5. Is this the shop you bought your new dress?
6. The reason he is happy is that he's just got a new job.
7. That is the place Tim bought his new car.
8. Do you remember the weekend we went camping in the woods?
9. The reason the party was good was that there were lots of people there.

69. Fill in *who*, *which*, *whose*, *where* or *why*.

My favourite place is York, a city in the North East of England, 1) **where** the rivers Ouse and Foss meet. It is a beautiful city 2) also has an interesting history. The city wasn't always called York. In 71AD it was named Eboracum by the Romans 3) lived there. Then, the city was conquered by the Vikings, 4) gave it

the name Jorvik. Only later did the city become known as York. Visitors to York can go to the Castle Museum, 5) an amazing collection of objects is on show, or the National Railway Museum, 6) is the only national museum outside London. Famous people 7) were born in York include Guy Fawkes, 8) attempt to blow up the Houses of Parliament led to his execution, and Dick Turpin, 9) was an 18th century highway-man! However, most people 10) live in York today are kind and friendly, and that's the reason 11) I love it so much.

70. Fill in the gaps with *where, when, why, who* or *which*.

Martin Foster, (1) *who* is 50, is a gardener. 1964 was the year (2) he got his first job. He looked after the gardens of a huge house (3) a very rich family lived. He loves his job and that's the reason (4) he doesn't mind getting up very early in the morning to water the plants and flowers. His favourite time of year is spring (5) all the flowers begin to open and leaves grow on the trees. The part of the garden he likes most is the kitchen garden (6) the vegetables grow, because it has flowers blooming all year round. Martin says flowers and plants make our world beautiful. "That's (7) you must protect the environment around you — it's something (8) can't be replaced".

INDEFINITE PRONOUNS AND COMPOUNDS

71. Fill in the gaps with *some, any* or *no*.

1. "Would you like cake?" "No, thank you".
2. I'm going to the bakers, I need bread.
3. I haven't got pets.
4. Have you got fresh eggs?
5. Don't buy butler. We have in the fridge.
6. I'm hungry. Can I have sandwiches, please?
7. He's got money, so he can't buy a hamburger.
8. I haven't got homework to do tonight.
9. I'm looking for paper, but I can't find
10. We can't make a cake because we've got sugar.

72. Use the prompts to make a question with *there ... any*, using a singular or a plural verb.

- a) be / oxygen on Mars? *Is there any oxygen on Mars?*
- b) be / cheese on the Moon?
- c) be / mammals with beaks and webbed feet?
- d) be / weather on other planets?
- e) be / fish that can walk on land?
- f) be / birds that can't fly?
- g) be / water on the Moon?
- h) be / apes that can be taught to speak?
- i) be / oil or coal on the Moon?
- j) be / living dinosaurs left on Earth?

73. Complete each sentence with *a/an, some or any*.

1. My shirt is dry now, but I need **an** iron to press it with.
2. Would you like chicken? And how about potatoes?
3. I can't print off my project because I haven't got paper.
4. Have you got ... money for the machine? I didn't bring
5. Sorry I didn't come to the party. I had to finish ... work.
6. I'd like to drink ... water, but I can't find glass.
7. Could you buy me ... paper on your way home? I want to read the sports news.
8. I need ... advice about which subjects to do next year.
9. I'm really hungry. Can you make me ... meat sandwich?
10. Excuse me, could you give me ... information about the trains to Rome?

74. Complete each sentence about endangered species with *a/an, some, or any*.

1. When the last member of **a** species dies, we say that the species has become extinct.
2. There aren't dinosaurs left alive because they died out millions of years ago.
3. ... plants, birds and animals are in danger from human beings.
4. This is often because human beings destroy the habitats of animals, so that they don't have food to eat.
5. When ... animal or ... plant becomes extinct, this can affect the plants and animals which depend on it for food.

6. For example, there aren't ... dodos left alive.
7. This bird once lived on the island of Mauritius where there weren't animals to eat it.
8. It couldn't fly and was ... easy meal for dogs and rats brought to the island by Europeans in the 16th century.
9. Within a hundred years, the dodo became extinct, and although we still have ... paintings of dodos, there aren't ... preserved examples.
10. Scientists have recently found ... bones on the island, but nothing else is left of the dodo.

75. Correct the mistakes.

- 1) Have you got some sugar?
- 2) There is any bread.
- 3) There are some pie.
- 4) Is there nobody in the room?
- 5) We haven't got some ham.
- 6) There isn't nobody in the garden.
- 7) There isn't no bacon.
- 8) Have you got nothing in your bag?

76. Complete the sentence with a word from the box.

something	everyone	everything	anyone	something
somewhere	anything	someone	nothing	

1. I don't know what it is и but is worrying him.
2. I always arrive first to class so there is never there.
3. I'm sorry, I don't know about this story so I can't help you.
4. is wrong with this computer. It won't start.
5. has left a message for me on my mobile but I don't know who.
6. We arrived late and was waiting for us.
7. I've made my decision and will change my mind.
8. There's a shop that sells artists equipment on the other side of town.
9. Is..... okay? You all look a bit tired.

77. The indefinite pronouns have been removed from the sentences. Replace them.

something something everyone someone anyone anyone anything nothing anything nobody anywhere

1. I'm bored — tell me interesting!
2. I didn't have for breakfast because I wasn't hungry.
3. I didn't feel well but the doctor said there was wrong with me.
4. The old man said in French but we didn't understand it.
5. Has seen my bag? I can't find it.
6. Not gets grade A in all their subjects.
7. I can't find a cartridge for this printer: I've tried even shop in town.
8. I'm a bit thirsty — I haven't had to drink all morning.
9. There's in the house — all the lights are off.
10. I don't know who, but has broken the window.
11. Jane didn't know at the party.

78. Frank and Kim are having a picnic by a lake. Read the dialogue and underline the correct item.

F: There's 1) *nothing/something* I like more than having a picnic here by Lake Tahoe.

K: Yes, it's 2) *anything/something* I really enjoy, too. It's great to go 3) *anywhere/somewhere* where there is no noisy traffic and 4) *anything/nothing* to disturb us from our lunch. I can't think of 5) *somewhere/anywhere* I'd rather be than here.

F: I know. There's 6) *no one/somebody* else here, so we can enjoy the peace and quiet.

K: Well, I'd like 7) *any/some* more of that chicken. Is there 8) *no/any* left?

F: Yes, there's plenty in this basket. But, there's 9) *some/no* mayonnaise, I'm afraid.

K: That's okay. Wait a minute. Did you hear 10) *something/nothing*?

F: Don't be silly. It was 11) *anything/nothing*.

K: No, look! A group of school children are coming for a picnic, too!

F: Oh no! I can't think of 12) *something/anything* worse! Let's go home!

79. Fill in the gaps with *some, any, no* or *one of their compounds*.

1. A: Is there *anything* good on television tonight?
B: I don't know. Look in the newspaper.
2. A: Would you like to eat?
B: No. I don't want thank you.
3. A: There is here to see you.
B: Who is it?
4. A: I went to Jane's house, but there was at home.
B: Perhaps she has gone nice for the weekend.
5. A: I have time to do all this work.
B: Is there I can do to help?
6. A: Was the party good last night?
B: Not really. There were hardly people there.
7. A: I have to go shopping, but I don't have money.
B: I'll lend you if you like.
8. A: Have you seen Michael?
B: No. I haven't seen him.
9. A: The town was very busy today. There was to park.
B: They should build new parking facilities.
10. A: What would you do if you were lost?
B: I would ask for directions.
11. A: Is there you would like to go this weekend?
B: I'd like to go nice and quiet.
12. A: Is wrong with Paul?
B: No. there's wrong with him. He's just tired.

80. Read this article about bullying and underline the correct words.

Bullying: Don't Be A Victim

If you are being bullied, there is always *a) something/anything* you can do to stop it. Bullying is not just a problem at school — it can happen *b) anywhere/somewhere*. You can be bullied at home, at school or even at work. Bullying can happen at *c) anytime/anywhere*, so it is very important that you learn how to react to it now.

Arguing or fighting back against a bully will only make the situation worse — a bully will look for a big reaction from you, so stay calm and if possible, don't say or do *d) anything/something*. If there is no reaction, it makes attacking you less fun for the bully. Even if

you're scared, don't show that you are, but don't do *e) nothing/anything* to provoke the bully.

Of course, some situations are more serious, and you need to tell *f) someone/everyone* about it. Go to an older person you can trust like your parents or a teacher. Keep telling people until you find *g) everyone/someone* who will help.

Finally, remember that *h) nobody/everybody* deserves to be bullied. Never think that it's your fault. You are a great person, so put a stop to the bullying now.

81. Choose the correct answer.

1. 'Did you buy a new skirt?'
'No. I looked in shop in town, though'.
A everything B everywhere C every
2. 'Who is coming to your party?'
'I've invited I know'.
A everything B everyone C everywhere
3. 'Have you found your keys yet?'
'No. I've looked but I can't find them'.
A everything B everywhere C every
4. 'The children must have been hungry'.
'I know. They ate on their plates'.
A every B everywhere C everything
5. 'Where shall I put the shopping?'
'Put in the kitchen, please'.
A everything B everywhere C everybody
6. 'How often do you go to the gym?'
'I usually go day'.
A everything B everywhere C every
7. 'Do I have to tidy my room?'
'Yes. There are clothes and toys!'
A everyone B everywhere C every
8. 'Is there a problem?'
'No. don't worry is fine'.
A Everywhere B Every C Everything
9. 'Has Jim gone out again?'
'Yes. He's been out night this week'.
A every B everything C everywhere

QUANTIFIERS

82. Complete the question with *how many* or *how much*. Give answers.

- 1) continents are there?
- 2) active volcanoes are there throughout the world?
- 3) oxygen is in the air?
- 4) fish are there in the sea?
- 5) water is there on Earth?
- 6) kinds of clouds are (here)?
- 7) teeth does an adult human have?
- 8) does the Earth weigh?
- 9) oil is used in the world every day?

83. Complete each sentence with *aren't many* or *isn't much*.

1. There rain in the Sahara Desert.
2. There giant pandas left in the world.
3. There snow in countries near the Equator.
4. There unexplored places left on Earth.
5. There people living in the Antarctic.
6. There light in the ocean below 200 metres.
7. There iron in the human body.
8. There mountains on Earth higher than 7,000 metres.

84. Fill in *many*, *much* or *a lot of*.

1. A: Let's go for a walk.
B: I can't. I've got ... *a lot of* ... work to do.
2. A: Do you want to come in for a while?
B: No, thank you. I haven't got time.
3. A: Mr Brown looks very happy.
B: Yes. He won money last week.
4. A: You've got pets!
B: Yes, three dogs and four cats!
5. A: I must go to the bank today.
B: I'll come with you. I haven't got money either.
6. A: Have you got lessons today?
B: No. I'll be home at three o'clock.

7. A: Have you seen horror films?
B: No. I don't like horror films.
8. A: There isn't coffee left.
B: I know. I'll buy some today.
9. A: Are there children in your class?
B: Yes, about twenty-five.

85. Fill in the gaps with *too much* or *too many*.

1. A: Would you like to spend the weekend with us?
B: I can't. I have ... *too many* ... things to do
2. A: Shall we go to London tomorrow?
B: No. It takes time to get there.
3. A: I had a terrible nightmare last night
B: That's because you watch horror films.
4. A: red meat is bad for your health.
B: I know. I rarely eat red meat.
5. A: There are people on this tram.
B: I know. It's very crowded.
6. A: I have spent money this month.
B: You should have been more sensible.
7. A: This sauce tastes awful.
B: I think I put salt in it.
8. A: I made food for the party.
B: I know. There is a lot left over.
9. A: There are books in this bag.
B: I know. It's very heavy, isn't it?
10. A: You are making noise. I can't concentrate.
B: I'm sorry. I'll try to be quiet.

86. Fill in the gaps with *a few*, *very few*, *a little* or *very little*.

1. A: How was your exam today?
B: Actually. I would have liked *a little* more time to finish it.
2. A: How do you like your tea?
B: With no sugar and just milk, please.
3. A: Are you ready to take your driving test?
B: No. I think I need more lessons.

4. A: Do you want me to bring anything for the party?
 B: Well, I've got glasses. Could I borrow some of yours?
5. A: Did you get that job?
 B: No. I didn't get it because I've got experience.
6. A: Why didn't Alan's business succeed?
 B: Unfortunately, he had clients.
7. A: Shall we go shopping this evening?
 B: I'm sorry. I've got time today.
8. A: Have you finished your garden yet?
 B: Not yet, but I've planted trees.
9. A: Are you hungry?
 B: Not really I'll just have soup for lunch.
10. A: How was your first day at work?
 B: Not very good, really. I made mistakes.

87. Underline the correct item.

1. I have a lot of records, but *very few/little/very little* CDs.
2. We have *very little/very few/few* spaghetti, so I can't make Spaghetti Bolognese.
3. I'm tired. I didn't get *many/much/few* sleep last night
4. I've made *many/much/a lot of* notes, but I haven't written my essay yet.
5. This coffee is bitter It needs *a few/a little/little* more sugar.
6. I have invited *a few/a lot of/much* people to the party. I hope there will be room for them all.
7. I don't have *many/much/few* time at the moment. I'll talk to you later.
8. I have had *a few/very few/very little* success in my search for a job.
9. There are *much/a lot of/a little* reasons why he should go to university.
10. I'd love to come to the beach. I just need *a few/a little/many* minutes to get ready.
11. There are *much/little/few* people who are as hard working as James.
12. I have *little/a little/a few* work to do before I can leave.
13. I made *a lot/a little/a few* biscuits this morning. Would you like to try one?

14. There weren't *few/much/many* people in town today. It was very quiet.

15. There is *a little/little/a few* chance of his getting the job. He has no experience.

88. Read and translate.

a) 1. There are many pictures, but few original paintings in the collection of this museum. 2. There is little light in their kitchen because there are few windows in it. 3. There is little noise in this street because there are few people and little traffic in it. 4. There is little room in his bookcase because there are few shelves in it.

b) 1. There are a few things on his desk such as two books and a few newspapers. 2. There is a little furniture in his room such as a bed, a table and two chairs. 3. There are a few fruit trees in their garden: five apple-trees and three cherry-trees. 4. There are a few shops in our street: a flower shop, a book-shop and a fruit-shop. 5. There is a little music in their film: a waltz and a song.

89. Fill in the gaps with *many/much, little/few, a little/a few, some/any, a lot of*.

MY FRIEND'S ROOM

I often visit my friend. His room is in an old block of flats. There is ... (мало) noise in it because there is ... (мало) traffic in their street. In front of the house there is ... (немного) greenery: ... (несколько) trees and a bed of ... (каких-то) flowers. My friend's room is on the ground floor of an old house. There is ... (много) air and light in the room because the ceiling is high and there are ... (несколько) windows in the room. On the walls there are ... (несколько) paintings and photos of ... (каких-то) people. There is ... (мало) furniture and ... (много) books in this room. But in his library there are ... (мало) books on art, because my friend is an engineer. There aren't ... (никаких) musical instruments in his house.

THE VERB

THE VERB "TO BE"

90. Complete the spaces with *is*, *are*, or *am*.

1. Cars expensive.
2. John a student.
3. I the best in the class.
4. My sister a teacher.
5. The train late again.
6. You in class 3B.
7. That computer very slow.
8. It cold today.
9. We interested in shopping.
10. I tired.
11. Stephanie and Luke from Canada.

91. Complete the sentence with *is*, *is not*, *are*, *are not*, *am* or *am not*.

1. I Spanish, I'm Greek.
2. Peter a good student. He's a bad one!
3. Our eyes blue. They're brown.
4. My sister a police officer, she's a journalist.
5. his brother tall?
6. The bus late, it's here now.
7. you okay?
8. That film very good. The story is very boring.
9. They tired, they're hungry.
10. it cold today?

92. Write true sentences, positive or negative. Use *am* / *am not* / *is* / *isn't* / *are* / *aren't*.

1. (I / interested in politics)
2. (I / hungry) I
3. (it / warm today) It
4. (I / afraid of dogs)
5. (my hands / cold)

6. (Canada / a very big country)
7. (diamonds / cheap)
8. (I / interested in football)
9. (Rome / in Spain)

93. Make questions with these words. Use *is* or *are*.

- 1) (at home / your mother?)
- 2) (your parents / well?)
- 3) (interesting / your job?)
- 4) (the shops / open today?)
- 5) (interested in sport / you?)
- 6) (near here / the post office?)
- 7) (at school / your children?)
- 8) (why / late / you?)
- 9) (where / the bus stop?)
- 10) (how much / your new shoes?)
- 11) (where / your son / now?)

94. Complete the dialogue with the correct form of the verb *to be*. Use short forms where possible.

Daniela: Hello, (a) *Are* .. you from here?

Estevan: No, we (b) (c) you?

Daniela: No, I (d) from Italy. My name (e) Daniela.

Estevan: Nice to meet you. I (f) Estevan. And this (g)

Maite and Javier.

Daniela: This (h) Estelle, and this (i) ... Maria. Where (j) you from?

Estevan: We (k) from Spain.

Daniela: (l) you from Madrid?

Estevan: No, we (m) We (n) from the north of Spain. Javier and I (o) from Bilbao, and Maite (p) from San Sebastian.

Daniela: (q) you here on holiday?

Estevan: No, we (r) It (s) a study trip. This (t) a beautiful place.

Daniela: Yes, it (u) (v) the trip fun?

Estevan: Some of it. The museums (w) boring, (x) you here for a holiday?

Daniela: Yes, I (y) with my parents but I want to be with my friends. It (z) much fun.

95. Write the questions. Use the words in brackets (...) in the correct order + was/were.

(late / you / this morning / why?)	The traffic was bad.
(difficult / your exam?)	No, it was easy.
(last week/where/Ann and Chris?)	They were on holiday.
(your new camera / how much?)	Sixty pounds.
(angry / you / yesterday / why?)	Because you were late.
(nice / the weather / last week?)	Yes, it was beautiful.

96. Put in was/were or wasn't/weren't.

1. We weren't happy with the hotel. Our room ... very small and it very clean.
2. George at work last week because he ill. He's better now.
3. Yesterday a public holiday so the shops closed. They're open today.
4. Sue and Bill at the party yesterday?' 'Sue there but Bill'.
5. 'Where are my keys?' 'I don't know. They on the table but they're not there now'.
6. You at home last night. Where you?

97. Put in am/is/are (present) or was/were (past).

1. Last year she 22, so she 23 now.
2. Today the weather nice, but yesterday it very cold.
3. I hungry. Can I have something to eat?
4. I feel fine this morning but I very tired last night.
5. Where you at 11 o'clock last Friday morning?
6. Don't buy those shoes. They very expensive.
7. I like your new jacket. it expensive?
8. This time last year I in Paris.
10. 'Where the children?' I don't know. They in the garden ten minutes ago.

THERE IS/THERE ARE

98. Complete the sentences with *is* or *are*.

1. There 25 students in the class.
2. There a hospital in the city centre.
3. There a big supermarket near my house.
4. There two teachers in the room.
5. There 12 songs on this CD.
6. There a good film on TV tonight.
7. There his friends.
8. There your mobile phone.
9. There a computer and a TV in my room.
10. There seven books in my bag.
11. There no homework today.

99. Translate the following sentences from English into Russian.

1. There is a blackboard in our class.
2. There are some English books on the table.
3. There were very many mistakes in your dictation.
4. There is a gas-stove and a fridge in our kitchen.
5. There is no fruit at home.
6. There were some prints and a water-colour on the walls of his room.
7. There will be a lot of work to do tomorrow afternoon.

100. Write sentences with *There are...* Choose the right number:

7, 9, 15, 26, 13, 30, 50

- 1 (days / a week) *There are seven days in a week.*
- 2 (states / the USA)
- 3 (players / a rugby team)
- 4 (planets / the solar system)
- 5 (letters / the English alphabet)
- 6 (days / September)
- 7 (stripes / the American flag)

101. Correct the sentences. Use the Internet to help you.

1. There are four continents. *No, there aren't, there are five.*
2. There are six planets in the solar system.
3. There are ten countries in the European Union.
4. There are red and black blood cells.

5. There is one element in water, hydrogen (H₂O).
6. There are ten centimetres in a metre
7. There are more speakers of English than of Chinese
8. There are seven questions in this exercise.

102. a) Dunford is a small town. Look at the information about the town and write sentences with *There is / isn't / are / aren't*...

sports centre	<i>Yes</i>	1. <i>There is a sports centre in Dunford.</i>
swimming pool	<i>No</i>	2.
hospital	<i>Yes</i>	3.
cinemas	<i>Yes (two)</i>	4.
university	<i>No</i>	5.
big hotels	<i>No</i>	6.
cathedral	<i>Yes</i>	7.
banks	<i>Yes (three)</i>	8.
museums	<i>No</i>	9.
schools	<i>Yes (several)</i>	10.

b) What is/isn't there in your town?

103. Put in *there is / there isn't / is there / there are / there aren't / are there*?

- 1) Dunford is a very modern town. *There aren't* many old buildings.
- 2) Look! a photograph of George in the newspaper!
- 3) Excuse me, a restaurant near here?
- 4) ... five people in the family my parents, my two sisters and me.
- 5) We can't take any photographs, a film in the camera.
- 6) How many students in your class?
- 7) a bus from the city centre to the airport?
- 8) There twelve stars on the European flag.
- 9) gravity in space?
- 10) deserts in Europe.
- 11) over 40,000 characters in Chinese writing.

104. Complete the sentences with *there or it*.

1. There is a CD on the desk. is mine.
2. is a nice day today.
3. is a new student in my class.

4. There is a park next to my house. is very beautiful.
5. is three o' clock.
6. is no one in the room.
7. is a man outside the window.
8. There is a big shopping centre in my town. ... is very popular.
9. is a teacher at my school called Mr Smith.
10. is so hot in this room!
11. is a swimming pool at my school. ... is also a tennis court.

105. Fill in *there is/are, it is or they are*.

1. There ... a letter on your desk. from your uncle.
2. some people in the office.
3. "Where's my football?" in the garden.
4. Look! a beautiful rainbow in the sky.
5. two parks in this town. quite big.
6. a box on the desk. Laura's.

106. Complete the sentences with *there, it or they*.

1. are two bottles of water on the table.
2. are nurses, not doctors.
3. There's a cat in the kitchen. is black and white.
4. There are 30 people at the party. are all my friends.
5. is cold outside. There's snow on the ground.
6. are from London.
7. The students are in the hall. is an exam now.
8. is a very interesting book.
9. There is my bag. is next to the desk.
10. My key is in my pocket. is in a safe place!
11. The students are very tired. study too hard.

107. Complete the sentences with *there, it or they*.

- 1) ... are five continents. ... are Africa, America, Asia, Australia and Europe.
- 2) is someone in the house. Who is
- 3) is very wet today and is a lot of traffic.
- 4) In his class ... are 12 students but aren't any girls. ... are all boys.
- 5) What time is? is half past four.

- 6) are some shops in the village but are all closed.
- 7) is a cinema but aren't any good films on.
- 8) aren't any tickets left for the concert. is sold out.

108. Complete the text with *it* or *there* in each space.

Tropical forests grow near the Equator where (a) is warm and (b) are only two seasons, rainy and dry. (c) is normally 20—25 °C in a tropical forest and (d) is only a drop of about 5 °C in the coldest months. (e) is a lot of rain, on average more than 200 cm per year (f) is poor soil, and (g) is difficult for plants on the forest floor to develop, as tall trees (25—35 metres) block the light. (h) are many plants, birds, animals and insects. (i) are different kinds of tropical forests with different kinds of trees. (j) depends on the temperature and the amount of rainfall.

In temperate forests, (k) are four seasons with a cold winter. (l) is impossible for the trees to grow all the year round in a temperate forest, and (m) is a growing season of only 140—200 days, (n) is also a greater range of temperatures, from -30 to 30 °C, and (o) rains throughout the year (75—150 cm). As (p) is cooler and drier here, trees are smaller, (q) is more light, and the soil is richer. (r) are many deciduous trees in these forests, and (s) is common to find many animals and birds. Again, (t) is a range of forest types depending on the annual rainfall.

109. Read and translate the following texts.

A. This is a description of a room. There are four pictures on the walls and a mirror. There are three people in the room, a man, a woman, and a girl. There is a lovely fire and a cat in front of the fire, sleeping. There's a lamp near the window, and a clock on the wall near the mirror. There's a photo on the television and there are some newspapers on the floor near the television. There's a glass of beer on the table in front of the man. The television isn't on.

B. It's a modern kitchen, nice and clean with a lot of cupboards. There's a washing machine, a fridge and a cooker, but there isn't a dishwasher. There are some lovely pictures on the walls but there aren't any photographs. There's a radio near the cooker. There are some flowers, but there aren't any plants. On the table there are some apples and oranges. And there are some cups and plates next to the sink.

110. The perfect place for a holiday.

a) Read the advertisement.

Sunnybank Farm

Come and stay in this beautiful old farmhouse in the centre of the Lake District. It has three comfortable bedrooms with beautiful views, and two bathrooms. There's a big kitchen and a living room with an open fire. There's a digital TV and music system and a dishwasher. The house has a lovely big garden with trees and flowers and it is on Lake Coniston. There is a small boat on the lake.

This is the perfect place for a relaxing family holiday!

Phone 01228 525459 or write to the e-mail address below,

◆ COMFORTABLE FARMHOUSE ◆ BEAUTIFUL VIEWS

◆ BIG GARDEN ON LAKE ◆ BOAT

sunnybankfarm@lakedistrict.co.uk

b) Complete Paul and Jenny's conversation with the correct form of *there is/are*.

Jenny: Look at this place in the Lake District. Isn't it beautiful?

Paul: Yes, it is. But how big is it? How many bedrooms
(1) _____?

Jenny: (2) _____ three. And (3) _____ two bathrooms!

Paul: Great! What about the kitchen? And (4) _____ a dishwasher?

Jenny: Yes, (5) _____. The kitchen's big and (6) _____ an open fire in the living room.

Paul: Nice. (7) _____ a garden?

Jenny: Yes, (8) _____. It's big and (9) _____ trees and flowers. And, listen to this! It's on Lake Coniston. And (10) _____ a small boat on the lake!

Paul: That's fantastic for the children. When do we want to go there?

Jenny: July, I think.

Paul: OK. (11) _____ a phone number in the advertisement?

Jenny: Yes, (12) _____. And (13) _____ an email address, too.

Paul: OK, then!

PRESENT FORMS

Present Simple

111. Complete the sentences with the affirmative forms of the verbs in brackets.

1. I (drive) *drive*, but my sister (cycle)
2. The Sun (rise) in the east and (set) in the west.
3. The Prime Minister (travel) abroad in his own private aeroplane.
4. It (cost) \$20 million to be a space tourist for one week in the International Space Station.
5. The European Commission (meet) in Brussels.
6. My dad (read) two books every week.
7. I (understand) geography more than science.
8. My favourite TV programme (start) at half past ten.
9. The teachers at our school (give) us lots of homework.
10. We (like) swimming because it's fun and good exercise.

112. Complete the sentences with the negative forms of the verbs in brackets.

Use contractions.

1. You (do) *don't do* any of the cooking!
2. My brother (play) tennis because he (like)
3. I (think) that's a good idea.
4. Teachers (work) at weekends.
5. The government (agree) with the new EU laws.
6. We (want) to see that film because it looks boring.
7. His mum (drive) a fast car.
8. Those new mp3 players (be) very expensive.
9. These birds (stay) in the country during winter.
10. He (sing) very well, does he?

113. Complete the sentences with the affirmative or negative forms of the verbs in brackets. Use contractions.

- a) The plane (leave) *leaves* in half an hour but Nick (not/be) ... at the airport yet.

- b) My best friend (love) ... science fiction films but they (not/interest) ... me.
- c) I (not/study) chemistry because it (be) difficult.
- d) I (not/dance) because I (look) stupid.
- e) The Sun (not/go) ... round the Earth, the Earth (go) ... round the Sun!
- f) My new computer (do) lots more things than my old one, and it (not/crash)
- g) My dad (not/have) any qualifications but he (have) a really good job.
- h) Fire (need) oxygen to burn. It (not/burn) without oxygen.
- i) My teacher (not own) a mobile phone because some people think they (be) bad for your health.
- j) According to scientists, animals (live) longer if they (not/eat) too much.

114. Complete the text with the affirmative form of the verbs in brackets.

Emperor penguins **a** (*live*) *live* in the Antarctic. The sea **b** (*provide*) all their food, so they are good swimmers. They **c** (*dive*) under the water and **d** (*hold*) their breath for up to 20 minutes. When the weather is very cold, the penguins **e** (*stand*) in a group. This **f** (*keep*) them warm. The Emperor is the only penguin that **g** (*breed*) in winter in Antarctica. Each female **h** (*lay*) one egg in May or June. They then **i** (*return*) to the sea to feed. Each male then **j** (*stand*) with an egg on his feet. His feet **k** (*keep*) ... the egg warm. He **l** (*sleep*) most of the time and **m** (*eat*) no food for about 65 days. When the egg **n** (*hatch*), the female **o** (*come*) back and **p** (*find*) her mate. Now the females **q** (*feed*) the young penguins. The male **r** (*spend*) his time eating. After a few weeks, the male **s** (*return*) to the family, and then both parents **t** (*look after*) the chick.

Present Continuous

115. Complete each sentence with the affirmative form of the verb in brackets. Why is the form of Present Continuous used in each sentence?

- a Look, all the people (leave)
- b The Earth's temperature (rise) because people (use) ... too much energy.
- c She (study) economics and he (study) philosophy.
- d Be careful! You (stand) too close to the road.
- e The year we (stay) in a lovely hotel by the beach.
- f I (go) to the supermarket now, do you need anything?
- g Look! The cat (chase) the dog.
- h Technology (become) cheaper all the time.
- i Pawel and Marek (train) for the football game next week.
- j Manuela (listen) to music in her room now.

116. Underline the correct form.

- a Scientists do not understand / *are not understanding* everything about the universe.
- b They disagree about some important facts. For example, *does it get/is it getting* larger or smaller?
- c Although they *don't agree/are not agreeing* about everything, there are some facts about the universe which they are sure about.
- d Take the planet Venus, for example. Here the temperature *reaches/is reaching* over 400 °C.
- e And another unusual fact about Venus is that a day there *lasts/is lasting* longer than a year.
- f Many scientists *still search/are still searching* for life in other parts of the universe,
- g *Do they look/are they looking* for life on Venus?
- h *It doesn't seem/isn't seeming* to be the kind of place where life might exist.
- i The atmosphere of Venus *consists/is consisting* mainly of carbon dioxide (CO₂).
- j And it *has/Is having* an air pressure 90 times greater than that of Earth.

117. Put the verbs in brackets into *present simple* or *present continuous*.

- a Somebody (knock) *is knocking* at the door. Can you see who it is?
- b First you (cook) the onions in a little oil until they are golden brown.
- c Carlos (forever lose) his temper with people! He must learn to calm down.
- d Here (come) the bus! You'd better hurry!
- e "Where's Jack?" — "He (read) the paper in the kitchen".
- f Whenever I put up my hand, Harry (kick) me under the desk.
- g I'm sorry, but I (not understand) you.
- h Maria (leave) now, so could you get her coat?
- i Come and eat your dinner. It (get) cold.

118. Complete each sentence with the *present simple* or *present continuous* form of the verb in brackets.

- a (you do) *Are you doing* ... anything at the moment? I need some help with the computer.
- b This product (contain) no added chemicals of any kind.
- c Nobody (visit) Rome without going to see the ruins of the Roman Forum.
- d Sarah (begin) to regret not taking the job in France she was offered.
- e Martin (see) Tina at the moment. They've been going out together for the past month,
- f I'm sorry, but I (not know) where George is at the moment.
- g The larger of the two rooms (measure) 8 m by 4 m.
- h What (happen) in the street now? I can't see anything from here.
- i There's nobody else to do the job, so I (suppose) I'll have to do it.

119. Complete the sentences with the *present simple* or *present continuous* forms of the verbs in brackets.

- a Everybody (know) *knows* that the world's rainforests (disappear) *are disappearing*.

b Although rainforests (cover) only six per cent of the Earth's land surface, they (contain) about 50% of all species of life on the planet.

c They also (remove) carbon dioxide (CO₂) from the air and (produce) oxygen (O₂).

d As they are important, why (they / vanish)

e Most scientists (agree) that there are two main reasons.

f First of all, the way of life in these forests (change)

g In some forests, big companies (cut) down more and more trees (deforestation) and (cause) damage to the land.

h In other places, another kind of deforestation (happen)

i Here farmers (burn) more and more of the forest and (use) the land to feed cattle.

j Now that governments (understand) the problem, they (begin) to control these activities.

120. Put the verbs in brackets into the *present simple* or the *present continuous*.

1. **A:** ... *Do you know* (you/know) that man over there?

B: Actually, I do. He's Muriel's husband.

2. **A:** Are you doing anything tomorrow evening?

B: Yes. I (see) Jack at nine o'clock.

3. **A:** I (see) you're feeling better.

B: Yes, I am, thank you.

4. **A:** What's that noise?

B: The people next door (have) a party.

5. **A:** Graham (have) a new computer.

B: I know. I've already seen it.

6. **A:** This dress (not/fit) me any more.

B: Why don't you buy a new one?

7. **A:** Your perfume (smell) nice. What is it?

B: It's a new perfume called Sunshine.

8. **A:** What is Jane doing?

B: She (smell) the flowers in the garden.

9. **A:** What (you/look) at?

B: Some photos I took during my holidays. They aren't very good, though.

10. **A:** You (look) very pretty today.
B: Thank you. I've just had my hair cut.
11. **A:** I (think) we're being followed.
B: Don't be silly! It's just your imagination.
12. **A:** Is anything wrong?
B: No. I (just/think) about the party tonight.
13. **A:** This fabric (feel) like silk.
B: It is silk, and it was very expensive.
14. **A:** What are you doing?
B: I (feel) the radiator to see if it's getting warm.
15. **A:** She..... (be) generous, isn't she?
B: Yes, she has never been a mean person.
16. **A:** He (be) very quiet today, isn't he?
B: Yes, I think he has some problems.
17. **A:** Would you like some cherries?
B: Yes, please. I (love) cherries. They're my favourite fruit.
18. **A:** I'm sorry, but I (not understand) what you mean.
B: Shall I explain it again?
19. **A:** The children are making lots of noise today.
B: I know, but they..... (have) fun.
20. **A:** This cake (taste) awful.
B: I think I forgot to put the sugar in it!

121. Put the verbs in brackets into the *present simple* or the *present continuous*.

1. **A:** Why ... *are you smelling* ... (you/smell) the soap?
B: It (smell) lovely. It's like roses!
2. **A:** Why..... (you/taste) the soup?
B: To see if it (taste) good. I think it needs more salt.
3. **A:** I (feel) very tired.
B: You should go to bed early.
4. **A:** I (see) Andy this evening.
B: I (see). So, you don't want to come to the cinema with me, do you?
5. **A:** How much (the bag of apples/weigh)?
B: I don't know yet. The man (weigh) the bag now.
6. **A:** I..... (think) about buying a new car soon.
B: Why? I (think) your car is fine. You don't need a new one.

7. **A:** What (you/look) at?
B: The sky. It (look) as if it's going to rain.
8. **A:** I really (enjoy) home-made food.
B: So do I, and I (enjoy) every bit of this meal
9. **A:** Why (you/feel) the radiator?
B: It (feel) cold in here. Is the heating on?
10. **A:** That famous opera singer (appear) at the opera house tonight.
B: Yes. He (appear) to be feeling better after his operation.
11. **A:** Chris.....(be) a sensible person, isn't he?
B: Yes, but in this case he (be) rather foolish.
12. **A:** My dad (fit) the old blind from the living room in my bedroom today.
B: Really? (it/fit) that window?
13. **A:** My back (hurt).
B: Why don't you lie down for a while?

Present Perfect

122. Put the verbs in brackets into the correct form of *the present perfect simple*.

1. **A:** Have you ever given an interview?
B: No, I ... *have never done* ... (never/do) that.
2. **A:** What time does the train leave?
B: It (just/leave)
3. **A:** Is the new restaurant good?
B: I (not/eat) there yet.
4. **A:** Shall I do the shopping now?
B: No, I (already/do) it.
5. **A:** Julia, are you ready?
B: No, I (not/dry) my hair yet.
6. **A:** Would you like to have lunch with me?
B: No, thanks. I (already/eat).

123. Tell what has happened. (Describe the changes as in the example). Use the verbs in brackets.

E.g.: Jack had a beard. Now he hasn't got a beard. He *has shaved off* his beard. (shave off)

1. Mary was here five minutes ago. Now she's in bed. She _____ (go to bed).
2. The temperature was 22 degrees. Now it is only 14. The temperature _____ (fall).
3. The light was off. Now it is on. Somebody _____ (switch on).
4. The tree was only three metres high. Now it is four. The tree _____ (grow).
5. The plane was on the runway a few minutes ago. Now it is in the air. The plane _____ (take off).

124. *Some people are on a cruise ship. What have they been doing since 10 o'clock this morning? In pairs, make up exchanges using the prompts below, as in the example.*

SA: *Mrs Peters is sunbathing.*

SB: *Yes, she's been sunbathing since 10 o'clock this morning.*

- | | |
|---------------------------------|----------------------------------|
| 1. Mrs Peters / sunbathe | 2. Mr Burrows / walk on the deck |
| 3. Tom and Jerry / swim | 4. Tim and Alan / play chess |
| 5. Miss Houston / read her book | 6. Sandra and Helen/talk |

125. *What have these people been doing? Make sentences using an appropriate verb in the present perfect continuous.*

- 1) Catherine went to the supermarket an hour ago. She's still there.
Catherine has been shopping for an hour.
- 2) My mum began cooking three hours ago. She hasn't finished yet.
- 3) The teams started playing football twenty minutes ago. They haven't finished yet.
- 4) The headmaster started speaking two hours ago. He hasn't stopped yet.
- 5) Bill began building his house six months ago. He hasn't finished it yet.
- 6) I started doing my homework three hours ago. I haven't finished it yet.

126. It is 11 o'clock. The following people all started work earlier this morning. Look at the information and say how long they have been working and how much work they have done so far as in the example.

S1: Sandra has been typing since 9 o'clock / for two hours.

S2: She's typed twenty letters so far.

Name	Started/Activity	Completed
Sandra	9 o'clock / type	20 letters
Kim	8 o'clock / clean the house	4 rooms
Bob	10 o'clock / examine patients	3 patients
John	7 o'clock / deliver parcels	30 parcels
Helen	10 o'clock / draw pictures	4 pictures
Ann	10.30 o'clock / write letters	1 letter
Paola	10 o'clock / do homework	5 exercises
Jimmy	8 o'clock / pick apples	a lot of apples

127. Fill in the gaps with *recently, how long, yet, for, always, ever, already, since, so far* or *just*. Sometimes more than one answer is possible.

- A:** Has Tom finished his exams ... *yet*

B: No. He finishes next Thursday.
- A:** has Janet been working at the hospital?

B: She has been working there she left school.
- A:** How are you finding your new job?

B: Great. I haven't had any problems
- A:** Is John at home, please?

B: No, I'm afraid he's gone out.
- A:** Have you been waiting long?

B: Yes, I've been here two hours.
- A:** Has Martin been to Spain?

B: No, I don't think so.
- A:** Have you spoken to Matthew....?

B: Yes. I phoned him last night.
- A:** Can you do the washing-up for me, please?

B: Don't worry. Mike has done it.
- A:** Lucy has been musical, hasn't she?

B: Yes, she started playing the piano when she was five years old.

10. **A:** Shall we go to that new restaurant tonight?
B: Yes. I have been there. It's really nice.
11. **A:** Your dog's been barking three hours!
B: I'm sorry. I'll take him inside.
12. **A:** Have you finished reading that book yet?
B: No, I've started it.

128. Put the verbs in brackets into the *present perfect* or *present perfect continuous*.

1. **A:** How long *have you known*. (you/know) Alison?
B: We (be) friends since we were children.
2. **A:** Who (use) the car?
B: I have. Is there a problem?
3. **A:** What are Andrew and David doing?
B: They (work) in the garden for three hours.
4. **A:** Why is Sally upset?
B: She (lose) her bag.
5. **A:** I (always/believe) that exercise is good for you.
B: Of course, it's good to keep fit.
6. **A:** Emily (teach) maths since she left university.
B: Yes, and she's a very good teacher, too.
7. **A:** Fred (open) a new shop.
B: Really? Where is it?
8. **A:** This pie is delicious.
B: Is it? I (not/taste) it yet.
9. **A:** Have you found your umbrella yet?
B: No, I (look) for it for an hour now.
10. **A:** You look exhausted.
B: Well, I (clean) the windows since 8 o'clock this morning.
11. **A:** Can I have some more lemonade, please?
B: Sorry, your brother(just/drink) it all.
12. **A:** Have you got new neighbours?
B: Yes, they(just/move) to the area.

129. Fill in the gaps with *have/has been (to)* or *have/has gone (to)*.

1. **A:** Hello, Jim! Have you seen Mum?
B: Yes. She *has gone to* the shops. She'll be back soon.

2. **A:** Where you today?
B: I the cinema.
3. **A:** Shall we go on a picnic this weekend?
B: Oh, yes! I not on a picnic for ages.
4. **A:** I'm going to India this year.
B: I never India.
A: Really? I there twice before.
5. **A:** Where are the children?
B: They the park to play football.
6. **A:** Dad with them?
B: Of course. Don't worry!

130. Fill in the gaps with *have/has been (to)* or *have/has gone (to)*.

A

1. 'Where are Tom and Lucy?' 'They ... *have gone to* ... the theatre.
 2. I don't live in London. I only there once.
 3. I am alone in the house. My parents on holiday.
 4. Is Philip at home?' 'No, he work.
 5. My friend wants us to go on holiday to Madrid this summer, but I already there.
 6. Anita has just come home. She the theatre.
 7. Where are Julia and Dave?' 'They the sports centre with their friends'.

B

- A:** Hi, Roger! Where is everybody? The house is very quiet.
B: Well, Mum 1) *has gone to* the cinema with Mavis.
A: How about your sister?
B: She's having a shower right now because she 2) the gym.
A: I 3) the gym twice this week. It's really exhausting.
B: As for Dad, he 4) the library to get some books.
A: So, how about going to that new cafe that's just opened near the park?
B: Oh, I 5) there. It isn't that great. Why don't we call Steve and go to the basketball court?
A: Okay, let's do that instead.

131. Choose the correct answer.

1. 'What time does the train leave?' 'I think it ... A at 2 o'clock'.
A leaves B has been leaving C has left
2. 'Where are Tom and Pauline?' 'They to the supermarket'.
A have just gone B have been going C go
3. 'What is Jill doing these days?'
'She for a job for six months'.
A is looking B has been looking C looks
4. 'Is Mandy watching TV?'
'No. She her homework right now'.
A is always doing B is doing C does
5. 'Have you been for a walk?'
Yes. I often for walks in the evenings'.
A have gone B am going C go
6. 'Have you seen any films lately?'
'Yes. Actually, I two this week'.
A have seen B am seeing C see
7. 'What ?'
'It's a piece of cherry pie. Mum made it yesterday'.
A are you eating B do you eat C have you eaten
8. 'Are you going on holiday this summer?'
'Yes. I enough money.'
A am saving B have already saved C save
9. 'Is Todd reading the newspaper?'
'No. He dinner at the moment'.
A has been making B makes C is making
10. 'Have you bought any new CDs recently?'
Yes. Actually, I two this week'.
A have bought B have been buying C am buying
11. 'What time does the play start?'
'I think it at 8 o'clock'.
A has been starting B starts C has started
12. 'Where is Mark?'
'He to the library to return some books'.
A has gone B has been C is going
13. 'What ?'
'It's a letter to my pen-friend. I'm telling her my news'.
A have you written B do you write C are you writing

132. Underline the correct tense form.

1. Liz and I are good friends. We *know/have known* each other for four years.
2. Sarah is very tired. She *has been working/is working* hard all day.
3. 'Where is John?' 'He's upstairs. He *does/is doing* his homework'.
4. I can't go to the party on Saturday. I *am leaving/have been leaving* for Spain on Friday night.
5. Jane *has finished/is finishing* cleaning her room, and now she is going out with her friends.
6. I didn't recognise Tom. He *looks/is looking* so different in a suit.
7. I don't need to wash my car. Jim *washes/has washed* it for me already.
8. Ian *has been talking/is talking* to his boss for an hour now.
9. Claire's train *arrives/has arrived* at 3 o'clock. I must go and meet her at the station.
10. 'Would you like to borrow this book?' 'No, thanks. I *have read/have been reading* it before'.
11. 'Where *are you going/do you go*?' 'To the cinema. Would you like to come with me?'
12. Have you seen my bag? I *am searching/have been searching* for it all morning.
13. 'Is Colin here?' 'I don't know. I *haven't seen/haven't been seeing* him all day'.
14. Sophie is very clever. She *is speaking/speaks* seven different languages.
15. We *are moving/have moved* house tomorrow. Everything is packed.

133. Put the verbs in brackets into the correct present form.

1. A: What ... *are you doing* ... (you/do)?
B: Nothing. I (just/finish) my lunch.
2. A: Where (you/be) all morning?
B: I (clean) my house since 8 o'clock.
3. A: (you/do) anything next weekend?
B: No, I (not/make) any plans yet.
4. A: Jane looks great (she/lose) weight?
B: Yes, she (exercise) a lot recently.

5. A: (be/you) busy right now?
 B: Yes, I (just/start) typing this report.
6. A: Where is Peter?
 B: He (wash) the car at the moment.
7. A: Who (be) your favourite actor?
 B: I (like) Sean Connery since I was a child.
8. A: (you/do) your homework yet?
 B: Almost; I (do) it now.

134. Put the verbs in brackets into the correct present form.

1. Who ... *has been using* (use) my toothbrush?
2. 'What (you/do)?' 'I (write) a letter'.
3. Samantha (play) tennis with friends every weekend.
4. Tim and Matilda married since 1991.
5. Uncle Bill (just/decorate) the bathroom.
6. Pauline and Tom in the school choir twice a week.
7. Who (you/speak) to?
8. Sarah is very happy. She (win) a poetry competition.
9. He (drink) two cups of coffee this morning.
10. My friend (live) in America at the moment.
11. They (usually/change) jobs every five years.
12. I (normally/cut) my hair myself.
13. Linda (study) in the library for three hours.
14. We (play) in a concert next weekend.
15. Who (read) my diary?
16. Tim (leave) the house at 7 o'clock every morning
17. (your mother/work) in a bank?
18. (you/drink) coffee with your breakfast every day?
19. We (make) plans for our summer holidays right now.
20. They (move) house in September.

PAST FORMS

135. Complete these sentences. Use one of these verbs in the past simple:

enjoy	finish	happen	live	open	play	rain	smoke
start	stay	want	watch				

1. Yesterday evening I watched television.
2. Bernard 20 cigarettes yesterday evening.
3. The concert last night ... at 7.30 and ... at 10 o'clock.
4. When I was a child I ... to be a doctor.
5. Mozart ... from 1756 to 1791.
6. We ... our holiday last year. We ... at a very good hotel.
7. Today the weather is nice, but yesterday it
8. It was hot in the room. So I ... the window.
9. The weather was good yesterday afternoon, so we ... tennis.

136. a) Write the past of these verbs:

come — go — have — buy — eat — do —
take — leave — read — meet — write — get —

b) Write sentences about the past (yesterday/last week etc.)

1. They get up early. This morning they... .
2. I write a letter to Jane every week. Last week
3. They come to my house every Friday. They... last Friday.
4. We usually go to the cinema on Sunday. last Sunday.
5. Tom always has a shower in the morning. this morning.
6. They buy a new car every year. Last year
7. I eat an orange every day. Yesterday
8. We usually do our shopping on Monday. last Monday.
9. Ann often takes photographs. Last weekend
10. We leave home at 8.30 every morning. last morning.

137. Complete the sentence with the past simple form of the verb in brackets.

a Aztec civilization (develop) ... *developed* ... in the Valley of Mexico, 7,500 feet above sea level.

b The Aztecs (leave) their own land of Aztlan at some time during the 12th or 13th century.

c They (believe) that Huitzilopochtli their war god (want) them to search for a new land.

d They (arrive) in the Valley of Mexico during the 12th or 13th century AD.

e They (build) their capital city, Tenochtitlan, on an island in Lake Texcoco.

f They (plant) trees on the island to make the land better, (work) hard and (improve) the land.

g When the Spanish (arrive) in 1519, Montezuma, the Aztec ruler, (think) that Cortez was a returning god.

h When the Spanish (see) the Aztecs' gold, they (decide) to conquer the city.

i Later they (kill) Montezuma, (defeat) the Aztecs and (destroy) Aztec religion and culture.

138. Seven of the sentences (including the example) contain historical errors. Guess which ones are wrong and rewrite them with a *negative past simple* form.

a Alexander the Great married Cleopatra.
..... *Alexander the Great didn't marry Cleopatra*

b Nelson Mandela became President of South Africa in 1994.
.....

c Leonardo da Vinci invented the Internet.
.....

d Confucius the Chinese philosopher died in 1900.
.....

e Marco Polo stayed in China for five years.
.....

f The ancient Romans used steam engines in their battles.
.....

g Genghis Khan invaded Italy and captured Rome.
.....

h Christopher Columbus reached America by accident.
.....

i William Shakespeare wrote *Dun Quixote*.
.....

139. Put the verbs in brackets into the *past simple* or the *past continuous*. Which was the longer action in each sentence?

1. They ... *were cleaning* ... (clean) the windows when it *started* ... (start) to rain. (*Cleaning the windows was the longer action*)

2. As he (drive) to work, he (remember) that his briefcase was still at home.

3. Melanie (cook) dinner when her husband (come) home.

4. I (hear) a loud crash as I (sit) in the garden.

5. She (type) a letter when her boss (arrive).

6. While the dog (dig) in the garden, it (find) a bone.

7. Mary (ride) her bicycle when she (notice) the tiny kitten.

8. While I (do) my homework, the phone (ring).

140. Underline the correct form: *past simple* or *past continuous*.

a While he *took/was taking* a bath, Archimedes *discovered/was discovering* the principles of density and buoyancy.

b When Edouard Benedictus, a French scientist, *worked/was working* in his laboratory, he *dropped/was dropping* a glass bottle which had some plastic inside — and *invented/was inventing* safety glass.

c Columbus *arrived/was arriving* in America while he *tried/was trying* to reach the Far East.

d Alexander Fleming *discovered/was discovering* penicillin by accident while he *looked/was looking* at some old experiments.

e While Hiram Bingham *climbed/was climbing* in the mountains of Peru in 1911, he *discovered/was discovering* the lost city of Macchu Picchu.

f While Isaac Newton *sat/was sitting* under an apple tree, an apple *fell/was falling* on his head, and he *understood/was understanding* gravity.

g While Dr Harry Coover *tried/was trying* to invent a new kind of plastic, he *made/was making* a very soft substance which *stuck/was sticking* things together. It was Superglue.

h While he *observed/was observing* the Moon through his telescope, Galileo *realized/was realizing* that it had mountains and craters.

141. Complete the sentence with *the past simple or past continuous form of the verb in brackets.*

Alexander the Great

a While he (grow up) *was growing up* the philosopher Aristotle was his teacher. Alexander (become) interested in science, medicine, philosophy and literature.

b While his father Philip (attend) his daughter's wedding, a young nobleman (murder) him. Alexander was king of Macedonia at the age of 20.

c While he (fight) his enemies in the north, the Greeks in the south (start) rebellion. He (destroy) all their cities.

d He (lead) his army against the Persian Empire through what is now Turkey. While he (stay) in the ancient city of Gordian, he (undo) the Gordian knot. A legend said that only a future king of Asia could do this.

e While his army (march) through Persia, it (defeat) Darius, the king of Persia.

f He (found) the city of Alexandria at the mouth of the Nile while he (visit) Egypt.

g While he (travel) with his army, he (give) his name to many other towns.

h He (kill) his friend Clitus in a quarrel, while they (have) dinner.

i While he (attack) the city of Mali in India, he (receive) a serious wound from an arrow.

j While he (attend) a banquet in Babylon in 323 BC, he (fall) ill and (die)....

142. Rewrite each person's comment using *used to* or *didn't use to*.

1. Sally — 'I don't walk to work any more'.

I used to walk to work.

2. Gordon — 'I've got a dog now'.

3. Lisa — 'I don't eat junk food any more'.

4. Jane — 'I go to the gym every night now'.

5. Paul — 'I'm not shy any more'.

6. Edward — 'I live in a big house now'.

7. Helen — 'I haven't got long hair any more'.

8. Frank — 'I eat lots of vegetables now'.

143. Complete the sentences with *used to* + a verb from the list.

write *spend* *work* *hold* *help*
act *teach* *set* *tell* *do*

a Charles Dickens, the novelist, *used to write* until early in the morning, and then go for long walks across London.

b William Shakespeare in some of his own plays.

c The German philosopher Immanuel Kant exactly the same things at the same time every day, so that people their watches by his actions.

d The author Agatha Christie her second husband with his archaeological excavations.

e The novelist James Joyce English in the Italian city of Trieste, and some people say that he his students the wrong meanings of words as a joke.

f The novelist Marcel Proust in a special soundproof room.

g The ancient Greek philosophers their classes outside in the open air.

h The Russian novelist Vladimir Nabokov his free time studying and catching moths and butterflies.

144. Complete the sentence with *used to* + the verb in brackets in positive, negative or question form.

a What things (be) ... *used to be* different in the past?

b For a start, all the continents (form) one large land mass.

c Obviously, there (be) cities and buildings, and forest covered a third of the Earth.

d The climate was different, and animals such as the hippopotamus and rhinoceros (exist) in northern Europe.

e Many mountains in Europe (be) active volcanoes.

f Early people (live) in complex societies, but in small groups in places where they could find food.

g What ... they (eat)? They (eat) whatever they could find.

h Early people (stay) in the same place, but (travel) long distances, following the animals they needed for food.

145. Complete the sentences with the correct form of *used to* and the verb in brackets.

1. I ... *didn't use to watch*... (not/watch) the news, but now I watch it every day.
2. My aunt (drink) a lot of coffee, but now she prefers to drink tea.
3. We (live) in a flat, but we live in a big house now.
4. (you/go) to school on foot?
5. We (not/like) each other. but now we're good friends.
6. I (not/eat) vegetables. Now I eat them every day.
7. My sister (play) the piano, but now she doesn't.
8. They (spend) their weekends in the countryside. They don't any more.

146. Choose the correct answer.

1. 'I find it hard to get up early'.
'You *B* ... to getting up early once you start working'.
A are used B will get used C were used
2. 'Do you often exercise now?'
'No, but I to exercise a lot when I was at school'.
A used B will get used C am used
3. 'Aren't you bothered by all that noise?'
'No, we to noise. We live in the city centre'.
A were used B will get used C are used
4. 'Does your sister travel a lot?'
'No, but she to before she got married'.
A didn't use B used C wasn't used
5. 'I don't like wearing a suit every day'.
'Don't worry, you to it very soon'.
A are used B will get used C were used
6. 'Sandra to using a computer, but now she enjoys it'.
'It's a lot easier for her now'.
A isn't used B will get used C wasn't used
7. 'Do you remember the things we ... to do when we were kids?'
'Of course I do. How could I forget what fun we had!'
A used B were used C got used

8. 'Do you like living in the city?'
 'Well, I to it yet, but it's okay'.
A am not used B wasn't used C am used

147. Choose the correct answer.

1. 'Sharon looks different now, doesn't she?'
 'Yes. She to have long dark hair, didn't she?'
A is used B used C would
2. 'I have never driven an automatic car before'.
 'You will soon to it.'
A get used B be used C used
3. 'How is Sarah?'
 'She's fine. She to life in the countryside'.
A got used B used C is getting used
4. 'Have you always worked as a nurse?'
 'No. I a childminder.'
A was used to being B used to be C am used to being
5. 'Do you remember when we were little?'
 'Yes. Dad always read us a bedtime story'.
A was used to B would C got used to
6. 'Aren't you tired?'
 'No. I to walking long distances'.
A am used B got used C used
7. 'Jane had trouble with her job at first'.
 'Yes. She to working on her own'.
A used B got used C wasn't used
8. 'Did you find your degree course difficult?'
 'Yes, but I soon to it.'
A used B got used C was used
9. 'Do you remember Uncle Danny?'
 'Yes. He always bring us presents'.
A would B was used C used
10. 'Have you ever lived in a flat before?'
 'No, but I will to it.'
A be used B get used C used
11. 'Why are you so tired?'
 'Because I to getting up early in the morning'.
A am used B used C am not used

12. 'Do you know that man?'
 'Yes. He to work for me'.

A was used B used C is used

148. First, say which action happened first, then join the sentences using the words in brackets, as in the example.

Example: He saved a lot of money. Then, he bought a car. (when).

When he had saved a lot of money, he bought a car.

1. She hung out the washing. Then, it began to rain, (after)
2. Fiona tidied the house. Then, the children arrived home, (by the time)
3. The guests left. Then, she started cleaning, (when)
4. The girls put on their uniforms. Then, they went to school, (before)
5. The meeting started. Then, the lights went out, (already when)

149. Complete the sentence with the past simple or past perfect simple form of the verb in brackets.

1. When I (try) *tried* ... to use my laptop, I realized the battery (run) down.

2. I (turn) the computer off, but forgot that I (not save) my work.

3. I only remembered I (not pay) the bill when my Internet connection (stop) working.

4. When I (receive) the e-mail, I couldn't understand who (send) it.

5. When I (check) the instructions, I understood what I (do)

6. I knew I (receive) a virus when I (run) the anti-virus program.

7. As soon as I (download) the document, I knew I (make) a mistake.

8. I could see what (go) wrong as soon as I (look) inside the printer.

9. I knew I (press) the wrong key when nothing (happen)

10. When the screen (go) blank, I couldn't understand how it (happen)

150. Read the following information about famous moments in history. Then underline the correct form. Only one verb in each paragraph is past perfect.

A Columbus left Spain in August 1492 with three ships, to try and find a way to India by sailing west instead of east. When his ships (**a**) finally reached / *had finally reached* land on 12 October, he thought he was there, but the ships (**b**) *actually arrived* / *had actually arrived* in America instead.

B Captain Robert Scott wanted to reach the South Pole first. He and his companions finally arrived there on 1 January 1912 after a terrible journey across the ice, but (**c**) *found* / *had found* a Norwegian flag. Unfortunately for Scott, Roald Amundsen (**d**) *got* / *had got* there on 14 December, 18 days earlier.

C Leonardo painted his famous The Last Supper between 1495 and 1498, but the painting started to deteriorate within 50 years. The most common explanation for this used to be that Leonardo (**e**) *used* / *had used* the wrong kind of paint, but experts have always disagreed about this, and many believe that the damp in the wall is the cause of the damage. Between 1978 and 1999, experts (**f**) *restored* / *had restored* the painting, and the public can now see it again.

151. Put the verbs in brackets into the past perfect or the past perfect continuous.

1. **A:** Did you do anything last night?

B: I went to the gym and I *had just arrived* (just/arrive) home when Michael called me. He said he (try) to call me for ten minutes before I finally answered the phone.

2. **A:** Did you catch any fish on your fishing trip today?

B: Yes. I (sit) in the boat for two hours when I caught a huge fish.

3. **A:** Did you enjoy the open-air concert yesterday?

B: The music was good, but the weather was terrible. The concert (just/start) when suddenly, it began to rain. The musicians (only/play) for ten minutes.

A: What a shame!

4. **A:** Was the house tidy when you got home?

B: Yes, the children (dust) the furniture and they (put away) all of their toys.

5. **A:** Why were you so upset this morning?

B: Well, I (clean) the house for hours when the children came in with muddy shoes.

6. **A:** Why are you so late for work this morning?

B: I'm sorry. I (wait) for the train for over an hour before it eventually arrived.

152. Choose the correct answer.

1. 'Were you expecting James and Paul to stay for dinner?'

'No, but I a lot of food, so it didn't matter'.

A had prepared B was preparing C had been preparing

2. 'Tony has been singing for years, hasn't he?'

'Yes. He his first record when he was sixteen'.

A made B was making C had made

3. There was a power cut last night'.

'I know. I some paperwork when the lights went out'.

A had been doing B was doing C had done

4. Did you see Paul Simon in concert?'

'No. I was hoping to get tickets, but they

A had sold out B sold out C were selling out

5. 'The restaurant was packed last night'.

'Yes. Luckily, I a table in advance'.

A was booking B had booked C had been booking

6. 'Did you watch the film yesterday?'

'No. It by the time we got home'.

A finished B was finishing C had finished

7. 'Did you stay up late last night?'

'No. I all day, so I went to bed early'.

A had been working B worked C was working

8. 'Did you enjoy your holiday?'

'Yes. We most of our time on the beach'.

A had spent B were spending C spent

9. 'Kim looked tired this morning.'

'I know. She all night long'.

A studied B had studied C had been studying

10. 'So what happened?'

'We through the woods when we heard a gunshot'.

A had walked B walked C were walking

153. Underline the correct tense form.

1. I saw Jim this morning. He *ran/was running* for the bus.
2. Keri was angry. She *had been waiting/was waiting* for Sarah for two hours.
3. Andy was relieved to hear that he *was passing/had passed* the exam.
4. I *was walking/had walked* home when I saw Paul.
5. Brian *learnt/had learnt* how to spell his name at school today.
6. They *hadn't visited/weren't visiting* their grandparents for a long time.
7. I *watched/was watching* television when the telephone rang.
8. Jason *had been thinking/had thought* about his new car all day.
9. I bought the dress because I *wanted/had wanted* something special to wear to the party.
10. The little boy was crying because he *had lost/was losing* his mother.
11. Graham *had been working/was working* for the company for twenty years before he retired.
12. Pam *opened/had opened* the present and read the card.
13. Lucy *wrote/had written* a letter to her sister last night.
14. It *had been raining/was raining* all day and the roads were very wet.
15. Sue *was smiling/had smiled* as she was reading Mary's letter.

154. Underline the correct tense form.

1. Lynne *was singing/had sung* as she was cleaning the windows.
2. Mr Todd *was teaching/had been teaching* for thirty years when he retired.
3. I phoned Jack because I *wanted/had wanted* to ask him a question.
4. They *had walked/had been walking* for hours when they stopped for a rest.
5. The shop *had been selling/had sold* the table by the time I got there.
6. Joe was happy. He *was winning/had won* first prize in the competition.
7. It *was raining/had rained* while they were playing the football match.
8. Rob *was opening/opened* the box and looked inside.

9. Eve was delighted to hear that she *was getting/had got* the job.
10. People *used to work/were working* very long hours in those days.
11. I was running when I *slipped/was slipping* on the ice.
12. They *were already buying/had already bought* the tickets when they went to the concert.
13. Carol *had broken/was breaking* her arm, so she couldn't write for six weeks.
14. We *had been staying/stayed* in a hotel by the sea last summer.
15. Elvis Presley *sang/had sung* lots of hit songs.
16. I *opened/was opening* the door and stepped outside.
17. They *had stood/were standing* outside when the results were announced.
18. Alexander Graham Bell *had invented/invented* the telephone.
19. She broke the glass while she *had washed/was washing* it.

155. Put the verbs in brackets into the correct past form.

1. They *were walking* (walk) in the park when the storm broke.
2. The man (pay) for his new car in cash.
3. I (already/eat) breakfast by the time the others woke up.
4. It (snow) for three days when suddenly the sun came out.
5. Sam (work) here for six years before he left to go to university.
6. Liz (go) to the Bahamas for her holidays last year.
7. We (watch) a film on TV when our guests arrived.
8. They (already/see) the film twice at the cinema when she rented it on video.
9. The teacher (teach) the children a song yesterday.
10. He (sit) on the train at this time yesterday morning.

156. Put the verbs in brackets into the correct tense.

1. **A:** Why was Tim so tired last night?
B: Oh, he (work) hard all day.
2. **A:** I (go) to the cinema last night.
B: Really? What (you/see)?
3. **A:** Did you have enough to eat at the party?
B: Yes. Sarah (make) a lot of food.
4. **A:** What (you/do) at eight o'clock last night?
B: I (watch) television. Why?

5. **A:** I (do) something really silly yesterday.
B: Really, what?
A: I (get) up and(set off) for work as usual. I
(drive) for an hour before I(realise) it was Sunday.
6. **A:** I (just/hear) some incredible news!
B: What?
A: Jason and Emily (get) married last week in Las Vegas.
Isn't that amazing?

FUTURE FORMS

157. What will life be like in the 21st century? Look at the prompts and make sentence using *will* (✓) or *won't* (x), as in the example.

1. 1 People / live longer / ✓ *People will live longer.*
2. Robots / do most of the work / ✓
3. People / use electric cars / x
4. Pollution / disappear / ✓
5. People / die of serious diseases / x
6. Children / stop going to school / x
7. People / go on holiday to the moon / ✓

158. Fill in the gaps with the correct form of *will* or *be going to* and the verb in brackets.

1. **A:** Why are you buying flour and eggs?
B: Because *I'm going to make* (make) a cake.
2. **A:** I have decided what to buy Mum for her birthday.
B: Really. What (you/buy) for her?
3. **A:** Did you ask Jackie to the party?
B: Oh no! I forgot! I (ask) her tonight.
4. **A:** Could I speak to Jim, please?
B: Wait a minute. I (get) him for you.
5. **A:** What are your plans for the weekend?
B: I (spend) some time with my friends.
6. **A:** What are you doing on Friday night?
B: Oh, I (probably/stay) at home with my family.

7. **A:** Have you tidied your room yet?
B: No, but I promise I (do) it this afternoon.
8. **A:** Look at that boy!
B: Oh yes! He (climb) the tree.
9. **A:** Jason is very clever for his age.
B: Yes. He says he (become) a doctor when he grows up.
10. **A:** I'm too tired to cut the grass.
B: Don't worry! I (cut) it for you.

159. Fill in the future simple or be going to.

1. **A:** Have you finished your essay yet?
B: No, but I'm sure I (finish) it on time.
2. **A:** I have decided what to wear for the party
B: Really? What (you/wear) then?
3. **A:** Why do you need hot soapy water?
B: Because I (wash) the car.
4. **A:** Did you post those letters?
B: No. I forgot I (post) them this afternoon.
5. **A:** Did you book a table at the restaurant?
B: Yes, but I don't expect it. (be) busy.
6. **A:** I'm hungry.
B: Me too. I (make) us something to eat.
7. **A:** What are you doing this weekend?
B: Oh, I (probably/visit) my grandparents.
8. **A:** Look at that dog!
B: Oh yes! It (swim) across the river.
9. **A:** Tony is nearly eighteen, isn't he?
B: Yes. He (work) for his father when he leaves school.
10. **A:** Are you going into town today?
B: Yes, I (give) you a lift if you like.
11. **A:** Your shirt is dirty.
B: Oh dear! I (change) into another one.
12. **A:** I hope we (not/arrive) late for the meeting.
B: Don't worry. There's plenty of time.

160. Put the verbs in brackets into the present simple or the future simple.

1. They (go) to school when they (be) five years old.

2. I (call) you before I (leave) for Paris.
3. He (write) a letter to her every day while he (be) at college.
4. We (do) our homework when we (get) home.
5. John (fix) the tap as soon as he (come) back from work.
6. When (you/pack) your suitcase?
7. I (not/do) anything until you (be) ready.
8. When (you/phone) me?
9. I promise I (buy) you a present when I (return) from my holiday.
10. When she (pass) her driving test she (buy) a car.

161. Put the verbs in brackets into the *present simple* or the *future simple*.

1. **A:** (you/call) me when you (get) home?
B: Yes, of course.
2. **A:** As soon as John (come) in, tell him to come to my office.
B: Certainly, sir.
3. **A:** I'm exhausted.
B: Me too. I wonder if David (come) to help tonight.
4. **A:** Are you going to visit Aunt Mabel this afternoon?
B: Yes, I (visit) her before I (do) the shopping.
5. **A:** Is George going to eat dinner with us?
B: No, by the time he (get) home it (be) very late.
6. **A:** When (you/pay) the rent?
B: When I (get) my pay cheque.
7. **A:** What are your plans for the future?
B: I want to go to university after I (finish) school.
8. **A:** If you (pay) for dinner, I (pay) for the theatre.
B: Okay, that's a good idea.
9. **A:** Can you give this message to Mike, please?
B: Well, I'll try, but I doubt if I (see) him today.

162. Put the verbs in brackets into the correct future form (*Future Simple, Future Continuous, be going to*).

1. **A:** Are you looking forward to your holiday?
B: Oh, yes! This time next week I (lie) on the beach.
2. **A:** We're having a party on Saturday.
B: Oh, good. I (make) a cake to bring along.

3. **A:** Have you finished that report yet?
B: Yes. I (give) it to you in a minute.
4. **A:** Why are you buying all those vegetables?
B: Because I (make) vegetable soup.
5. **A:** This writing is too small for me to read.
B: Give it to me and I (read) it to you.
6. **A:** I (stay) at Claire's house tonight.
B: Alright. I won't expect you home then.
7. **A:** Would you like to join me for lunch today?
B: Yes, please. I (meet) you at half past one.
8. **A:** (you/help) me with the shopping tomorrow?
B: Of course.
9. **A:** Are you excited about your trip?
B: Yes. This time tomorrow I (sit) on the plane.
10. **A:** I can't hear the television very well.
B: I (turn up) the volume.

163. Put the verbs in brackets into the *future perfect* or the *future perfect continuous*.

1. By 3 o'clock, she (study) for six hours.
2. By the end of next month, Sam (finish) the project.
3. He (not/start) painting the kitchen before Tuesday.
4. By the time she arrives in Paris, she (travel) for four hours.
5. I hope I (buy) my own house by the time I'm thirty-five.
6. By Saturday, Lisa (diet) for two weeks.
7. Hopefully, they (learn) everything by the time they sit the exam.
8. By 4 o'clock, I (sit) in the hairdresser's for three hours.
9. By Christmas, I (work) for this company for eighteen months.
10. By next weekend, Brian (move) house.
11. Hopefully, the builders (finish) building the house by next month.
12. By Tuesday, Alan (sail) for twelve days.
13. By tomorrow morning, she (sleep) for twelve hours.

164. Underline the correct tense form.

1. When we go to Paris, we will climb/*will have climbed* the Eiffel Tower.
2. James *will have completed*/*will have been completing* his studies by the end of the year.
3. By the time I get home, I *will have been walking*/*will walk* for three hours.
4. Kim *will be performing*/*will have been performing* in the school concert next week.
5. We're too late to catch the bus. It *will go*/*will have gone* by now.
6. 'We've run out of milk'. 'Really? I *will buy*/*will have been buying* some more this afternoon'.
7. This time tomorrow, I *will have been leaving*/*will be leaving* for the airport.
8. Sam *will work*/*will have been working* here for two years on Monday.
9. I *will collect*/*will have collected* you from Peter's house on my way home.
10. Julia *will have found*/*will be finding* the note I left for her by now.

165. Choose the correct answer.

- 1 'What are you thinking about?'
This time next week, I on the beach'.
A will have sunbathed
B will be sunbathing
C will have been sunbathing
- 2 'Have you finished decorating your house yet?'
'No, but I by Friday'.
A will be finishing
B will have been finishing
C will have finished
- 3 'Have you just moved here?'
'No. I here for two years next month'.
A will be living
B will have been living
C have lived

- 4 '..... to the supermarket today?'
'Yes. Do you want me to get you something?'
A Will you have gone
B Will you have been going
C Will you be going
- 5 'Can you give Steve a message for me?'
'Certainly I him at work later on today'.
A will be seeing
B will have seen
C will have been seeing
- 6 'You've been working hard all day'.
'Yes. At 3 o'clock, I for six hours'.
A will be studying
B will have been studying
C will have studied
- 7 'Sarah has gone to the cinema to see that film again'.
'I know. After this time, she it five times!'
A will have seen
B will have been seeing
C will be seeing
- 8 'John has an exam tomorrow, doesn't he?'
'Yes. In fact, this time tomorrow, he the exam'.
A will have been sitting
B will be sitting
C has sat
- 9 'Are you typing another report?'
'Yes. By the time I finish this one, I twenty-three reports today!'
A will have been typing
B will have typed
C will be typing
- 10 'Those two people have been dancing all evening'.
'Yes. By 11 o'clock, they for four hours'.
A will have been dancing
B will have danced
C will be dancing

166. Put the verbs in brackets into the correct *future* form.

1. My grandmother is very old. She ... (be) ninety next month.
2. I'm afraid I (fail) my exams this year.
3. This time next week, they (lie) on a sandy beach.
4. The team (leave) the office by 9 o'clock tomorrow.
5. By 10 o'clock, Sue (drive) for twelve hours.
6. Jenny (see) Paul at work, so she can give him the letter.
7. The film (start) by the time they get to the cinema.
8. Tom expects he (get) a pay rise soon.
9. By 6 o'clock, the secretary (type) for three hours.
10. I hope I (buy) my own car by the time I'm thirty.
11. By next week, they (live) in this town for two years.
12. I (help) you carry your shopping.
13. Martin (do) the work by Sunday evening.
14. Mother (go) to the supermarket tonight. She has already made her shopping list.
15. The play (start) at 6 o'clock.

167. Put the verbs in brackets into the correct *future* form.

1. **A:** Your house is very small.
B: I know. *I'm going to move* (move) to a bigger house next year.
2. **A:** I have got a new job!
B: Wonderful! I (call) Mum and tell her the good news.
3. **A:** How old is your daughter?
B: She (be) fourteen next week.
4. **A:** I must phone Julia.
B: Well, don't phone her now. She (sleep).
5. **A:** Have you been living here long?
B: Yes. By next month, I (live) here for ten years.
6. **A:** Are you having a party next weekend?
B: Yes. I hope I (finish) decorating the house by then.
7. **A:** What are your plans for tonight?
B: Well, I (meet) Steve at eight o'clock.
8. **A:** I must buy some bread.
B: You'd better hurry. The shops (close) in half an hour.
9. **A:** Shall I call you at ten o'clock tomorrow?
B: No. I (leave) for work by then.

10. **A:** Are you coming to the disco on Friday night?
B: I can't. I (study) for my exam then.
11. **A:** Are you excited about going to California?
B: Yes! This time tomorrow I (fly) across the Atlantic.
12. **A:** It's seven o'clock.
B: Yes. John (leave) the office by now.
13. **A:** I've left my jacket at home.
B: I (go) back and get it for you.
14. **A:** Have you booked a taxi to take you to the airport?
B: Yes. It (come) at eight o'clock in the morning.
15. **A:** Are you nervous about the interview?
B: Yes. This time tomorrow, I (talk) to the managing director.

ALL TENSES

168. Choose the correct answer.

1. 'I about buying a new car recently'.
 'Really? What sort of car?'
A have been thinking *B have thought* *C thought*
2. 'I haven't seen Mark for weeks'.
 'Well, I him this afternoon. Why don't you come along?'
A have met *B am meeting* *C meet*
3. 'We'd better take a taxi to the station'.
 'Yes. The train in fifteen minutes'.
A has left *B will have left* *C leaves*
4. 'Where is the newspaper?'
 'I threw it away. I thought you reading it'.
A have finished *B finished* *C had finished*
5. 'I feel very tired'.
 'How can you be tired? You a thing all day'.
A haven't been doing *B aren't doing* *C haven't done*
6. 'Cathy doesn't study enough'.
 'I know. I'm afraid she her exam'.
A won't pass *B won't be passing* *C won't have passed*
7. 'It's bad news about Janet crashing her new car, isn't it?'
 'Yes. She for months to buy it'.
A saved *B is saving* *C had been saving*

8. 'There's someone here to see you'.
 'Oh, that my sister. Send her in'.
A will have been **B was** **C will be**
9. 'Whose is this earring?'
 'I don't know. I found it when I the house'.
A was cleaning **B had cleaned** **C am cleaning**
10. 'I to reach Jane on the phone all day'.
 'Don't you know? She's gone on holiday'.
A tried **B have been trying** **C have tried**
11. 'I want to visit Katie'.
 'Well, don't visit her before five o'clock. She'.
A is working **B will be working** **C will have worked**
12. 'That like Dad's car'.
 'It is. He must have finished work early'.
A sounds **B had sounded** **C has sounded**
13. 'Is that a new jumper?'
 'No. I it from Laura yesterday'.
A have borrowed **B had borrowed** **C borrowed**
14. '..... to the library today?'
 'Yes. Would you like me to return your books?'
A Will you have gone **B Will you have been going** **C Will you be going**
15. 'How is your grandfather?'
 'His condition day by day'.
A improves **B has improved** **C is improving**
16. 'When did you speak to Sue?'
 'I met her as I to work'.
A had walked **B was walking** **C am walking**
17. 'Shall we go shopping?'
 'I can't go until the babysitter'.
A arrives **B will arrive** **C arrived**
18. 'I've invited Sam to my party'.
 'I doubt if he He's studying for an exam'.
A comes **B will come** **C is coming**
19. 'I'm sorry I'm late'.
 'I here for over an hour'.
A have been waiting **B have waited** **C was waiting**
20. 'I'm having trouble with the car'.
 'I'm sure John you fix it if you ask him'.
A is going to help **B helps** **C will help**

21. 'How long James?'
 'Since we were children'.
A have you known B do you know C did you know
22. 'You a good teacher one day'.
 'Do you really think so?'
A were B will be C are being

THE PASSIVE VOICE

169. Fill in *by* or *with*

1. She was woken up *by* a loud noise.
2. The parcel was tied up string.
3. John was told off his mother.
4. This picture was painted a famous artist.
5. The chair was covered a woolen blanket.
6. The walls were decorated posters.
7. My car was repaired my father.
8. This dessert was made fresh cream.

170. Fill in *by* or *with*.

1. The lock was broken a hammer.
2. This book was written my favourite author.
3. The cake was decorated icing.
4. The tiger was shot a gun.
5. Claire was shouted at her teacher.
6. He was hit on the head an umbrella.

171. Rewrite the sentences in the *passive*, where possible.

1. John opened the door. *The door was opened by John.*
2. They didn't come home late last night. *It cannot be changed.*
3. Their nanny takes them to the park every day.
4. I left very early yesterday afternoon.
5. Meg asked the policeman for directions.
6. Charles is moving house next month.
7. The letter arrived two days ago.
8. Sam took these photographs.

172. Rewrite the sentences in the passive, where possible.

1. Her mother drives her to school every day.
2. Paul drives to work every day.
3. I woke up late on Sunday morning.
4. Her mother woke her up at seven o'clock.
5. Sue asked the waiter to bring some water.
6. David asked for some help.
7. Simon is moving house next month.
8. Michael moved the boxes out of the way.
9. Sandra walks on the beach regularly.
10. The boys walk the dog every day.

173. Rewrite each sentence so that it contains a passive verb and *by* + an agent or *with* + an instrument.

1. A number of trainee doctors examined Dora. *Dora was examined by a number of trainee doctors.*
2. Someone used a brick to smash the window. *The window was smashed with a brick.*
3. The extent of the flood-damage has surprised everyone.
4. Someone used a counterfeit key to open the security door.
5. The freezing conditions put off many would-be shoppers.
6. The high cost of gas and electricity is hitting some families hard.
7. The force of the explosion blew in the windows on nearby buildings.
8. The high winds damaged several buildings.
9. Somebody used a blunt instrument to hit the security guard on the head.
10. The unusually high tide completely washed away the sea wall.

174. Rewrite the sentences in the passive.

1. Ellie will take the children to school.
The children will be taken to school by Ellie.
2. He cut the grass with the new lawnmower yesterday.
The grass was cut with the new lawnmower yesterday.
3. Did they show the fire on the news?
4. Emma is showing them the photographs.
5. When did the wind blow down the tree?
6. Who has to sign these papers?
7. She expects her boss to offer her a promotion.

8. He has to tidy his bedroom.
9. Will you have completed the task by Friday evening?
10. Terry offered her a lift to work.
11. Who teaches traditional dance at this school?
12. People often stuff turkeys with chestnut stuffing.
13. They awarded him a prize for his competition entry.
14. Will they play the tennis match on an indoor court?
15. Everyone must learn the poem by heart.
16. Jean hadn't cleaned the house by the time her husband arrived.
17. Who is going to welcome the guests?
18. We cook all the meals.
19. Grandmother takes care of the children.
20. Kate is choosing a new carpet at the moment.
21. Had Stuart washed the car before he went to the cinema?
22. Peter gave Jane a letter.
23. Who made all these cakes?

175. Make a *passive* sentence from the words in brackets.

1. A: That's a beautiful picture.
B: Yes. (It / paint / my mother) *It was painted by my mother.*
2. A: Have they caught the thieves yet?
B: Yes. (two men / arrest / yesterday)
3. A: Did you build the garage yourselves?
B: No. (the garage / build / before we moved in)
4. A: Why is Paul afraid of dogs?
B: (he / bite / a dog / when he was a little boy)
5. A: Sarah is very ill.
B: (she / take / to hospital last night)
6. A: This room is a disgrace.
B: (it / not clean / for weeks)
7. A: Did you know about your surprise party?
B: No. (it / arrange / in secret)
8. A: Are you going to drive to work today?
B: I can't, (the car / not fix / yet)
9. A: Has Tom got a job?
B: No. (he / make redundant / last month)

176. Rewrite the following passage in the *passive*.

Yesterday afternoon, a volcanic eruption destroyed an entire village. Mount Sirius, which experts thought was dormant, erupted at 3 pm. Tourists had seen smoke rising from the mouth of the volcano two days before. The police moved the villagers away from the area for their own safety. Tons of lava and rock came out of the volcano and wrecked houses, roads and trees. Although the blast physically injured only a few people, doctors are treating many for shock. The authorities are keeping the area surrounding Mount Sirius clear in case of further activity.

177. Underline the correct answer.

Fire 1) swept/was swept through a furniture warehouse yesterday afternoon. Most of the stock inside 2) **was damaged/damaged**, but shocked workers 3) **have been managed/managed** to save a small amount of it. The police 4) **are being investigated/are investigating** the cause of the fire, but it 5) **is thought/thinks** that it was an accident. The shop manager 6) **is being looked/is looking** for another warehouse where stock can 7) **keep/be kept**. 'A lot of stock 8) **has been lost/has lost**, but the shop 9) **will open/will be opened** tomorrow as usual', said the manager. 'I'm just glad no one 10) **hurt/was hurt**'.

178. Put the verbs in brackets into the correct *active* or *passive* tense.

1. This tree is very old. It (plant) in the 19th century.
2. This piece of music (not/record) yet. I've just composed it.
3. The thieves (steal) the jewellery from the safe yesterday.
4. We began work early, but we (not/finish) until late.
5. Jenny (complain) to the manager about the faulty items at the moment.
6. This photograph (take) by my grandfather when I was five.
7. Don't touch the saucepan. You might (burn) yourself.
8. We (delay) because there was a lot of traffic this morning.
9. Not much (know) about this complicated subject.
10. I'm going home now because all the work (do).
11. The new nightclub (close) by the council last week.
12. Jessica (run) two kilometers every day before work.
13. Jim's house is very modern. It (build) only two years ago.
14. Don't stay up late tonight, or else you (be) tired tomorrow.

179. Read about the inventor, Trevor Baylis. Put the verbs in brackets into the correct tense, active or passive.

Trevor Baylis¹ (grow up) in London. He² (educate) at a local school and then³ (study) engineering at a technical college in the city. He is best-known for the invention of the world's first clockwork radio, in 1991. He wanted to produce a radio that could⁴ (use) by people in parts of Africa where there wasn't any electricity to get information about health and AIDS. No manufacturer wanted to produce his early attempts, but then, in 1994, his radio⁵ (show) on a TV programme. A South African businessman⁶ (invest) money in the project, and the first clockwork radios, called Freeplay⁷, (manufacture) in South Africa in 1995. Since then the radios have been a great success, and millions⁸ (sell) around the world.

Over the years Trevor Baylis⁹ (give) many awards for his invention. He continues to work hard. In 2003, he¹⁰ (start) a company which aims to help new inventors get financial backing. The company¹¹ (base) in Richmond, London, where the famous inventor lives.

180. Rewrite the sentences in the active.

- 1) The actor was paid £10,000 to make the commercial.
They paid the actor £10,000 to make the commercial.
- 2) A new cinema is being built in the city centre.
- 3) Breakfast will be served at eight in the morning.
- 4) All her best jewellery had been stolen by the burglars.
- 5) A lot of food was eaten at the party.
- 6) An old shipwreck has been discovered by divers.
- 7) She is going to be sent to Germany on business.
- 8) The band's latest video was made in Prague.
- 9) Designer clothes are sold in this shop.
- 10) The exam had been taken by all the children.
- 11) The experiment was being done by the scientists.
- 12) The exhibition will be opened by the mayor.
- 13) The Statue of Liberty was given to America by the French.
- 14) Chinese is spoken by more than one billion people.

181. Choose the correct answer.

1. 'Was Tom pleased with the newspaper article about him?'
'No. He was angry because his name wrong'.
A spelt *B had been spelt* *C is spelt*
2. 'Did you buy that picture?'
'No, it to me for my birthday'.
A was given *B gave* *C is given*
3. 'Are you going to buy a wedding dress?'
'No. My dress by my mother'.
A is being made *B is made* *C made*
4. 'Have you arranged the party yet?'
'Yes. All the invitations'.
A are sent *B have been sent* *C sent*
5. 'So, have you had your book published?'
'Yes. It in all bookshops from June 1st'.
A will be *B is* *C is being*
6. 'Do your cats eat a lot?'
'No. They.....once a day, that's all'.
A is fed *B are fed* *C fed*
7. 'Paul is taking me to a ball this weekend'.
'I would love to a ball!'
A take *B to take* *C to be taken*
8. 'Did you hear about the burglary last week?'
'Yes. The thieves now, haven't they?'
A have been caught *B caught* *C are caught*
9. 'Can you swim?'
'Oh yes. I how to swim when I was five'.
A taught *B am taught* *C was taught*
10. 'Doctors have to do a lot of work'.
'Yes, but they well'.
A be paid *B are paid* *C pay*
11. 'Where does that lady keep her jewellery?'
'It in a safe somewhere in her house'.
A is kept *B are kept* *C was kept*
12. 'What is happening over there?'
'Oh, a new cinema'.
A is being built *B is built* *C was built*

13. 'How is Kevin?'
 'Well, his car last night, so he's upset today'.
A is stolen B has been stolen C was stolen
14. 'What should you do if you are lost?'
 'You should stay where you are and wait'.
A was found B to find C to be found
15. 'Have you got Claire's phone number?'
 'Yes. It on this piece of paper'.
A is written B written C be written

MODAL VERBS

182. Match the items in column A to their synonyms in column B.

	A		B
1.	You should/ought to ...	a.	You aren't allowed to ...
2.	You must ...	b.	It wasn't necessary for us to ... (but we did)
3.	Shall we ...?	c.	Why don't we ...?
4.	You needn't ...	d.	He managed to ...
5.	We needn't have ...	e.	It wasn't necessary for us to ...
6.	We didn't need to ...	f.	You had better ...
7.	You mustn't ...	g.	I'm sure she's ...
8.	He was able to ...	h.	Do you mind if I ...?
9.	She must be ...	i.	You are obliged to ...
10.	He can't be ...	j.	It isn't necessary for you to ...
11.	Could I ...?	k.	I'm sure he isn't ...
12.	He may be ...	l.	Perhaps he's ...

183. Rephrase the following sentences in as many ways as possible.

Example: I advise you to buy the book.

... *You should/ought to buy the book ...* .

- It isn't necessary** for him to take the exam again.
- I'm sure Terry isn't** at the office.
- It is possible that Janet** will call me this evening.
- You aren't allowed to** eat and drink in the classrooms.
- We are obliged to** clock in and out every day.

6. **I'm sure the boys weren't** upset with the result.
7. **Would you like me to** do anything to help?
8. **Perhaps we will** go for a picnic on Sunday afternoon.
9. **Sam managed to** reach the top of the mountain after climbing for several hours.
10. **How about** throwing a party on your birthday?
11. **It wasn't necessary for John to** attend the seminar.
12. **They are obliged to** go to a meeting every week.
13. **How about** visiting some friends on Saturday?

184. Choose the correct word.

1. — *Could/May/Shall* you tell me the time, please?
— Yes. It's a quarter past ten.
2. — *Would/Shall/Will* we go shopping tonight?
— Yes. We need to buy some food.
3. — *May/Should/Would* I help you, madam?
— Yes, please. *Can/Shall/Would* I have these shoes in black, please?
4. — *Would/Should/Shall* I get you another cup of tea?
— No, thank you. I've had enough.
5. — *Can/Shall/May* you post this letter for me, please?
— Certainly. I'll do it on my way home from work.
6. — *Shall/Would/Could* I speak to Jenny, please?
— I'm sorry, she's not here at the moment.
— Oh. *Must/Shall/Would* I call later, then?
7. — *May/Will/Would* I have a glass of water, please?
— Yes, I'll get you one.
— *Could/May/Shall* you put ice in it, please?
8. — Did you call Jane?
— No, I *didn't need to/needn't* because I saw her at work.
9. — *Shall/May/Could* you help me, please?
— Yes, of course.
10. — You *mustn't/needn't/couldn't* lock the door.
— Oh, will you do it when you leave?

185. Choose the correct answer.

1. 'You be late for work'.
'I know. I'm leaving now'.

A needn't

B must

C mustn't

2. 'Jim lose some weight. His doctor said so'.
 'Then he must go on a diet'.
A mustn't B can C has to
3. 'I go to the bank today. I have enough money'.
 'Well, I'll go alone, then'.
A needn't B have to C must
4. 'Did you deliver that parcel for me?'
 'No, I find the house, so I've come back to get a map'.
A can B could C couldn't
5. 'I clean the house today. It's dirty'.
 'I'll help you'.
A needn't B must C mustn't
6. 'I feed the dog at lunchtime. My brother did it in the morning'.
 'You can do it this evening, then'.
A didn't need to B needn't have C need
7. 'Do you need any help?'
 'Yes. I open the window. It's stuck'.
A could B am able to C can't
8. 'I swim until I was ten'.
 'Well, I didn't learn until I was eleven'.
A can B can't C couldn't
9. 'Can I talk to you, please?'
 'Sorry, I go now. I'm late for a meeting'.
A mustn't B has to C must
10. 'Is Tom good at languages?'
 'Yes, he already speak French, German and Italian'.
A can't B can C could
11. 'The test was too difficult for me'.
 'Oh dear, I do it quite easily'.
A was able to B can't C can
12. 'Where's Tom?'
 'He's not at work, so he be at the library'.
A must B can't C can
13. '..... we go shopping today?'
 'No. I'd prefer to go tomorrow'.
A Ought B Shall C Will

14. 'Sorry Mum. I've broken a plate'.

'You be more careful'.

A *may* B *should* C *might*

15. 'Where's your father?'

'He be in the garage'.

A *might* B *can* C *mustn't*

186. Fill in *can*, *can't*, *must*, *mustn't*, *needn't* or *have to*.

1. A: Is Matthew very rich?

B: He be. He drives a Ferrari.

2. A: Would you like to come shopping with me?

B: Yes, but I , I do my homework this afternoon.

3. A: Is Tom interested in music?

B: Oh yes. He play the guitar and the saxophone.

4. A: Is Katie at home?

B: No, she be. Her car is not here.

5. A: Can I go to the cinema tonight?

B: Yes, but you be late home.

6. A: Hurry up. You'll be late for school!

B: I don't go to school today. It's Saturday.

7. A: I bought you this present.

B: Oh, you have. It's not my birthday!

8. A: Excuse me, I'm looking for Barkwest Bank.

B: I'm afraid I help you. I don't live here.

187. Complete the sentences, as in the example. Sometimes more than one answer is possible.

Modal	Use
<i>Shall</i> we go to the zoo?	making a suggestion
You try harder.	giving advice
You take photographs here.	expressing prohibition
..... I carry this bag for you?	making an offer
..... you turn off the lights, please?	making a request
You have been more careful.	expressing criticism
..... I make a phone call, please?	asking for permission
Tom ... walk; he's only six months old.	expressing lack of ability
Mary send us a card.	expressing possibility
You wear a seatbelt while driving.	expressing obligation

They be tired.	expressing a positive logical assumption
I'm sorry, but you go out.	refusing permission
He be French.	expressing a negative logical assumption
You sit here.	giving permission

188. Choose the correct answer.

- 1. A letter arrives at your house. You are sure it is from Paul.**
 - A It might be from Paul.
 - B It must be from Paul.
 - C It may have been from Paul.
- 2. You have toothache. Your mother gives you some advice.**
 - A You may go to the dentist.
 - B You should go to the dentist.
 - C You might go to the dentist.
- 3. You are looking for your scarf. You think it is upstairs.**
 - A It can't be upstairs.
 - B It should be upstairs.
 - C It could be upstairs.
- 4. Your father told you to do your homework. You tell your friends.**
 - A I will do my homework.
 - B I have to do my homework.
 - C I might do my homework.
- 5. You want your neighbour to babysit for you tonight.**
 - A Would you babysit for me tonight?
 - B Shall you babysit for me tonight?
 - C Must you babysit for me tonight?
- 6. You did the washing-up for your mother, but she didn't expect you to.**
 - A You mustn't have done the washing-up.
 - B You might not have done the washing-up.
 - C You needn't have done the washing-up.
- 7. There was a good film on TV. You are sure John didn't watch it.**
 - A John should have watched it.
 - B John might have watched it.
 - C John can't have watched it.

8. You want to have a pet in your flat, but your landlord tells you it isn't allowed.

A You mustn't keep pets in the flat.

B You needn't keep pets in the flat.

C You will not keep pets in the flat.

9. An old lady is trying to open the door. You offer to do it for her.

A Couldn't I open the door for you?

B Must I open the door for you?

C Shall I open the door for you?

10. You offer to do the shopping, but your mother says it isn't necessary.

A You must do the shopping.

B You needn't do the shopping.

C You could do the shopping.

189. Choose the correct answer.

1. **You do your homework before you watch TV.**

A can't B should C shall

2. **..... I come in? It's rather cold out here.**

A Should B May C Must

3. **You water the plants this weekend; they look dry.**

A are able to B needn't C ought to

4. **..... you collect the children from school, please?**

A Must B Will C May

5. **..... you play the piano?**

A Can B Must C Should

6. **I buy some milk. There isn't any left.**

A mustn't B may C must

7. **When I call you?**

A shall B must C needn't

8. **I swim before I was able to walk.**

A might B could C can

9. **You walk to work. I'll give you a lift.**

A must B needn't C may

10. **Tim be out. There are no lights on.**

A shall B should C must

КОНТРОЛЬНЫЕ РАБОТЫ

МЕТОДИЧЕСКИЕ УКАЗАНИЯ

Выполнение контрольных заданий и оформление контрольных работ

1. Количество контрольных заданий, выполняемых на каждом курсе, устанавливается учебным планом факультета.

2. Каждая контрольная работа предлагается в 2 вариантах.

Вариант работы, которую студент должен выполнить, указывается преподавателем. Все остальные варианты можно использовать в качестве материала для дополнительного чтения и для подготовки к экзамену.

3. Выполнять письменные контрольные работы следует в отдельной тетради. На обложке тетради пишется фамилия, номер контрольной работы, название факультета.

4. Контрольные работы должны выполняться аккуратно, четким почерком или набираться на компьютере и представляться в распечатанном виде. При выполнении контрольной работы оставляйте в тетради широкие поля для замечаний, объяснений и методических указаний рецензента.

Материал контрольной работы следует располагать в тетради по следующему образцу:

Левая страница		Правая страница	
Поля	Английский текст	Русский текст	Поля

5. Контрольные задания должны быть выполнены в той последовательности, в которой они даны в работе.

6. Все задания выполняются письменно с последующим обсуждением в присутствии преподавателя.

7. Задание сначала переписывается в исходном варианте, а затем выполняется согласно инструкции.

8. Все задания выполняются с обязательным переводом на русский язык.

9. Выполненные контрольные работы направляются для проверки и рецензирования в университет в установленные сроки.

10. Если контрольная работа выполнена без соблюдения указаний или не полностью, она возвращается без проверки.

Исправление работы на основе рецензий

1. При получении от рецензента проверенной контрольной работы внимательно прочитайте рецензию, ознакомьтесь с замечаниями рецензента и проанализируйте отмеченные в работе ошибки.

2. Руководствуясь указаниями рецензента, проработайте еще раз учебный материал. Все предложения, в которых были обнаружены орфографические и грамматические ошибки или неточности перевода, перепишите начисто в исправленном виде в конце данной контрольной работы.

3. Отрецензированные контрольные работы являются учебными документами, которые хранятся на заочном отделении факультета.

КОНТРОЛЬНАЯ РАБОТА № 1

Для того чтобы правильно выполнить контрольную работу № 1, необходимо усвоить следующие разделы курса:

Имя существительное. Категория числа существительных. Категория падежа. Артикль. Выражение падежных отношений в английском языке с помощью предлогов. Функции существительного в предложении.

Имя прилагательное и наречие. Степени сравнения. Конструкции «the more ... the less».

Числительные.

Местоимения. Личные, притяжательные, возвратные и усиительные, вопросительные, указательные, неопределенные и отрицательные.

Глагол. Спряжение глаголов to be, to have в Present и Past Simple. Оборот there is (are). Повелительное наклонение и его отрицательная форма.

Предложение. Структура повествовательного и побудительно-го предложений в утвердительной и отрицательной формах; порядок слов вопросительного предложения. Типы вопросительных предложений.

Контрольная работа № 1

ВАРИАНТ 1

I. Напишите во множественном числе данные группы слов.

a) a thin pencil, a nice place, a simple shape, a beautiful lady, a likable child, a red potato, a simple radio, a black bench, a big map, an expensive set, an important information, this woman, that hand, this phenomenon, that class, the best size, the same red planet, the little green lamp, bad news, good knowledge.

b) Преобразуйте подчеркнутые существительные во множественное число и произведите все необходимые изменения.

1. The sheep is eating grass.
2. Her brother in law is an engineer.
3. The roof of this house is flat.
4. This is the plan of this report.
5. There is a yellow leaf on the ground.
6. This is a black tie.

c) Преобразуйте подчеркнутые существительные в единственное число и произведите все необходимые изменения.

1. The wolves are stronger than the foxes.
2. The leaves are on the trees.
3. The oxen are in the yards.
4. The beautiful flowers are in the gardens.
5. There are some people in the classrooms.
6. The cases are in the lost-property offices.

II. Объедините два существительных, используя форманты притяжательного падежа ('s) (' или (...of....). Переведите полученные словосочетания на русский язык.

- 1) the child / name
- 2) the test / the effect
- 3) these men / ideas
- 4) the result / the football match
- 5) the children / Don and Mary
- 6) next door neighbour / daughter

III. Переведите на английский язык словосочетания, обращая внимание на употребление притяжательного падежа.

1. Сегодняшняя газета.
2. Друзья моих родителей — пенсионеры.
3. Стакан апельсинового сока.
4. Научные работы студентов.
5. Размер руки.
6. Это кабинет декана.

IV. Употребите *There is/There are*. Переведите предложения на русский язык.

1. twenty four students in our academic group.
2. few children here.
3. much time for this work.
4. a lot of furniture in their flat.
5. much information.
6. many people outside.

V. Задайте: а) общий вопрос, альтернативный вопрос, разделительный вопрос и специальный (what, where, etc.).

1. There is a large building in that square.
2. There are various methods of research in their lab.
3. There are four dining-rooms in the main building of the University.
4. Some parents are always angry with their children.
5. His friend is a smart software engineer.

VI. Замените русские слова, данные в скобках, английскими и переведите предложения на русский язык.

1. They know (ничего) about our translating machine. 2. Is there (что-нибудь) interesting in the article? 3. Opening the book he found (что-то) and showed it to his teacher. 4. My sister wanted to ask (кого-нибудь) to help her with the work. 5. Did you find the same result (где-нибудь)? 6. You must do (все) in time. 7. Coming into the lab he saw that (ничего) was ready for the experiment. 8. (Все) can take part in the discussion. 9. I am glad I will obtain (некоторую) information on the subject. 10. Did (кто-нибудь) see the running child? 11. Are there (какие-нибудь) interesting exhibitions in Moscow now? 12. You can get this journal (повсюду). 13. (Никто) of them could say (что-нибудь) about the new method of research. 14. They have (какие-то) journals at their disposal. 15. There are (несколько) bookstalls in the park.

VII. Дополните предложения, используя степени сравнения прилагательных. Переведите предложения на русский язык

1. Today is day of the year. (hot)
2. Travelling is becoming (expensive)
3. What's way of getting from here to the station? (quick)
4. It was an awful day. It was day of my life. (bad)
5. The Mississippi is river in the world. (long)
6. The text is than that one. (easy)

VIII. Прочитайте и письменно переведите текст на русский язык.

British University

Britain's universities, except for the University of Buckingham, are financed by the State. One particularity of universities in UK is that most students choose to attend institutions far away from their hometowns. There are four main types of British Universities: Ancient Universities, Red Brick Universities, New Universities, Open University.

Ancient Universities in the United Kingdom: University of Oxford — founded before 1167, University of Cambridge — founded 1209.

Red Brick Universities: University of Birmingham, University of Bristol, University of Leeds, University of Liverpool, University of Manchester — named after the buildings they were housed in which were usually built with red brick — were founded in the industrial parts of the cities during the Victorian era (1837—1901) and before the Second World War. Red Brick Universities concentrated on teaching predominantly «practical subjects» often linked to engineering.

Two types of universities are subsumed under the term «New Universities». First of all the academic institutions founded in the 1960s after the Robins Report. Besides recommending immediate expansion of universities, the Report also suggested elevating Colleges of Advanced Technology to university status. Some New Universities: Aston University, University of Bath, University of Bradford.

The Open University is Britain's single distance-learning institution. In 2010 a total of 180,000 students, most of them based in the UK, were enrolled, which made it the largest institution of higher education in the UK by student numbers.

The Open University was rated top university in England and Wales for student satisfaction in 2010 and the Quality Assurance Agency for Higher Education rated teaching at the Open University as excellent that same year.

Контрольная работа № 1

ВАРИАНТ 2

I. Напишите во множественном числе данные группы слов.

a) a nice face, a simple fact, a fine place, an easy text, a big child, a black mouse, a friendly family, a wooden bench, that man, this goose, that college, this radius, the worst day, this simple test, the best type, the same length, an angry black wolf, a little thin hand, personal happiness, folk music, good news.

b) Преобразуйте подчеркнутые существительные во множественное число и произведите все необходимые изменения.

1. The deer is in the forest.
2. Her sister in law is an artist.

3. The knife is on the shelf.
4. That young lady is a second year student.
5. This hero is an old man.
6. There is a new film on TV.

с) Преобразуйте подчеркнутые существительные в единственное число и произведите все необходимые изменения.

1. Those geese are in the lakes.
2. These families are in the shops.
3. There are a lot of women in the governments.
4. These mice are in the cages.
5. The deer are in the forests.
6. These new methods are scientific.

II. Объедините два существительных, используя форманты притяжательного падежа (s) (') или (...of...). Переведите полученные словосочетания на русский язык.

- 1) the children / help
- 2) the ellipse / the change
- 3) the printer / his computer
- 4) the length / the pencil
- 5) the workers / families
- 6) trade / Britain

III. Переведите на английский язык словосочетания, обращая внимание на употребление притяжательного падежа.

1. Книги моих студентов.
2. Результат этих исследований.
3. Бутылка свежего молока.
4. Это новая программа правительства.
5. План научного руководителя.
6. Учителя моего сына.

IV. Употребите *There is/There are*. Переведите предложения на русский язык.

1. seventeen students in his group.
2. no time to visit the museum.
3. traffic lights at every corner of the street.

4. a few English books in his library.
5. some chalk in the box.
6. a lot of snow in the garden.

V. Задайте: а) общий вопрос, альтернативный вопрос, разделительный вопрос и специальный (what, where, etc.).

1. There is much furniture in the hall.
2. There are eight labs in the main building of the University.
3. There are many scientists at this conference.
4. Her parents are teachers at the University.
5. This student is always late for the lessons.

VI. Замените русские слова, данные в скобках, английскими и переведите предложения на русский язык.

1. She knows (ничего) about this article.
2. My parents wanted to asked (кого-нибудь) to help them with their car.
3. Did you find (что-нибудь) interesting in this magazine?
4. The students must do (все) in time.
5. The scientist realized that (ничего) was ready for the experiment.
6. (Каждый) will be able to take part in the conference.
7. Is there (что-нибудь) important in this discussion?
8. She is happy to obtain (некоторую) information on it.
9. Did (кто-нибудь) see the running boy?
10. Are there (какие-нибудь) significant errors in this research?
11. These ladies can buy these glamorous magazines (повсюду).
12. (Никто) of them could say (что-нибудь) about these students.
13. They have (какие-то) newspapers at their disposal.
14. There are (несколько) cars in the parking lot.
15. He found (что-то) interesting and showed it to his scientific supervisor.

VII. Дополните предложения, используя степени сравнения прилагательных. Переведите предложения на русский язык.

1. February is than June. (cold)
2. We had a great holiday. It was one of the holidays we've ever had. (enjoyable)
3. She is not so as her sister. (tall)
4. Everest is mountain in the world. It is than any other mountain. (high)
5. His test is than yours. (good)
6. What is sport in your country? (popular)

VIII. Прочитайте и письменно переведите текст на русский язык.

The American university

The American university is more like a city than a school. The largest buildings on campus are used not for classrooms but for athletic events. There may be more buildings reserved for administrative functions than for teaching. Other buildings serve a complete range of cultural needs: a library, a museum, a theater, possibly a publisher's press. At the large state universities, there is usually an agricultural operation — a cornfield and pens for farm animals. Thousands of students may live on the campus in large dormitories or near the campus in houses marked by Greek letters. The American university is sometimes so big that, like a city, it has its own bus system.

«University» and «College»

Today, three conditions are usually present when an institution calls itself a university. First, it offers «graduate» (i.e., post-baccalaureate) degrees — at least a Master of Arts or Master of Science, but probably the Doctor of Philosophy degree. Second, its faculty (that is, the teaching members of the staff) is expected to do research and to publish. Finally, it has more than one undergraduate program. Most universities today will have colleges of business administration and engineering as well as the traditional arts and sciences college.

The meaning of «college» has also changed, however. The word may be used in one of three ways: Generally among Americans, «college» refers to any post-secondary education; young people who say they are «going to college» may be speaking of a small liberal arts college, a university, an institute of technology, a nursing school, or even a secretarial school.

An institution refers to itself as a college when it offers post-secondary, undergraduate education in only one branch of learning (usually, liberal arts); it may provide 2 years of work, leading to an associate's degree, or 4 years, resulting in a bachelor's degree. (1580)

КОНТРОЛЬНАЯ РАБОТА № 2

Для того чтобы выполнить контрольную работу № 2, необходимо усвоить следующий грамматический материал:

1. Существительное. Число, падеж.
2. Местоимение. Личные и притяжательные местоимения.
3. Словообразование. Основные словообразовательные суффиксы.
4. Глагол. Правильные и неправильные глаголы. Видо-временные формы английского глагола (действительный залог).
5. Структура предложения. Повествовательные, вопросительные, отрицательные предложения.

Контрольная работа № 2

ВАРИАНТ 1

I. Make the following sentences negative and interrogative and give the short answer to the question. Translate the affirmative sentences into Russian.

Model: He comes to our house after school twice a week. (Он приходит к нам 2 раза в неделю после школы.) — He doesn't come to our house after school twice a week. Does he come to our house after school twice a week? Yes, he does.

1. People often smile to build social relationships.
2. Next week I will have been working here for five years.
3. He went to the cinema five times last month.
4. The company will create more jobs in the area next year.
5. She is washing-up at the moment.
6. This time last year I was travelling across Africa.
7. They have been married for 25 years already.
8. She has been working as a teacher since she graduated university.
9. I had read most of his novels by the end of the holiday.
10. This time next week, they will be lying on the beach in the Seychells.
11. They had been working on their project all morning yesterday.
12. The match will have started by 7 p.m.

II. Complete the sentences with a positive or negative tag. Translate the sentences into Russian.

1. We will have a party next week, ...?
2. Sophie won't have persuaded you to take her to the cinema, ...?
3. She had been studying all night for the exam, ...?
4. The planet's temperature has been rising since the beginning of the 20th century, ...?
5. You won't be having dinner tonight, ...?
6. They didn't speak to Kate yesterday, ...?
7. He was still living at home with his parents this time last year, ...?
8. My parents had never been there before, ...?
9. The Webbers have bought a new house in the country, ...?
10. Psychologists are forever arguing about this question, ...?
11. You don't understand this course at all, ...?

III. Fill in the missing word. Translate the sentences into Russian.

Missing words: by, usually, all morning, now, still, at, ago, never, when, yet.

1. They are tired. They have been painting
2. Are you having a good time ... ?
3. Oh no! I haven't finished my homework ... !
4. He ... mows the lawn on Sundays.
5. Peter was washing the dishes ... the phone rang.
6. I saw Julie a few days
7. We had finished dinner ... the time they arrive.
8. ... 8 o'clock this morning I was getting ready for work.
9. I had ... been abroad until I went to France last summer.
10. Rose ... hasn't paid her rent.

IV. Choose the suitable variant. Translate the sentences into Russian.

1. Scissors ... a small tool with two sharp blades screwed together.
A am B are C is
2. By two o'clock the students will the test translation for two hours.
A be doing B have been doing C do

3. We shall not begin the meeting until everybody
A comes B won't come C come
4. Civilization will never flow backward while there ... youth in the world.
A has been B are C is
5. There ten pens and a magazine on the table.
A is B are C was
6. About 85 percent of American students ... public schools, which are supported by state and local taxes.
A attend B has attended C is attending
7. What American public schools teach?
A are B do C does
8. After the festival is over she ... a vacation with her family.
A will take B take C taking
9. In three months he ... here for a year.
A has been B will have been C was
10. When you heat water it
A boils B has boiled C boiling

V. Choose the correct option. Translate the sentences into Russian.

1. Ice **melts / is melting** above 0 C.
2. Have you got an umbrella? It **starts / is starting** to rain.
3. The police arrested three men who **robbed / were robbing** a bank in the High Street.
4. I saw John in the park today — he **read / was reading** a book.
5. The party **almost finished / had almost finished** by the time we arrived.
6. After he bought his ticket he **sat down / had sat down** to wait for the train to arrive.
7. By the time we arrive, the match **will have started / will start**.
8. This time next Sunday he **will be lying / will have lied** on the beach.
9. By next June my grandfather **will be working / will have been working** for the company for 50 years.
10. I **don't believe / am not believing** in ghosts.

VI. Use the correct form of the verbs in brackets. Translate the sentences into Russian.

1. The Danube, the Ob, the Neva (be) famous rivers.
2. While I (wait) for an answer, a knock came at the door.
3. I (know) you for ten years already, but I never (hear) you look or speak like that before.
4. We (finish) all the housework by 7:00 this afternoon.
5. It (rain), take your umbrella.
6. I (do) my homework for two hours and I (not finish) yet.
7. He always (know) the right answer.
8. If he (comes) at 5:00, ask him to wait for me.
9. Yesterday I (put) on the lights at half past four.
10. She (finish) packing the presents by the time her mother came.

VII. Insert the missing predicates from the table. Translate the sentences into Russian.

have ... been waiting, was painting, won't be late, comes, mows, will have finished, is flying, will be swimming, has signed, had finished

1. Fred ... his exam by 2 pm.
2. The bus ... every 10 minutes.
3. Bob can't move house now because he ... a two-year contract.
4. ... you ... for a long time?
5. He ... just ... his report when his boss asked to see him.
6. Paul broke his arm while he ... the wall.
7. He usually ... the lawn on Sundays.
8. I hope she We haven't got much time today.
9. This time tomorrow we ... in the Red sea.
10. He ... to Madrid tomorrow.

VIII. Open the brackets using the correct tense form.

Jim 1) ... (WALK) along the High Street when he 2) ... (NOTICE) someone behind him. Actually, he 3) ... (FOLLOW) him since he 4) ... (GET OFF) the bus. Jim 5) ... (STOP) at a shop window. The man 6) ... (COME) closer to him. Jim 7) ... (HAVE) the feeling he 8) ... (SEE) him before, so he 9) ... (GO) up to him and

10) ... (Ask): “Don’t I know you? Why **11** ... (you/FOLLOW) me?”
The man 12) ... (SMILE) and **13** ... (SAY), “Smile! You **14** ... (BE)
on Candid Camera!”

IX. Read the text and answer the following questions in written form:

- 1) What don’t Americans like doing?
- 2) Why is punctuality important to Americans?
- 3) How do Americans behave in conversation? What should you avoid doing in conversation?
- 4) Why is “me time” important to Americans?
- 5) What is a possible negative result of the American drive for success?

LIVING LIKE AN AMERICAN

¹ First and foremost, Americans see themselves as individuals rather than members of a group. They feel they are responsible for their own lives and their own future. So they prefer to be independent and not rely on other people.

² While Americans can be very individualistic, they also have a strong sense of teamwork. In colleges, you see this team spirit in study groups when students work together on projects or prepare for exams. After a natural disaster such as a tornado, you see Americans working together to achieve a common goal.

³ Americans live by schedules. They are often in a hurry, rushing from one engagement to the next. So punctuality is important. When you have an appointment or an invitation in the US, you shouldn’t make people wait. Obviously, the same goes for college lessons, too!

⁴ When you meet Americans for the first time, they are open, direct and outgoing. It’s normal to make eye contact and smile. However, you shouldn’t confuse casual friendliness with deep friendships. These develop over a much longer period of time.

⁵ In general, Americans are much more informal than many other cultures when they interact with other people. They tend to show less deference to age, wealth or social position. In conversation, it’s common to use first names and dress and posture are usually relaxed.

⁶ Americans assume people need time to be by themselves, to have “me time” — time to think, reflect and recover this energy. The right to personal privacy is even included in the US constitution.

⁷ The average distance you should keep from another person varies from culture to culture. This personal space is very important to Americans. So in conversation or even standing in the subway, you shouldn't get too close. Americans also tend to avoid physical contact with strangers.

⁸ Success is perhaps the most important value in American life. Everyone wants to succeed at something, from college to sport to work. Many other values — individualism, freedom, social mobility, making money — are linked to success. One downside of this drive for success is that it also makes people competitive. But there's no getting away from it: success lies at the heart of the American Dream. (2191)

X. Translate the text in written form from paragraph 5 up to the end.

Контрольная работа № 2

ВАРИАНТ 2

I. Make the following sentences negative and interrogative and give the short answer to the question. Translate the affirmative sentences into Russian.

Model: He comes to our house after school twice a week. (Он приходит к нам 2 раза в неделю после школы.) — He doesn't come to our house after school twice a week. Does he come to our house after school twice a week? Yes, he does.

1. By yesterday evening they had been spending nearly three days without food or water.

2. She speaks English fluently.

3. They will come round to your house at about 11.45.

4. Your kids will be enjoying sports, adventure games, and survival activities from morning till evening.

5. By the end of the year the car company will have cut 200 jobs.

6. That afternoon Lucy came home early from school.

7. Somebody is knocking on the door now.
8. The baby was crying all night long.
9. My family has moved this week.
10. I have been looking for my glasses since morning.
11. The children had picked up their toys by their parents' arrival.
12. In October she'll have been teaching here for 30 years.

II. Complete the sentences with positive or negative tag questions. Translate the sentences into Russian.

1. Before the French Revolution, the King did whatever he wanted to do, ...?
2. She is working as an English teacher in Rome at the moment, ...?
3. Christmas Day will be on Friday next year, ...?
4. By next year their grandfather will have been working for the company for 50 years, ...?
5. People don't want to be involved in society's problems, ...?
6. The Fair Trade Mars bar will soon be appearing on the market, ...?
7. She had been waiting a week to hear the results of the exam, ...?
8. David has been studying here for two years, ...?
9. John was working very hard at that time, ...?
10. She had never given a speech in public before, ...?
11. You won't have been written your report by 5 o'clock, ...?
12. Average global sea levels have risen by 3 mm each year since the beginning of this century, ...?

III. Fill in the missing word. Translate the sentences into Russian.

Missing words: when, last, long, at that time, for six months, since, yet, just, every, while.

1. John has been working for the company
2. Rose hasn't paid her rent
3. She was working very hard
4. How ... have you been working in the café?
5. She was having dinner ... her husband called.
6. It's a month ... she left for Italy.
7. Their production increases ... day.
8. I was baking a pie ... Tom was setting the table.
9. They have ... repaired the roof.
10. ... month they travelled to Prague for the weekend.

IV. Choose the suitable variant. Translate the sentences into Russian.

1. Draughts ... not a complicated game.
A are B is C be
2. I will be able come tomorrow if you
A will like B like C liked
3. Please, ... be late for classes.
A not B don't C no
4. There ... not a passion so strongly rooted in the human heart as envy.
A is B were C are
5. Man ... live by bread alone.
A do not B does not C is not
6. ... you ever..... a film in which a train crashed or a ship sank?
A Did ... see B Have ... seen C Do ... see
7. It ... since early morning.
A rained B had rained C has been raining
8. You are a good football-player. Since when ... you ... football?
A have ... been playing B did ... play C had...played
9. My brother ... music lessons for three years now.
A have taken B has been taking C took
10. Dinosaurs ... millions of years ago.
A died out B had died out C were dying out

V. Choose the correct option. Translate the sentences into Russian.

1. Gabriella looks lovely today — she **wears / is wearing** her new dress.
2. Paul's daughter lives in Spain — he **visits / is visiting** her two or three times a year.
3. When she **ate / was eating** her sandwich, the sun came out.
4. Do you like my watch? My wife **gave / was giving** it to me for my birthday.
5. Sorry, I didn't catch that — what **did you say / had you said**?
6. We were very excited to meet again because we **didn't see / hadn't seen** each other for five years.
7. When you arrive home tonight they **will lie / will be lying** on the sofa.

8. By the time they have reached 20, they **will be drinking / will have drunk** over 700 cans of cola or similar drinks.

9. In January she **will have been working / will work** here for 10 years.

10. I think he **will become / will be becoming** a famous artist in some years.

VI. Use the correct form of the verbs in brackets. Translate the sentences into Russian.

1. I (play) football tonight.
2. When they (finish) dinner, Eliza looked at her watch.
3. Yesterday about ten o'clock he (walk) towards your house.
4. I (read) this book by tomorrow evening.
5. They (to be) there less than five years ago.
6. I don't know this man. I never (meet) him.
7. "You (know) Eliza?" "Yes". "How long you (know) her?"
"I (know) her for 10 years."
8. He (come) to see me the day before yesterday.
9. They (not know) when she (come) back.
10. I (be) in Nizhnevartovsk tomorrow evening.

VII. Insert the missing predicates from the table. Translate the sentences into Russian.

was waiting, graduated from, will, will be doing my homework, has broken, revolves, had been working, will translate, have been trying, is biting

1. She can't play. She ... her leg.
2. I ... to call you for an hour.
3. The Earth ... round the Sun.
4. He ... always ... his nails.
5. She ... University six years ago.
6. Jane ... as a clerk for two years before she got promoted.
7. He ... for the bus when the accident happened.
8. I ... it if you like. I can speak a little Italian.
9. Don't phone me tomorrow morning I
10. ... you help me with the suitcases?

VIII. Open the brackets using the correct tense form.

Susan **1**) ... (STUDY) interior design part time for three years and she **2**) ... (GET) her diploma next month. Since she **3**) ... (WORK) in the same company for over ten years she **4**) ... (FEEL) that she **5**) ... (NEED) a change, so she **6**) ... (PLAN) to open her own design business. She **7**) ... (START) looking for an office next week, and she **8**) ... (HOPE) she **9**) ... (FIND) something in a good location and at a reasonable price by the end of the month. Her tutors **10**) ... (TELL) her that she **11**) ... (BE) very talented and they **12**) ... (ASSURE) her that she **13**) ... (MAKE) a success of the business.

IX. Read the text and answer the following questions in written form:

- 1) What are reasons for moving to another country?
- 2) Why do people often feel like changing their nationality?
- 3) What political rights does citizenship give? How old do you have to be to become an American citizen?
- 4) What language abilities does a new citizen need?
- 5) What happens at a citizenship ceremony?

BECOMING A CITIZEN

Changing country

¹ You probably know people or have family members who live in a different country from the one they were born in. Maybe your own parents moved to live in another country before you were born, or when you were little. There are many reasons to change country. It may be economic — to find work or new opportunities; cultural — to explore a different country; or as a refugee seeking asylum due to war or political repression in your own country.

Part of your identity

² According to the Universal Declaration of Human Rights, everyone has the right to a nationality. One's nationality is part of one's identity and sense of belonging. When people first arrive in a country to live and work, they usually have strong ties with their home country. But as the years pass, they often feel like they belong to their new country and may want to change nationality and become a citizen, making a deeper commitment to their new home.

Rights & responsibilities

³ Being a citizen gives you rights and responsibilities. You will have the right to live and work in the country, the freedom to leave and enter it and the freedom to stand for public office. You will also be able to pass your citizenship on to your children. You will get the right to vote in government elections, participate in the civic life of the country, join the military, get help from the consulate when you are abroad, do jury service and, of course, pay taxes.

Becoming a citizen

⁴ Each country has different criteria and qualifying procedures for granting citizenship. To become a citizen of the USA, you must be over 18, have legally entered the country, have lived there permanently for over five years with a special permit called a Green Card, or have been married for three years to an American. You also have to spend a specific amount of your time in the States. You have to be of good moral character and mustn't be a criminal. You must usually be able to read, write and speak English. Then you have to take a 100-question exam in US history and government and take an Oath of Allegiance.

A final ceremony

⁵ Finally, when an applicant for citizenship meets the residency and legal criteria and has passed any tests or exams, they often have to take part in a citizenship ceremony where they may listen to speeches, sign documents or sing anthems. (2319)

X. Translate the text in written form from paragraph 3 up to the end.

КОНТРОЛЬНАЯ РАБОТА № 3

Для того чтобы выполнить контрольную работу № 3, необходимо усвоить следующий грамматический материал:

1. Глагол. Правильные и неправильные глаголы. Видо-временные формы английского глагола (действительный залог).
2. Видо-временные формы английского глагола (страдательный залог).
3. Модальные глаголы и их эквиваленты.

Контрольная работа № 3

ВАРИАНТ I

Task I. Fill in by or with. Translate the sentences into Russian.

1. This dress was designed _____ Donna Karan.
2. Who was the radio invented _____?
3. He was killed _____ a knife.
4. The festival is always organized _____ the Glasgow City Council.
5. The air was filled _____ the sound of laughter.
6. The shop was badly damaged _____ the fire.
7. The cake was beautifully decorated _____ sugared almonds.
8. The float will be decorated _____ the children of Williamwood Primary School.
9. The man was struck on his head _____ a stranger _____ a heavy stick.
10. The Royal Wedding was watched _____ millions.

Task II. Use the correct form of the passive and translate the sentences into Russian.

1. Don't enter the room! A student (examine) there.
2. The event (report) by the magazines before they arrived home.
3. The letter (type) by the secretary when I came in.
4. I am sure this work (complete) by the end of the year.
5. The documents (not/sign) yet by the manager. They (check) now.
6. This theatre (design) by a well-known architect.
7. The workers (pay) twice a month.
8. A lot of junk food (eat) by children nowadays.

9. The problem (discuss) at the meeting next week.
10. The secret must (not/reveal) to anyone.

Task III. Rewrite the sentences in the *Passive* omitting the agent where necessary. Translate the sentences into Russian.

1. Mary takes the dog for a walk every morning.
2. Someone left the front door open.
3. Jenny didn't break the window.
4. Who is using the computer?
5. Tom will have calculated the cost before the end of the day.
6. The doctor was treating the patient when the ambulance arrived.
7. They won't take him home after the party.
8. Emma had done the housework before the guests arrived.
9. We should eat this cake immediately.

Task IV. Put the verb into the correct form, active or passive. Translate the sentences into Russian.

1. The news _____ (broadcast) every day from 6 am to midnight.
2. A new security system _____ (install) in all our offices in the next few weeks.
3. There must be a mistake: my wife _____ (pay) the hotel bill.
4. When we got home, we realized the house _____ (burgle).
5. At this very moment the police _____ (interview) the suspect.
6. The Credit Bank _____ (lend) me two thousand pounds in 2010.
7. The Government says tax reforms _____ (introduce) by the end of January.
8. His boss _____ (offer) him a new job.
9. Today's newspaper has a shocking headline, so it may _____ (sell) very well.
10. This photograph _____ (take) by my grandfather when I was five.

Task V. Underline the predicate in each sentence, name its tense-form. Translate the sentences into Russian.

1. Two hundred people are employed by the company.
2. "Can I help you?" "No, thank you. I am being served".
3. Who has ever been bitten by a dog?
4. A friend of mine was mugged on his way home a few nights ago.

5. The rubbish had already been collected when I left for work.
6. You will be given plenty of time to decide.
7. They should be invited to the party.
8. He is considered to be a mystery man. Very little is known about him.
9. I don't think that you will be asked to show your passport.
10. The game was being watched outside the stadium on a huge screen when it began to rain.
11. The factory will be completely different. The whole place will have been modernized and computerized by the end of the year.
12. All travel expenses for this training course must be paid by employers.
13. There isn't any cheese left. I'm afraid it has been eaten by the children.
14. Identity badges must be worn by all visitors.

Task VI. Choose the correct modal verb in the following sentences. Translate the sentences into Russian.

1. I haven't phoned Bob for a long time but I know he is in trouble. I **must/have to** give him a call.
2. This year I feel very tired. I **should/could** have taken a holiday last year but we had a lot of work to do.
3. It is a non-smoking flight. You **needn't/mustn't** smoke on board.
4. She is an experienced driver. She **can't/must** have crashed your car.
5. You **need/must** be a member of the library before you can borrow books.
6. When I first came to Madrid I **can/could** speak only a few words of Spanish.
7. I heard his voice calling me, but I **wasn't able to/couldn't** see him.
8. **Shall/May** I borrow your calculator for a moment?
9. Do you think I **might/should** go and complain to the manager?
10. We **had to/must** call for the doctor when Aunt Lucy fainted last night.

**Task VII. Fill in the gaps with modal verbs using the prompts.
Translate the sentences into Russian.**

1. I _____ (должен) work harder to be at the top of the class.
2. He _____ (не смог) come yesterday.
3. How much _____ (ему пришлось) pay for dinner?
4. I'm not sure where Ann is. She _____ (вероятно) be studying in her room.
5. You have put on some weight recently. You _____ (следует) go on a diet.
6. It is the rule. You _____ (нельзя) take pictures here.
7. You _____ (не нужно) hang the curtains. I'll do it myself.
8. You have bought a new computer! You _____ (должно быть) have followed my advice.
9. _____ (Можно) I borrow your pen, please?
10. She _____ (следовало бы) have told us the truth.

Task VIII. Translate the sentences into Russian paying attention to the meaning of the modal verbs.

1. Don't worry. They won't be late. They might be going here and will be here in some minutes.
2. She must have failed to recognize us.
3. Can you be still working at this translation? The article is very easy.
4. They can't have moved to a new flat.
5. You must have been informed that the train would be late.
6. She should have phoned to her mother to warn her that she might fail to come.
7. I could come earlier if necessary.
8. Shall I get you some tea?
9. She can't have done it.
10. You ought to do your duty.
11. She may have lost her bag.
12. I have to get up early.
13. You ought to have known such things!
14. Shall I wait for you?
15. He was able to mend his car.
16. She could read when she was four.

Task IX. Read the text and determine the statements given below the text as *True, False* or *Not given in the text*.

The beauty premium: Why good looks pay

¹ Two economists recently reported on an experiment that tried to uncover the root causes of the so-called beauty premium.

² Their experiment involved a labor market in which employers interviewed applicants for the job of solving mazes. The experimenters gave the applicants a simple maze to solve.

³ After completing this task, the applicants were asked to estimate how many similar mazes they would be able to solve during their 15-minute employment period. This estimate was interpreted as a measure of the subjects' confidence in their own abilities.

⁴ Next, five employers considered the subjects for a maze-solving job under a variety of interview treatments. In some cases the employers could examine only the potential employees' resumes. In other cases, they used the resume and a photograph; the resume and a telephone interview; etc.

⁵ The potential employers used the information to form their own estimates of the number of mazes that the subjects would solve during their 15-minute job.

⁶ After the employers reported their estimates to the experimenters, the subjects solved the mazes as best as they could and were paid based on performance.

⁷ To get an unbiased estimate of how attractive the subjects were, the experimenters showed the photographs of all subjects to a separate panel of students and asked them to rate the subjects of the experiment on a beauty scale.

⁸ Armed with the data from these experiments and surveys, the economists found that beautiful people were no better than ordinary people in solving mazes. But despite having the same productivity, beautiful people were a lot more confident about their own abilities.

⁹ Interestingly, employers thought beautiful people were more productive even when their only interaction was by telephone. It appears that the confidence that beautiful people have in themselves comes across over the phone as well as in person.

¹⁰ As the researchers put it, "Employers (wrongly) expect good-looking workers to perform better than their less attractive counterparts".

¹¹ So perhaps beauty is a two-edged sword. If you are beautiful, people expect you to be better than ordinary-looking people, even in mundane tasks like solving mazes. But when good-looking people do not perform as expected, others feel let down. The rest of us can take solace in the fact that it is easier for us to meet expectations. (1989)

- _____1. The participating candidates were paid to solve mazes.
- _____2. Everyone was given the same simple maze.
- _____3. Candidates guessed how many mazes they could complete in 15 minutes.
- _____4. Employers guessed how many mazes the candidates could complete in 15 minutes.
- _____5. The researchers tried to control the self-confidence variable in their study.
- _____6. Beautiful people performed better on the maze task in the trial.
- _____7. This research was conducted by economists, not psychologists.

Task X. Translate the text in written form from paragraph 7 up to the end.

Контрольная работа № 3

ВАРИАНТ 2

Task I. Fill in *by* or *with*. Translate the sentences.

1. This cake is filled _____ fresh cream.
2. My holiday plans have been spoilt _____ bad weather.
3. This suit was designed _____ Armani.
4. Who was Australia discovered _____?
5. The message was written in the sand _____ a stick.
6. The food will be provided _____ caterers.
7. The glass is cut _____ a special tool.
8. The roast was flavoured _____ wine.
9. The kite was made _____ paper, paint and string _____ John.
10. The article will be checked _____ an editor.

Task II. Use the correct form of the passive and translate the sentences.

1. More cars (build) in the Detroit area than anywhere else in the USA.
2. I'm very sorry we couldn't repair your car today, but it (repair) tomorrow.
3. The bank robber didn't get far. He (catch) near London last night.
4. The car (look at) by five people so far, but nobody wants to buy it.
5. Empty bottles shouldn't (throw away).
6. The results (announce) on the radio right now.
7. The coffee (already/make) by the time I got to work.
8. The work (complete) by the end of next month.
9. The experiment (do) by the students when the professor entered the laboratory.
10. The instructions must (follow) very carefully.

Task III. Rewrite the sentences in the Passive omitting the agent where necessary. Translate the sentences.

1. People give presents at Christmas time.
2. The teacher had announced the results to the students.
3. I saw two armed men in front of the jewellery shop.
4. Who served the food?
5. The students will have finished the first workbook by December.
6. The ambulance will take the patient to the nearest hospital
7. Mum is baking a cake at the moment.
8. The President was making a speech when the bomb exploded.
9. Who will interview the applicants?
10. You ought to put these clothes away.

Task IV. Put the verb into correct form, active or passive. Translate the sentences.

1. The television _____ (repair). It's working again.
2. "Is your car still for sale?" "No, I _____ (sell) it".
3. Sometimes mistakes _____ (make). It's inevitable.
4. My bag has disappeared. I think it _____ (steal).
5. I can't find my hat. Somebody _____ (take) it by mistake.
6. It is a serious problem. I don't know how it _____ (can/solve).

7. I learnt to swim when I was very young. My mother ____ (teach) me.
8. Nearly every time I travel by plane, my flight _____ (delay).
9. I left a newspaper on the desk last night and it isn't there now. Somebody _____ (throw) it away.
10. In the middle of the village there is a church which _____ (restore) at the moment.

Task V. Underline the predicate in each sentence, name its tense-form. Translate the following sentences into Russian.

1. My watch is fast, it cannot be relied upon.
2. Why was he laughed at?
3. The doctor who was immediately sent for said that the sick man must be taken to the hospital.
4. I have never been spoken to like that before.
5. A new ring-road is being built in the city.
6. His warning was not taken notice of.
7. She was offered some interesting work by her former groupmate.
8. At the foot of the mountain we will be joined by a group of tourists.
9. It is said that he is an honest, hard-working man.
10. This dress can't be washed, it must be dry-cleaned.
11. This scientific theory has been proved to be false.
12. Someone will have to be found to take her place.
13. Why wasn't the car either locked or put into garage?
14. He is considered to be the best student of the group.
15. For a long time the earth was believed to be flat.

Task VI. Choose the correct modal verb in the following sentences. Translate the sentences.

1. When we were at school, we *had to/ought to* wear a uniform.
2. You *need/must* be a member of the library before you can borrow books.
3. I'm sorry but you *can't/shouldn't* hand in the assignment a month late.
4. I *might/can* not be able to come so don't wait for me.
5. *Can/Shall* I have a milkshake, please?
6. He *can/must* be reading in the library.
7. I *will/could* be able to speak English better if I practise more.

8. Your friend *can/may* have taken your books.
9. You *can/should* follow the doctor's advice for your own sake.
10. They *can't/mustn't* have got lost because I gave them a map.

Task VII. Fill in the gaps with modal verbs using the prompts.

Translate the sentences.

1. Bob tried his best but he _____ (не смог) find his lost pet.
2. _____ (Ему не позволили) cross the boarder.
3. I can't find my keys anywhere. I _____ (возможно) have left them in the car.
4. _____ (Ей следовало) have done it a long time ago.
5. We _____ (должны) save endangered species!
6. _____ (Можно) I park in the company car park?
7. I _____ (пришлось) work hard last week.
8. Peter _____ (не может быть) have done such things! He is a sensible person.
9. I _____ (не нужно было) feed the cat. My sister did it in the morning.
10. He _____ (смог) solve the problem though it was very difficult.

Task VIII. Translate the sentences into Russian paying attention to the meaning of modal verbs.

1. Could I ask you to do me a favour?
2. I must do some work.
3. You needn't have bought so many postcards.
4. They should visit their grandparents more often.
5. I can smell something burning!
6. We don't have to wear a tie.
7. Visitors may use the car park.
8. You ought to go to the doctor as soon as you feel bad.
9. Shall we open a window here?
10. She can't be Italian with a name like Smith!
11. They may have lost their way.
12. Could I have some time off to visit my friend in hospital?
13. He shouldn't have spoken like that to his mother.
14. She was able to cross the river although it was very wide.
15. You must tell the police about the burglary.
16. I needn't water the garden. It rained this morning.

Task IX. Read the text and determine if the statements given below the text are *True*, *False* or *Not given in the text*.

Fit For Hiring? It's Mind Over Matter

¹ A growing number of companies are no longer satisfied with traditional job interviews. Instead, they are requiring applicants to submit to a series tests, role- playing exercises, etc. Others put candidates through a long series of interviews by psychologists or trained interviewers.

² Employers want to evaluate candidates on intangible qualities: Is she creative, capable of learning, etc?

³ Ten years ago, candidates could win a top job with the right look and the right answers to questions such as ‘Why do you want this job?’ Now, many are having to face questions and exercises intended to learn how they get things done.

⁴ They may, for example, have to describe in great detail not one career accomplishment but many — so that patterns of behavior emerge. They may face questions such as ‘Who is the best manager you ever worked for and why?’ or ‘What is your best friend like?’ The answers, psychologists say, reveal much about a candidate’s management style and about himself or herself.

⁵ The reason for the interrogations is clear: many hires work out badly. About 35 percent of recently hired senior executives are judged failures, according to the Center for Creative Leadership in Greensboro, North Carolina, which surveyed nearly 500 chief executives.

⁶ The cost of bringing the wrong person on board is sometimes huge. Searching and training can cost from \$5000 for a lower-level manager to \$250,000 for a top executive.

⁷ Years ago, employers looked for experience — has a candidate done this before?’ But having experience in a job does not guarantee that you can do it in a different environment.

⁸ At this point, most companies have not shifted to this practice. Some do not see the need or remain unconvinced that such testing is worth the cost. But human-resource specialists say evidence suggests that white-collar testing is growing in popularity. What has brought so many employers around to testing is a sense of the limitations in the usual job interview. With so little information on which to base a decision,

‘most people hire people they like, rather than the most competent person,’ said Orv Owens, a psychologist in Snohomish, Washington, who sizes up executive candidates. Research has shown, he said, that ‘most decision makers make their hiring decisions in the first five minutes of an interview and spend the rest of the time rationalizing their choice. (1990)

New York Times

_____ 1. The world famous companies are satisfied with traditional job interviews.

_____ 2. Traditionally, candidates for executive positions have been evaluated on their technical skills.

_____ 3. The principal aim of testing is to find out how candidates have performed in the past.

_____ 4. Today, choosing the wrong person for a position can have more serious consequences than ten years ago.

_____ 5. According to Orv Owens, a psychologist in Snohomish, Washington, decision-makers need a lot of time to make their hiring decisions.

_____ 6. Most interviewers select candidates for their professional abilities.

Task X. Translate the text in written form from paragraph 5 up to the end.

ТЕКСТЫ ДЛЯ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ (TEXTS FOR ADDITIONAL READING)

ЭЛЕКТРОТЕХНИКА (ELECTRICAL ENGINEERING)

Прочтите тексты и ответьте на вопросы, следующие за ними.

ТЕХТ 1

ELECTRICITY

Electricity has been known since ancient times, but scientists could not make use of it safely until the eighteenth century. Thomas Edison's invention of the electric light bulb in 1879 sparked the demand for electric power that continues to this day, ultimately resulting in the need for legislative and regulatory controls on the electric-power-generating industry.

By the end of the nineteenth century, the United States had completed its transition from using wood as a major energy source to using coal, and the next transition from coal to oil and natural gas was just beginning. By the early twentieth century, both homes and businesses increased their demand for electric power, and electric utilities obtained long-term franchises from municipalities.

In 1920, the Federal Power Act (FPA), (16 U.S.C.A. §§ 791a—828c), was passed in response to increased competition between electric utilities and a lack of consistent service to rural areas. The Federal Power Act gave the Federal Power Commission the authority to license hydroelectric plants. Later, President Franklin D. Roosevelt encouraged Congress to create part II of the act, which gave the Federal Power Commission the power to regulate the transmission of electric energy (16 U.S.C.A. §§ 824—824m). This legislation was necessary to guard against potential abuses of the utility companies' monopolistic structure and to ensure adequate and consistent service nationwide.

As more and larger electric generating plants were constructed and as more electric power lines were strung, legislators believed that

through economies of scale, electric utility monopolies could actually offer lower costs to consumers than could competition between smaller utilities. Because of the capital-intensive nature of providing electric power, and the sunken costs of building plants and stringing lines, it is more cost-effective to spread these costs over the large and consistent customer base provided by a monopoly = **1600**.

West's Encyclopedia of American Law

Answer the questions:

1. When did Thomas Edison invent the electric light bulb?
2. When did homes and businesses increase their demand for electric power?
3. What did the Federal Power Act give the Federal Power Commission?
4. What did President Franklin D.Roosevelt encourage Congress for?
5. What was this legislation necessary for?

TEXT 2

STRUCTURE OF THE INDUSTRY

Modern electric utilities have three major organizational components: generation (power plants), transmission (high-voltage bulk power between utilities), and distribution (low-voltage power to ultimate consumers). Modern electric utilities not only produce the power they need for their consumers but also pool and coordinate excess electricity with other utilities.

In 2001, the United States had the ability to produce over 788 million megawatts of electrical energy. Pooling and coordination of electrical energy take place through high-voltage wires that are maintained and referred to as the national grid; high-voltage wires are used because they allow transmission at a lower current, which generates less heat and results in less energy loss. At regional distribution centers closer to the ultimate consumers, the electrical energy is transformed into the low-voltage, higher-current electricity delivered to homes and businesses.

Major electric utilities produce electric power by burning coal, harnessing the hydroelectric energy produced by dams, and initiating and maintaining nuclear fission. Smaller, independent power producers

use hydroelectric energy in addition to wood energy, geothermal energy, and biomass, which are all forms of renewable energy. Nuclear electric generating plants were constructed after the passage of the Atomic Energy Act (42 U.S.C.A. § 2011), which removed the government's monopoly over nuclear power, in 1946, and the Price-Anderson Act (42 U.S.C.A. § 2210), which allowed for private ownership of uranium, in 1957.

Commercial nuclear energy expanded in the 1960s and the early 1970s, and most consumers welcomed what was thought to be a safe and inexpensive source of energy. From the late 1970s to the 1990s, the dangers of nuclear energy and the expense of environmental contamination and lack of safe waste storage contributed to the end of nuclear power plant construction. No U.S. nuclear power plants have been ordered since 1978. Coal and hydroelectric energy continue to be the principal sources of commercial electric power = **1700**.

Encyclopedia of American Law

Answer the questions:

1. How many organizational components do modern electric utilities have?
2. When did the United States have the ability to produce over 788 million megawatts of electrical energy?
3. How do major electric utilities produce electric power by?
4. What are all forms of renewable energy?
5. When were nuclear electric generating plants constructed?

TEXT 3

ELECTRIC CURRENT

The electric current is a quantity of electrons flowing in a circuit per second of time. The unit of measure for current is ampere. If one coulomb passes a point in a circuit per second then the current strength is 1 ampere. The symbol for current is I.

The current which flows along wires consists of moving electrons. The electrons move along the circuit because the electromotive force drives them. The current is directly proportional to the e.m.f.

In addition to traveling through solids, however, the electric current can flow through liquids as well and even through gases. In both cases it produces some most important effects to meet industrial requirements.

Some liquids, such as melted metals for example, conduct current without any change to themselves. Others, called electrolytes, are found to change greatly when the current passes through them.

When the electrons flow in one direction only, the current is known to be **d.c.**, that is, direct current. The simplest source of power for the direct current is a battery, for a battery pushes the electrons in the same direction all the time (i.e., from the negatively charged terminal to the positively charged terminal).

The letters **a.c.** stand for alternating current. The current under consideration flows first in one direction and then in the opposite one. The a.c. used for power and lighting purposes is assumed to go through 50 cycles in one second. One of the great advantages of a.c. is the ease with which power at low voltage can be changed into an almost similar amount of power at high voltage and vice versa. Hence, on the one hand alternating voltage is increased when it is necessary for long-distance transmission and, on the other hand, one can decrease it to meet industrial requirements as well as to operate various devices at home.

Although there are numerous cases when d.c. is required, at least 90 per cent of electrical energy to be generated at present is a.c. In fact, it finds wide application for lighting, heating, industrial, and some other purposes = **1650**.

Oxford English for Electronics

Answer the questions:

1. What is the electric current?
2. Do melted metals conduct current without any change to themselves?
3. Can alternating voltage be changed to operate various devices at home?
4. Does a battery push the electrons in the same direction?
5. What is the alternating current used for?

TEXT 4

ELECTRIC CIRCUITS

The concepts of electric charge and potential are very important in the study of electric currents. When an extended conductor has different potentials at its ends, the free electrons of the conductor itself are caused to drift from one end to the other. The potential difference must be maintained by some electric source such as electrostatic generator or a battery or a direct current generator. The wire and the electric source together form an electric circuit; the electrons are drifting around it as long as the conducting path is maintained.

There are various kinds of electric circuits such as: open circuits, closed circuits, series circuits, parallel circuits and short circuits.

To understand the difference between the following circuit connections is not difficult at all. If the circuit is broken or “opened” anywhere, the current is known to stop everywhere. The circuit is broken when an electric device is switched off. The path along which the electrons travel must be complete otherwise no electric power can be supplied from the source to the load. Thus the circuit is “closed” when an electric device is switched on.

When electrical devices are connected so that the current flows from one device to another, they are said “to be connected in series”. Under such conditions the current flow is the same in all parts of the circuit as there is only a single path along which it may flow. The electrical bell circuit is considered to be a typical example of a series circuit. The “parallel” circuit provides two or more paths for the passage of current. The circuit is divided in such a way that part of the current flows through one path and part through another. The lamps in the houses are generally connected in parallel.

The “short” circuit is produced when the current can return to the source of supply without control. The short circuits often result from cable fault or wire fault. Under certain conditions the short circuit may cause fire because the current flows where it was not supposed to flow. If the current flow is too great a fuse is used as a safety device to stop the current flow = **1700**.

Oxford English for Electrical and Mechanical Engineering

Answer the questions:

1. What concepts are important in the study of electric currents?
2. What materials are the best conductors and insulators?
3. What kinds of electric circuits do you know?
4. What can you say about “parallel” circuits?
5. Why do the short circuits cause fire?

TEXT 5

THE NATURE OF ELECTRICITY

Practical electricity is produced by small atomic particles known as electrons. It is the movement of these particles which produces the effects of heat and light.

The pressure that forces these atomic particles to move, the effects they encounter opposition and how these forces are controlled are some of the principles of electricity.

Accepted atomic theory states that all matter is electrical in structure. Any object is largely composed of a combination of positive and negative particles of electricity. Electric current will pass through a wire, a body, or along a stream of water. It can be established in some substances more readily than in others, that all matter is composed of electric particles despite some basic differences in materials. The science of electricity then must begin with a study of the structure of matter.

Matter is defined as any substance which has mass (or weight) and occupies space. This definition should be broad enough to cover all physical objects in the universe. Wood, water, iron, and paper are some examples of matter. Energy is closely related to, but not to be confused with, matter. Energy does not have mass, and it does not occupy space. Heat and light are examples of energy.

The smallest particle of matter which can be recognized as an original substance was thought to be a unit called the atom. Recently scientists have found particles even smaller than atoms, but our theories are still based on the atom. The atom consists of a nucleus and a cloud of electrons. It is generally agreed that the electrons are small particles of electricity, which are negative in nature. These particles orbit the nucleus in much the same fashion that planets orbit a sun = **1400**.

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Answer the questions:

1. What is practical electricity produced by?
2. What is recognized as an original substance now?
3. Are there any differences between energy and matter? What are they?
4. What is the smallest particle of matter?
5. What does the atom consists of?

TEXT 6

CONDUCTORS AND INSULATORS

All substances have some ability of conducting the electric current; however, they differ greatly in the ease with which the current can pass through them. Solid metals conduct electricity with ease while non-metals do not allow it to flow freely. Thus, there are conductors and insulators.

What do the terms “conductors” and “insulators” mean?

This difference is expressed by what is called electrical conductivity of the body. It depends upon the atomic constitution of the body. Substances through which electricity is easily transmitted are called conductors. Any material that strongly resists the electric current flow is known as an insulator.

Conductance, that is the conductor’s ability of passing electric charges, depends on the four factors: the size of the wire used, its length and temperature as well as the kind of material to be employed.

A large conductor will carry the current more readily than a thinner one. To flow through a short conductor is certainly easier for the current than through a long one in spite of their being made of similar material. Hence, the longer the wire, the greater is its opposition, that is resistance, to the passage of current.

There is a great difference in the conducting ability of various substances. Almost all metals are good electric current conductors. The best conductors are silver, copper, gold and aluminum. Nevertheless, copper carries the current more freely than iron; and silver, in its turn, is a better conductor than copper. Copper is the most widely used conductor. The electrically operated devices are connected to the wall socket by copper wires.

A material which resists the flow of the electric current is called an insulator.

The higher the opposition is, the better the insulator is. There are many kinds of insulation used to cover the wires. The kind used depends upon the purposes the wire or cord is meant for. The insulating materials generally used to cover the wires are rubber, asbestos, glass, plastics and others. The best insulators are oil, rubber and glass.

Rubber covered with cotton, or rubber alone is the insulating material usually used to cover desk lamp cords and radio cords.

Glass is the insulator to be often seen on the poles that carry the telephone wires in city streets. Glass insulator strings are usually suspended from the towers of high voltage transmission lines. One of the most important insulators of all, however, is air. That is why power transmission line wires are bare wires depending on air to keep the current from leaking off.

Conducting materials are by no means the only materials to play an important part in electrical engineering. There must certainly be a conductor, that is a path, along which electricity is to travel and there must be insulators keeping it from leaking off the conductor = **2300**.

English for Power Engineering Students

Answer the questions

1. What does electrical conductivity of a body depend upon?
2. Do solid metals conduct electricity with ease?
3. How many factors does conductance depend on?
4. Do conductors play an important role in electrical engineering?
5. Do insulators allow the electric current to flow freely?

TEXT 7

TESTS OF MICROPROCESSOR-BASED RELAY PROTECTION DEVICES: PROBLEMS AND SOLUTIONS

Relay protection constitutes a major part of any power system that provides for continuous control of the main operation modes of power system elements and generates tripping commands for the failed parts or elements of the system. Faulty operation of relay protection owing to internal malfunctions can lead to the development of massive failures and

even to the collapse of the power system with huge attendant financial losses. For this reason the performance of the relay protection has to be periodically tested. There exists a vast variety of relay protection devices with different operating principles and construction.

Lately all but microprocessor relay protection devices (MPD) have been completely driven out of the market. The choice of MPDs has been driven by various reasons and not at all by their absolute advantage over electromechanical or analog electronic devices. MPDs based on a various principles of operation have their advantages and disadvantages. However, one of the problems is the complexity of the procedures for testing their operation. Usually the operational condition of relay protection devices is checked with specific settings used for the relay operation in a certain network point. Any change of the settings during the normal relay operation requires repeating the working condition test with these new specific settings.

When electromechanical relay protection devices were used, this procedure was quite reasonable since any change of settings was effected by the mechanical shifting of the internal relay elements or switching the taps of the built-in transformers, etc. Following a change of settings, a failure in the internal relay circuits connected to a new tap of the transformer (rupture of a wire, contact failure, insulation damage etc.), relay imbalance caused by the change of the mechanical parts position, relay “grinding” and other problems might occur. Therefore an electromechanical relay normally used with a fixed setting did not necessarily ensure its normal operation with other settings = **1750**.

Central Electric Laboratory, Israel Electric Corp.

Answer the questions:

1. What can faulty operation of relay protection lead to?
2. What reason the performance of the relay protection has to be periodically tested for?
3. What advantages and disadvantages does MPDs have?
4. What does any change of the settings during the normal relay operation require?

TEXT 8

SEMICONDUCTORS

There are materials that really occupy a place between the conductors of the electric current and the non-conductors. They are called semiconductors. These materials conduct electricity less readily than conductors but much better than insulators.

Semiconductors include almost all minerals, many chemical elements, a great variety of chemical compounds, alloys of metals, and a number of organic compounds. Like metals, they conduct electricity but they do it less effectively. In metals all electrons are free and in insulators they are fixed. In semiconductors electrons are fixed, too, but the connection is so weak that the heat motion of the atoms of a body easily pulls them away and sets them free.

Minerals and crystals appear to possess some unexpected properties. It is well known that their conductivity increases with heating and falls with cooling. As a semiconductor is heated, free electrons in it increase in number, hence, its conductivity increases as well.

Heat is by no means the only phenomenon influencing semiconductors. They are sensitive to light, too. Take germanium as an example. Its electrical properties may greatly change when it is exposed to light. With the help of a ray of light directed at a semiconductor, we can start or stop various machines, effect remote control, and perform lots of other useful things. Just as they are influenced by falling light, semiconductors are also influenced by all radiation. Generally speaking, they are so sensitive that a heated object can be detected by its radiation.

Such dependence of conductivity on heat and light has opened up great possibilities for various uses of semiconductors. The semiconductor devices are applied for transmission of signals, for automatic control of a variety of processes, for switching on engines, for the reproduction of sound, protection of high-voltage transmission lines, speeding up of some chemical reactions, and so on. On the one hand they may be used to transform light and heat energy directly into electric energy without any complex mechanism with moving parts, and on the other hand, they are capable of generating heat or cold from electricity.

Russian engineers and scientists turned their attention to semiconductors many years ago. They saw in them a means of solving an old engineering problem, namely, that of direct conversion of heat into electricity without boilers or machines. Semiconductor thermocouples created in Russia convert heat directly into electricity just as a complex system consisting of a steam boiler, a steam engine and a generator does it = **2100**.

Oxford English for Electronics

Answer the questions:

1. What do semiconductors include?
2. How does the atomic structure of semiconductors influence their properties?
3. What are semiconductors influenced by?
4. What are the semiconductor devices applied for?
5. How do semiconductors help in solving engineering problems?

TEXT 9

ALTERNATING CURRENT

Current is defined as increment of electrons. The unit for measuring current was named in honor of A.M. Ampere, the French physicist. Thus it is called ampere. The symbol for current is I. The electric current is a quantity of electrons flowing in a circuit per second of time. The electrons move along the circuit because the e.m.f. drives them. The current is directly proportional to the e.m.f.

A stream of electrons in a circuit will develop a magnetic field around the conductor along which the electrons are moving. The strength of the magnetic field depends upon the current strength along the conductor. The direction of the field is dependant upon the direction of the current.

If the force causing the electron flow is indirect, the current is called direct (d.c.). If the force changes its direction periodically the current is called alternative (a.c.).

Alternating current is the current that changes direction periodically. The electrons leave one terminal of the power supply, flow out along the conductor, stop, and then flow back toward the same terminal.

A voltage that caused current reverses its polarity periodically. This is properly called an alternating voltage. The power supply that provides the alternating voltage actually reverses the polarity of its terminals according to a fixed periodic pattern. A given terminal will be negative for a specific period of time and drive electrons out through the circuit. Then, the same terminal becomes positive and attracts electrons back from the circuit. This voltage source cannot be a battery. It must consist of some types of rotating machinery = **1300**.

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Answer the questions:

1. Why do electrons move along the circuit?
2. What does the strength of the magnetic field depend upon?
3. What is alternating current?
4. What is an alternating voltage?

TEXT 10

EFFECTS PRODUCED BY A CURRENT

The current flow is detected and measured by any of the effects that it produces. There are three important effects accompanying the motion of electric charges: the heating, the magnetic, and chemical effects, the latter is manifested under special conditions.

The production of heat is perhaps the most familiar among the principal effects of an electric current. The heating effect of the current is found to occur in the electric circuit itself. It is detected owing to an increase in the temperature of the circuit. This effect represents a continual transformation of electric energy into heat. For instance, the current which flows through the filament of an incandescent lamp heats that filament to a high temperature.

The heat produced per second depends both upon the resistance of the conductor and upon the amount of current carried through it. The thinner the wire is, the greater the developed heat is. On the contrary, the larger the wire is, the more negligible the heat produced is. Heat is greatly desirable at times but at other times it represents a waste of useful energy. It is this waste that is generally called "heat loss" for it serves no useful purposes and decreases efficiency.

The heat developed in the electric circuit is of great practical importance for heating, lighting and other purposes. Owing to it people are provided with a large number of appliances, such as: electric lamps that light our homes, streets and factories, electrical heaters that are widely used to meet industrial requirements, and a hundred and one other necessary and irreplaceable things which have been serving mankind for so many years.

The electric current can manifest itself in some other way. It is the motion of the electric charges that produces the magnetic forces. A conductor of any kind carrying an electric current, a magnetic field is set up about that conductor. This effect exists always whenever an electric current flows, although in many cases it is so weak that one neglects it in dealing with the circuit. An electric charge at rest does not manifest any magnetic effect. The use of such a machine as the electric motor has become possible owing to the electromagnetic effect.

The last effect to be considered is the chemical one. The chemical effect is known to occur when an electric current flows through a liquid. Thanks to it a metal can be transferred from one part of the liquid to another. It may also effect chemical changes in the part of the circuit comprising the liquid and the two electrodes which are found in this liquid. Any of the above mentioned effects may be used for detecting and measuring current = **2100**.

English for Power Engineering Students

Answer the questions:

1. What effects does the current flow produce?
2. How is the heating effect detected?
3. What does the heat produced depend upon?
4. What is called "heat loss"?
5. How is the magnetic effect set up?

ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ (INFORMATION TECHNOLOGY)

Прочитайте и переведите тексты.

ТЕХТ 1

LASER INVENTOR TOWNES LEFT IMPRESSIVE LEGACY

It is difficult to overstate the impact that laser beam inventor Charles Townes' work had on the world.

Supermarket scanners, DVD players, laser printers, medical devices used to perform eye surgery, the precise measurement of time, the long-distance surveying of stars and planets — all of these technologies stemmed from the development of the laser by Townes, who died this week at age 99.

During a visit to Washington, D.C., in the early 1950s, as he sat on a park bench across from the White House, Townes, who headed the physics department at Columbia University in New York, solved a daunting problem: how to manipulate microwaves into a focused beam.

That idea initially became a device that emitted short-wavelength, high-frequency microwaves.

The jump from microwaves to a direct beam of light came soon after, and the first operational laser — short for light amplification by stimulated emission of radiation — was built in 1960.

In 1964, Townes won the Nobel Prize for his invention.

The laser has since revolutionized the fields of defense, telecommunications, medicine and consumer electronics.

Born in Greenville, South Carolina, in 1915, Townes was a brilliant student who graduated from high school at age 15 and earned two bachelor's degrees by the time he was 19.

Throughout his career, Townes moved seamlessly among the laboratory, government and academia to pursue his interest in basic science.

According to Richard Osgood, a professor emeritus of electrical engineering and applied physics and mathematics at Columbia, no one — least of all Townes — could have imagined how his technology would eventually explode.

“It’s very, very hard to predict how things go technologically”, Osgood said. “They go all over the place in ways you haven’t every dreamed of”.

In the end, what impressed people who knew Townes was his lack of pretension and his interest in other aspects of life, including the preservation of chestnut trees and his religious faith, which he believed was compatible with scientific inquiry = **1750**.

<http://www.voanews.com/>

TEXT 2

TECHSHOP PUTS HIGH-TECH DREAMS WITHIN REACH

Maurice Mountain is a retired lawyer in Washington, D.C. He developed a prototype for a device he calls the Presto Emergency Boat Ladder. His invention is a small folding ladder that attaches to the side of a boat to help people who fall into the water. Mr. Mountain plans to mass-produce his boat ladder. He created his invention at a workshop called TechShop.

Members of TechShop use high-tech equipment to develop and produce ideas they have for inventions. Mr. Mountain says TechShop permits people to turn their dreams into reality.

“I think it encourages innovation. I think people who probably have had ideas rolling around in the back of their minds for years but have never had the opportunity to actually put them into production or even experiment with them would find this place wonderful”.

Isabella Musachio manages a TechShop in Arlington, Virginia. She says the shop has many different kinds of equipment. “TechShop is a do-it-yourself maker space and fabrication studio. So when you come in we have all these different areas of the shop, and we have a metal shop, wood shop, plastic slab, lasers, 3D printers, electronics, textiles. I mean, we have so many different areas and we have all this equipment that is available to anybody above the age of 12 and up”.

Membership costs for TechShop start at just over \$100 per month. Members are able to use costly machines including 3D modeling tools and laser cutters. Isabella Musachio says TechShop helps its members build their dreams.

“Our motto is ‘build your dreams here’ because you can really come in with just an idea, and then with the help of TechShop make that leap from an idea to building your project or your prototype or even your business”.

Jim Newton is the founder of TechShop. He first introduced the idea for the technology workshops at an arts and sciences event called Maker Faire in SanMateo, California in 2006. His idea attracted hundreds of members during that event. Now, there are eight TechShop locations in the U.S. In all, there are more than 6,000 members = **1740**.

<http://learningenglish.voanews.com/>

TEXT 3

SCIENTISTS BUILD ROBOTS TO LIVE WITH HUMANS

Industrial robots are already working in many factories around the world and in our homes, for instance as smart vacuum cleaners. Scientists say in a few years we will start seeing so-called “social robots”, capable of engaging with people.

Today’s robots can build cars and explore underwater objects. But interacting with people is more complex than simply taking an incoming message, says Massachusetts Institute of Technology researcher Cynthia Breazeal.

“Social robots really interact with people in ways you feel like you’re interacting with someone rather than something”, she said. “And social robots are really designed to engage you in much more of an interaction that feels like a collaboration or partnership”.

At the Naval Research Laboratory, near Washington, scientists are researching which features robots should have to be able to live with humans. Researcher Alan Schultz says social robots must be adapted to social situations.

Social robots do not necessarily have to have a human face. Steve Cousins, the CEO of Savioke Robotics in Cupertino, California, says their robot called Botlr is already being tested in a hotel, delivering small items to people.

“It’s designed to be in human spaces and interact with people and around people”, he said. “So it interacts with the front desk agent when they’re sending it somewhere. It interacts with people in the elevator as it’s going along. And, it interacts with people at the door when the delivery arrives”.

So far, social robots are limited to very simple tasks like relaying messages or taking family photos. But Cynthia Breazeal, who designed this one, says their abilities may be extended into many different domains.

However, critics say until robots are capable of cleaning windows or cooking dinner it will not make much sense to spend money on cute gadgets that can do something our smart phone is already capable of doing = 1596.

<http://www.voanews.com/>

TEXT 4

TABLET COMPUTERS MOST WANTED GIFT THIS HOLIDAY

Consumer electronics once again topped the list of the most wanted gifts this holiday season. “Seventy-six percent of consumers who plan to buy holiday gifts say that they will spend money or buy at least one technology product; definitely a solid vote of confidence for technology”.

Steve Koenig with the consumer electronics association says the group’s latest research also shows that Americans this year are spending more on technology products.

From tablet computers to smartphones, American shoppers have been lining up to get the newest and coolest electronic devices on the market. There are more choices today than ever before. “It’s kind of hard to make a decision”.

Tablet computers are one of the best-selling products this year.

Elman Chacon is with the electronics store Best Buy. He says another hot product this season is smart cameras. They connect to the internet through Wi-Fi. This makes it easy for users to email or upload photographs directly from the camera.

“You can literally take a picture, upload it into your Facebook in a matter of seconds. These things are pretty cool because they do a lot of

things. "Streaming media boxes also connect to the internet. people are able to watch web content such as movies and youtube videos on their televisions. another popular item is wireless speaker systems. The newest ones work with any device that has bluetooth technology, including smartphones, laptops and tablets. with the growing popularity of internet shopping, many consumers will visit a store first to look at a product, and then go online to find it at a lower price. Stores like best buy understand that and they want to stay competitive. "We have something called the perfect match promise which means if you buy a certain device and you find it cheaper within 30 days we'll go ahead and price match that for you" = **1539**.

<http://learningenglish.voanews.com/>

TEXT 5

CAN IT AFFORD FOR THE APPLE WATCH TO FAIL?

It has been five years since Apple launched its latest truly new product — the iPad — in 2010. To live up to its name for innovation, and diversify revenues away from reliance on the iPhone, Apple needs the Apple Watch to be an unqualified success.

Cook announced that the watch would go on sale in April, giving the company a boost in its third quarter when it will not benefit from Christmas or the Chinese New Year, which will have helped the previous two quarters. "We're making great progress in the development of it", he said.

Apple describes the new product — often referred to as the iWatch, although it has not been officially named — as the "most personal device ever" and it is thought it will be able to monitor its wearer's health as well as connect to an iPhone to provide several other functions. Cook said app developers had already impressed him with "some incredible innovation".

Carolina Milanesi at Kantar Worldpanel ComTech says the watch will help Apple extend its sales into a much wider market. "They have been very smart in pushing it as jewellery and design rather than how technologically smart it is," she says. "They are concentrating more on impressing the design and fashion world than the tech bloggers".

“I think this will be a much more irrational buy than with an iPad. With an iPad you wanted an iPad: this is going to be more of a fashion statement”.

She said the launch would benefit from the fashion and marketing skills of Angela Ahrendts, the former Burberry boss Apple hired last year on a \$73m pay package as its head of retail.

Apple poached a string of big names from fashion and design to join its watch team, including Patrick Pruniaux, former vice-president of sales at Tag Heuer and former Yves Saint Laurent boss Paul Deneve, who is now Apple’s “vice president of special projects” = **1510**.

<http://www.theguardian.com/>

TEXT 6

5 TREATMENTS FOR CHRONIC INTERNET ADDICTION

It may have once been viewed as nothing more than a fad, curable with nothing more than a healthy dose of will power and fresh air, but now that three billion people worldwide are regularly online, problematic internet use (previously known as internet addiction disorder) is becoming one of the fastest growing addictions in the world. According to research at the University of California, symptoms of the condition include losing track of time, irritability when interrupted, isolation from family and peers, sleep disturbances and panic when offline, while sufferers are also said to feel ‘phantom vibrations’ because they are so desperate to receive messages on their mobile phones.

Despite recognition of problematic internet use (PIU) by academics and health professionals, however, there is far from a global consensus on how best to treat the disorder. In China — where 24 million children are said to be web addicts — eye-catching military rehabilitation camps are the method of choice, while in the UK there is a growing trend of private clinics offering specialised therapy. Whatever the answer, the problem’s not going away: Google boss Eric Schmidt predicts the entire world will be online by 2020, and the average Briton now spends more time on media devices each day than sleeping. Should that be you, here is one of the ways to shake the habit:

In contrast to many of the gentle, empathetic treatments offered to web junkies in Europe, harsh, military-style boot camps are the remedy of choice in China, where former soldiers supervise addicts through an extreme rehabilitation process. Students at such camps, sent by their parents, undergo psychological examinations and extensive physical training, as well as ethics classes, dance training and domesticity lessons during their stays, which can last as long as six months. According to Tao Run, a psychiatrist and colonel in the People's Liberation Army who devised the treatment, 90 per cent of patients arrive suffering from severe depression, while 58 per cent have attacked their parents. There are now reported to be over 250 rehabilitation camps in China, a country in which 24 million children are estimated to be online addicts = **1884**.

<http://www.telegraph.co.uk/>

ЭКОЛОГИЯ (ECOLOGY)

Прочитайте тексты и передайте содержание на русском языке.

TEXT 1

WWF: HEALTH OF PLANET IS AT RISK

The World Wildlife Fund says more than half of the world's wild-life population has been lost. The conservation group says this has placed the health of the planet at risk.

The WWF recently released its 10th Flagship Living Planet Report. The group warns the condition of the world's animals is worse than its earlier reports showed. It says worldwide action is needed.

The WWF says it is worried about the loss of and damage to Earth's environment. The report provides information about more than 10,000 animal populations from 1970 to 2010. These populations are called "vertebrate species", or animals with backbones — like fish, birds, mammals, amphibians and reptiles.

The report says these populations have dropped by 52 percent in just 40 years. It says freshwater species have fallen by 76 percent. That is almost twice the loss of land and ocean species. Most of these losses are in the tropics. The report says the biggest drop has been in Latin America.

Marco Lambertini is the WWF's International Director-General. He spoke about the report.

“This is about losing natural habitats. This is about converting forests, grasslands, and wetlands into agriculture mainly, and it is about unsustainable use of wildlife. So, wildlife traffic, hunting, and unsustainable hunting practices like that. Poaching, as you mention, has been actually increasing over the last 10 years and is definitely a driving force for extinction, particularly of large species. But, also as you mention, there are dimensions to poaching that are related to timber, illegal logging and also fisheries”.

The report also notes what it calls the world's “Ecological Footprint”. That is the effect of human activities on the planet. Mr. Lambertini says there has been an increase in carbon dioxide gases and the pouring of nitrogen into oceans and rivers from fertilizers used in agriculture. He says this cannot continue.

“So, we are consuming on average every year about the equivalent of about 1.5, one-and-a half times the resources available to the planet. That means we are cutting trees more quickly than they can be restored. We are fishing the oceans more quickly than fishing stocks can reproduce, and we are emitting in the atmosphere more CO₂ than the natural systems can actually absorb. This is clearly not sustainable”.

Mr. Lambertini warns climate change affects almost everyone on the planet. He says whole species may disappear if the world does not reduce the effects of humans on the climate = **2117**.

<http://learningenglish.voanews.com/>

TEXT 2

IS THE CHEETAH FAST ENOUGH TO SURVIVE?

(Part I)

In 1900, about 100,000 cheetahs lived in the world. Today there are only 10,000 of the animals.

Just about everyone knows that cheetahs are fast. Some studies have measured their speed at about 95 kilometers an hour over distances of about 366 meters. So it seems reasonable that all that sprinting would rob the wild cheetah of some of its energy. It seems that all that exercise would make the big, spotted cat a likely target of attack. But until recently no one ever really measured how much energy a cheetah uses up.

John Wilson took part in the cheetah research. He says cheetahs can easily deal with those energy outbursts.

“Like any cat, basically, they rest for most of the day. And they have only brief periods of activity. So, for example, a cheetah would only hunt in the morning for a few hours — in the afternoon for a few hours. We assume they expend a lot of energy during these chases. They offset those high-energy expenditures by resting for most of the day. So these blistering speeds that they run for short periods do not really have an effect on the cheetahs over the entire day”.

But if the cheetahs are not out of breath or weak after the chase, what causes their population to decrease? Some experts say other predators, like lions or hyenas, might be stealing most of the cheetahs’ food after they make a kill.

Dr. Wilson said the new study found that is not really what happens.

“Our study has found that that’s actually not really the case. Cheetahs lose about 12 percent of the food. So while they lose quite a bit of their food, cheetahs are pretty fast eaters. So, they’ve eaten a lot of that food before they use that food. The act of losing food is not that significant” = **1300**.

<http://learningenglish.voanews.com/>

TEXT 2

IS THE CHEETAH FAST ENOUGH TO SURVIVE? (Part II)

It appears that the cheetah is vulnerable to attacks by other animals because of its physiology — the way its body operates. The cat simply burns a lot of calories — the energy produced by food.

“Because these cheetahs have a fast metabolism — they have huge lungs and a strong heart — their resting metabolic rate is really high. So just the act of walking already for a cheetah is pretty expensive. And then the longer they look for food, the more energy they need to invest in finding the food”.

And, he says, that is the problem. It takes a lot longer for cheetahs to find animals they can catch and eat. And they have to walk a lot farther to do so. Mr. Wilson says that is because they naturally avoid people.

But human beings are increasingly occupying the areas where cheetahs traditionally look for food. Houses and fences block them from searching for animals to attack. Cheetahs use up a lot of energy to get around these barriers.

Mr. Wilson says that while this has not affected the number of cheetah cubs being born, it can affect their survival. He remembers seeing a female cheetah in a desert.

“This mom is under stress already looking for food for herself. Then she needs to look for food for her cub. And if she needs to move further and further, the mother is under more strain and then that puts even more strain on the cub.

He says people are also killing the animals that cheetahs hunt. People also capture and sell cheetahs in the Middle East as pets. However, the wildlife group Born Free USA says up to 70 percent of the cheetah cubs illegally transported through East Africa die.

Earlier this year, the group called on members of the CITES treaty, Convention on International Trade in Endangered Species, to increase enforcement at borders and to improve laws and rules.

Mr. Wilson says there are no easy solutions to help cheetahs deal with human activity, but fast action is needed. He says there is a 10 percent chance that the animals could disappear forever within 100 years.

The U.S. Fish and Wildlife Service lists cheetahs as an Endangered Species. And the International Union for Conservation of Nature describes the cats as vulnerable = **1920**.

<http://learningenglish.voanews.com/>

TEXT 3

IS EARTH IN A NEW GEOLOGICAL PHASE THANKS TO US?

(Part I)

It may be time for science to recognise Earth's new era — one shaped by humans. So argues a geologist involved in defining new phases in geological time.

WHAT is the legacy that short-lived humanity will leave to an almost eternal Earth? The casual observer might point to tourist sights such as the once mighty city of Angkor, now lying ruined amid the Cambodian jungle, or what survives of the great monuments of ancient Egypt.

They are wonderful, of course, but there is another way to address that question. A little-known working group, part of the International Commission on Stratigraphy, recently met to consider if the human imprint on Earth is now so great, and likely to be detectable for so long, that it deserves to be regarded as a geological epoch in its own right. That would be our real legacy.

Such discussion is not new. George Perkins Marsh, North America's first conservationist, wrote of humans changing the face of the Earth. In 1873 the Italian geologist Antonio Stoppani coined the term Anthropozoic — the era in which humans change the course of geological history. Most geologists declared the idea nonsense. The constructions of civilisation may look impressive, they said, but must surely be trivial when set against the collisions of continents and the growth and disappearance of the oceans. When humans disappear, the world will resume its course, and few of our monuments will be left.

But over the past few decades it has become clear that human activities can have geologically far-reaching effects. Science writer Andrew Revkin suggested we were living in what he called the Anthropocene; John Curnutt of the US Geological Survey, awed at the transplanting of species across the globe, proposed the

Homogenocene; marine biologist Daniel Pauly saw the oceans' future as one of slime and jellyfish as a result of overfishing and pollution, and invented the Myxocene.

But it was one of the world's most respected scientists, the Nobel-prizewinning atmospheric chemist Paul Crutzen, who proved most influential. He argued that the Holocene, the geological epoch of post-glacial stability in which civilisation arose, had ended and been replaced by the Anthropocene, an epoch shaped by humans.

The idea took off. The term was used as if it were a formal epoch. It isn't — but could it become so? A commission of the Geological Society of London signalled the potential in 2008, and now the Anthropocene Working Group, which I am a member of, has been analysing the case. Formalising the Anthropocene would be a big step: the Geologic Time Scale, the backbone of Earth science, is jealously guarded.

Does the evidence stack up? With minerals, there has been something of a revolution, perhaps the greatest since 2.5 billion years ago, when the rise of free oxygen created a swathe of oxides and hydroxides. Humans have separated out pure metals (a rarity in nature) in million-tonne amounts. Materials scientists have conjured up new minerals: tungsten carbide for ballpoint pens, new garnets for lasers, boron nitride as an abrasive harder than diamond. There are “mineraloids” too, such as glass and plastics = **2623**.

<http://www.newscientist.com/>

TEXT 4

IS EARTH IN A NEW GEOLOGICAL PHASE THANKS TO US? (Part II)

How many artificial minerals are there? Probably many thousands. By contrast, there are fewer than 5000 recognised natural minerals, most vanishingly rare. We now have vast amounts of these new minerals: around half a trillion tonnes of concrete has been made to date, for example, and over a trillion bricks every year.

With our artificial “rocks” we make the complex urban strata that intermesh with ploughed landscapes on land and the scraped, trawled seafloors of the continental shelves. This human layer penetrates deeply,

too, via boreholes and mineshafts so far below the surface they are effectively permanent.

Permeating the forming strata are novel chemical signals. These range from heavy metals to persistent organic pollutants to changed patterns of isotopes resulting from our perturbing of the carbon and nitrogen cycles, to the artificial radionuclides of the nuclear age. The biosphere — which will become the fossil record of the future — has been reshaped by species invasions and extinctions. The Anthropocene is emerging as a real phenomenon, a geologically instantaneous planetary reshaping to rank with some of the great perturbations of the deep past.

But should it be formalised? This is a harder question. While detectable human impacts extend back thousands of years, the step change to the Earth system really began with the industrial revolution, and accelerated in the mid-20th century. Most epochs are measured in millions of years. To have one measured in decades is without precedent in geology. We are seeing it, too, as it evolves, our observational data complementing the geological clues being preserved in strata now forming.

But, grafted on to a similarly complex archaeological record, it can make the choosing of a single Holocene/Anthropocene boundary seem crude, akin to the ruler-straight borders beloved of colonial governors. Some key drivers of the Earth system, too, have only just begun to alter. Carbon dioxide levels may have shot up by a third, probably faster than at any time in the past. But the oceans and rocks are soaking up much of the extra heat, so we are still enjoying a more or less typical interglacial climate. When warming does kick in seriously over coming centuries, Anthropocene change will ratchet up profoundly. Wait for this, some say, before formalising the term.

The Anthropocene, formal or informal, seems here to stay. Its impact is substantial, reframing the debate over how humans and nature are related. In providing the biggest backdrop for global change, too, it could help us manage that change. In the end, though, names should reflect perceived scientific reality. If the world's geology has truly changed, then the nomenclature should follow suit = **2300**.

<http://www.newscientist.com/>

TEXT 5

CAN WE RESTORE THE WORLD'S CORAL REEFS?

Advances in science could offer hope for the world's besieged coral reefs. Gavin Haines investigates.

Whether we are blowing them up with dynamite, dropping anchors on them or warming up the oceans they live in, mankind is leading a sustained attack on the world's coral reefs.

A recent report revealed that coral coverage on the Great Barrier Reef has declined by as much as 50% in the last three decades, while reefs in the Caribbean have seen reported losses of 80%.

However, experts claim advances in science could enable them to not only restore these beleaguered ecosystems, but also improve their resilience to disease.

"I believe we may have to moderate our predictions that coral reefs will not be here in 50 years", says Prof Eugene Rosenberg, a coral microbiologist at Tel Aviv University, Israel. "In fact, I'm one of the few people who are optimistic about the future of coral reefs".

Prof Rosenberg has reason to be sanguine having been credited with discovering a cure for White Plague, a disease that has devastated reefs from the Red Sea to Florida Keys.

"Bacterial disease in coral is a major problem and the changing environment — an increase in temperatures, an increase in pollution and an increase in algae — leads to a greater frequency and severity of bacterial infections in corals", he says. "White Plague is a prominent disease and we proved that a particular bacterium was the cause of it".

Having identified the bacterium, Prof Rosenberg gathered natural viruses from the sea — known as phages — and introduced them to the diseased coral.

Bleached corals lose their colour as symbiotic algae are expelled.

"We found phages that could attack and kill this disease", he says. "In the most recent study, we found that we could protect against inception and prevent the spread and severity of the disease".

"This is a natural phenomenon; we are just helping push the balance in favour of the phage".

Scientific shortfall

While Prof Rosenberg’s work offers hope for reefs, he claims not enough scientific research is being done on coral disease.

“There are a lot of people working on coral reefs, but in terms of trying to prevent or cure coral reef disease there is almost nothing”, says the 78-year-old scientist, who recently retired.

However, he believes reefs could survive without human intervention and plays down the dangers posed by climate change.

“People say global warming is happening faster than before and that coral can’t adapt, but microbes — and there are thousands of them associated with each coral — can change more rapidly than we think”, he says.

Field researchers are not so confident.

“We are already seeing the effects [of climate change] and we are seeing the effects more frequently”, explains Tom Moore, a coral restoration coordinator at the the National Oceanic and Atmosphere Administration (Noaa) in Washington DC, US. “Corals are very sensitive to water temperatures and live in a very narrow temperature range”.

When the water exceeds 30C, coral expels the algae living within it — a process known as bleaching — which turns the coral white and makes it more susceptible to disease.

Climate change is also attributed with acidifying the ocean, which prevents coral from developing.

“Corals grow by taking calcium carbonate out of the water and as the oceans become more acidic that process cannot occur”, Mr Moore says. “If the oceans become too acidic, we could see coral dissolving” = **2869**.

<http://www.bbc.com/>

TEXT 6

SIX WAYS YOU CAN HELP STOP CLIMATE CHANGE (Part I)

What can one person do? The IPCC has made dire warnings, but says solutions are out there. Here are some simple steps we can all take.

Hiding behind the sofa definitely isn’t the best course of action, but it might be the first thing that comes to mind when contemplating the latest round of immense and frightening findings from the

Intergovernmental Panel on Climate Change (IPCC). It's important to read carefully though. Its new report also tells us that solutions are available, even affordable — so what is one small human being to do? Here, to get you started, are a few suggestions.

Talk about climate change

Yes, that's right, just talk. Over the past few years we've talked less and less about this subject, according to the Climate Outreach and Information Network (Coin), and as a result we're all underestimating the amount of support there is out there for climate change policies. "Most people think that about half the population is opposed to renewables, for example", says Adam Corner of Coin. "In fact about 70—80% are in favour. If we start having conversations about this we can really build up a bedrock of support for this subject".

Take a look at your diet

Just throwing away less food and eating less meat means you can make a significant dent in your carbon footprint. The Food and Agriculture Organisation of the United Nations did some sums last year and worked out that if food wastage was a country, it would be the third highest carbon emitter globally after the US and China. You don't need to give up meat completely, just reduce the amount you eat, or even just try cutting out the steaks. One calorie of steak requires 160 times more land than a calorie of potato, a study showed earlier this year, and meanwhile we are subsidising the whole meat industry to the tune of billions of pounds, as Vicki Hird of Friends of the Earth points out in her Atlas of Meat.

Reclaim the streets

A joyful development in global public policy in recent years has been a move away from road-building, towards handing back streets and spaces to pedestrians and cyclists. For example, Auckland — which has the highest ownership of cars per capita in the world and used to be known as the City of Cars — has been implementing a "shared street policy" to encourage pedestrians, which has had an extremely positive public response. In fact this is happening all over the place, and it comes in many forms. In the UK you can join your local Playing Out group to shut down your street for an afternoon so that the children can take over, or you can talk to the charity Sustrans, which helps people travel by foot, bike or public transport, about some amazing local traffic calming initiatives. You can also support cycle

campaigns; despite a huge amount of activism on this front recently, cycling in the UK declined last year, but proper infrastructure could quickly change that. Working towards long-term infrastructure change is a positive long-term contribution, and also makes us feel better about the issue in the short-term = **2584**.

<http://www.theguardian.com/>

TEXT 6

SIX WAYS YOU CAN HELP STOP CLIMATE CHANGE (Part II)

Change to LED light bulbs

These are the new wave of energy-saving bulbs, and they've come on a long way from the blue-tinged alien life forms they once were. You can now buy them in a spectrum of colours and they save on average about £40 a year compared with all-halogen bulbs. And this is just the start. A whole-house energy audit may ensue ... There are hundreds of useful tips at the Energy Savings Trust.

Get involved with a community energy project

There is something tremendously satisfying about the idea of reclaiming control of our energy from the "big six" energy companies, even if only partially. "It pays so many dividends simultaneously — carbon, environmental, economic and social", says Ed Gillespie of Futerra. Nick Dearden of the World Development Movement says we should be learning from the success of Germany's Energiewende programme, which gives "more power to communities and 'ordinary people' to control systems of renewable energy production and distribution". This community model really is working in Germany and here in the UK the Solar Schools project is a great starting point. Studies show that after raising money for solar panels for their local school the majority of people feel closer to their community, and are far more likely to get solar panels themselves.

Lobby your MP

Pop along to *WritetoThem.com* and drop your MP a line asking what they are doing and saying about climate change. You don't have to be an expert — just let them know you're out there. But if you want to go a step further, the Green party leader, Natalie Bennett, suggests

asking them whether they support the energy bill revolution, for example, a campaign to step up the greening of our national housing stock. Corner says: “If MPs don’t hear about these subjects from constituents, they don’t know that you care about it”. Telling your MP that this is an issue that you are passionate about, and are following closely, gives them motivation to be more active in Westminster.

That’s six ideas, but there are so many other exciting possibilities. What are you currently doing to address climate change — and what do you think is the most important change you can make as an individual? = **1820**.

<http://www.theguardian.com/>

БЕЗОПАСНОСТЬ ЖИЗНЕДЕЯТЕЛЬНОСТИ (LIFE SAFETY)

Прочитайте и переведите тексты.

TEXT 1

SHOULD CHILDREN HAVE BEST FRIENDS? (Part I)

A head teacher of a leading primary school has said young children should not have best friends because it could leave others feeling ostracised and hurt. But are people programmed to have best friends?

Besties, BFFs — whatever you want to call them, best friends make the world go round for many people.

Plenty of children naturally seek out a special friend and the childhood pal is a constant motif in children’s literature, e.g. Tom Sawyer and Huckleberry Finn.

So it may come as a surprise to many that parents of children at a private day school in south-west London have been told it’s not good for their offspring to have best friends.

Instead they should be encouraged to have “lots of good friends” to avoid overly possessive relationships and upsetting fall-outs.

It's not the first time schools have suggested a "no best friends" policy.

Last year, Gaynor Sbuttoni, who provides counselling for children in London, said it was increasingly common for teachers to encourage pupils to play in large groups instead of developing tight-knit bonds.

But do we need best friends?

Humans, and children in particular, naturally find themselves forming special friendships, according to relationships expert Judi James.

"Children have usually had extensive bonding with at least one parent, so when they first go to school, they are used to being part of a double act, so it's only natural that they want to seek out a best friend".

"It's probably a bit of fear and a survival instinct. It makes them feel more secure, it's easier to face the world when there are two of you and it validates your behaviour, and who you are", she says.

But James thinks having a best friend is just as much an adult instinct as a child's.

"The term 'best friend' is more important to children — and girls use it more than boys — but as we get older, we give special relationships different labels".

"When people get married, they refer to them as their other half, their wife, or their husband. But most couples say their best friend is their partner", she argues.

For philosopher Mark Vernon "friendship is an issue in a culture of democratization".

He thinks there is "something tyrannical" about saying someone can't have a best friend, and there's nothing wrong with children having a best friend, as long as that friendship isn't based on excluding or rejecting others = **1957**.

<http://www.bbc.co.uk>

TEXT 1

SHOULD CHILDREN HAVE BEST FRIENDS?

(Part II)

In 2010, the New York Times reported there was trouble ahead for the classic best-friend bond, after a number of schools and summer camps had signaled their intent to discourage children from pairing up.

Critics say banning best friends to ensure that no-one is left out prevents young people from learning about the ups and downs of life.

“If children are stopped from getting these negative experiences, they will end up being emotionally stunted — they need to learn to cope with being snubbed and other normal emotional experiences”, says Dennis Hayes, professor of education at the University of Derby.

Part of the problem is people are looking at their own experiences, like break-ups and divorces, and making the mistake of treating children’s emotions as if they were adults, he argues.

And by putting the spotlight on the negative aspects of close friendships, such as the friendship breaking down, adults are simply exaggerating day-to-day experiences.

Hayes recognises it’s important a teacher has a “chat with children in the corridor” if they are experiencing problems. But, beyond that, he thinks there shouldn’t be too much intervention.

“The danger is if adults direct everything, children will be less able to form their own relationships in later life”, he says.

James agrees there’s nothing wrong with children having best friends.

“It’s more a case of needing another word for ‘best friend’ — something that doesn’t imply others are ‘worse’, and is more inclusive”, she says.

In the end, she thinks it comes down to having an optimistic outlook.

“If we buy our child a pet, there’s a likelihood it will die, but we want them to be able to form a bond with an animal. We get married knowing it could end in divorce”.

“Yes, a child might fall out with their best friend, they might get jilted, their best friend might move away — but that’s not a reason to keep relationships at arms length. Children have to learn to survive socially”, she says = **1632**.

<http://www.bbc.co.uk>

TEXT 2

ARE PACKED LUNCHES REALLY SO TERRIBLE?

Henry Dimbleby is not a fan of packed lunches. Dimbleby, the co-founder of the Leon chain and a government adviser on school food, suggested recently that schools might consider banning them altogether. He noted that a sandwich, chocolate bar and crisps were far less healthy than the average cooked school meal.

I agree. For years I insisted my children eat school food. When they spoke yearningly of friends' lunchboxes, I gave them lectures. (Oh, it's fun in our house!) School dinner was more nutritious, I said. It was less work. And it was part of belonging to the school community. Besides, in Finland, regarded as having the world's best education system, every child has a free hot lunch.

But as so often with parenting, my fixed ideas have buckled under my children's desires. We are not, I now concede, living in Finland. Eventually, it felt too mean to prevent my middle child, aged 10, from sitting with her lunchbox friends. So I let her switch. I feel like a traitor to school dinners.

Nearly a year on, I have learnt that making a daily portable lunch is tricky, until you get your eye in. To make something cold yet appealing for someone with a small appetite but big nutritional needs is testing. Now I see why so many parents pack a ham sandwich and an apple every day: it covers the main food groups, isn't too taxing to make half-asleep at 7am, and will likely get eaten. Our own default lunch is a Leerdammer and watercress sandwich, with an orange to follow.

Yes, it's possible to make a more exciting filling (pickled ginger, home-made pesto or olives are nice additions). But branching out is high risk. A delicious bottled-red-pepper, tarragon and roast chicken sandwich was greeted with dismay, because oil from the pepper leaked on to the bread. I have learnt to shield wet fillings such as tuna with a barricade of romaine lettuce.

Packaging is half the art of it. You need more of those lockable plastic boxes than you'd ever imagine. It takes several different things to sate a child's hunger. Making the main course — the sandwich, pasta salad or whatever — twice as big doesn't seem to work. Half returns home. They crave variety: a few cubes of cheese, raisins mixed with

toasted coconut or a couple of oatcakes for crunch. Another tip — from the food writer Amanda Hesser’s addictive blog of her twins’ lunchboxes, [food52.com](http://www.food52.com) — is to include something minuscule but very sweet: Medjool dates, a couple of squares of good chocolate, a home-made cookie. Children who never get dessert do a lot of illicit swapping.

But the biggest thing I’ve learnt is that it helps to think of packed lunch as just another meal. Manufacturers of ‘lunchbox foods’ — sugary cereal bars, processed cheese snacks — work hard to make you think packed lunch demands totally alien ingredients. My daughter’s favourite meals, though, have been the closest to what we eat the rest of the time: a wedge of frittata; filo triangles; borlotti salad; pilau rice with smoked trout and herbs; a Thermos of soup.

Packed lunch doesn’t have to be so terrible = **2528**.

<http://www.telegraph.co.uk>

TEXT 3

FIFTEEN CHILDREN A DAY EXCLUDED FOR SEXUAL BULLYING

Schools expel on average fifteen children every single day for sexual misconduct.

At least one of those who is suspended or expelled will be under the age of 11 and studying at primary school, according to official figures.

More than 3,000 children every year are excluded for offences including bullying, sexual assaults and sexual harassment.

The figures are released at a time when there are ever increasing concerns about the exposure of children to over sexualised culture of children and the prevalence of “sexting” — where young people share explicit images.

Campaigners claim that the sexualisation of society and easy access to internet pornography is to blame for the disturbing figures.

Yesterday the National Union of Teachers warned that girls are being damaged by increasing exposure to an over-sexualised “raunch culture” at a young age.

Statistics from the Department for Education show that in 2009/10, there were 3,330 exclusions for sexual misconduct. In 2010/11, a further 3,030 children were excluded for the same reason.

The 6,000-plus cases include accusations of lewd behaviour, sexual abuse, assault, bullying, daubing sexual graffiti, and sexual harassment.

The 2010/11 total includes 200 exclusions from primary schools — 190 suspensions and ten expulsions, according to the figures.

And the number of expulsions may be the tip of the iceberg, as deputy children's commissioner Sue Berelowitz has warned MPs that head teachers are reluctant to tackle sexual exploitation as they are afraid of the message it will send out about their schools.

She said that some bullying actually amounts to sexual violence but is being overlooked.

A survey by the NSPCC last year discovered that 30 per cent of secondary school teachers and 11 per cent of primary teachers knew of incidents of “sexually coercive” behaviour by students toward their peers.

Floella Benjamin, the former children's presenter, has warned that violent online porn which is leading youngsters toward a “moral wasteland” as girls become increasingly sexualised and boys treat them as objects.

Claire Perry, the Prime Minister's adviser on childhood, told the Daily Mail: “These statistics on expulsions confirm the uneasy sense that many parents have; that our children are operating in an increasingly sexualised culture which is spilling over into the classroom.

“We need to be aware of the problem and crack on with plans for family-friendly internet filters, clean wi-fi and improved adult content blocks on mobile phones, as the Government has promised”.

Last week the Association of Teachers and Lecturers heard that girls as young as 13 are taking part in homemade porn movies, and the NSPCC has seen a rise in the number of girls calling ChildLine claiming to have been victims of sexual violence.

NSPCC spokesperson Jon Brown called for teachers to be given proper training to deal with the issues.

In 2011 Chevonea Kendall-Bryan, 13, fell to her death from a block of flats whilst begging a boy to delete a secretly recorded sex video of her.

A spokesman for the Department for Education said: “Exclusions for sexual misconduct are extremely rare and are decreasing, with these statistics representing less than 0.05 per cent of pupils across the country” = 2735.

<http://www.telegraph.co.uk>

TEXT 4

COMPUTERS BLAMED FOR CHILDREN'S BAD BACKS

Teenagers are at increasing risk from back and neck pain due to their inactive lifestyles and an excessive use of technology.

Computers and mobile telephones are causing an increase in back problems for teenagers, with 40 per cent of children suffering pain, a study has claimed.

Researchers warned parents that their teenagers are at increasing risk from back or neck pain due to sedentary lifestyles and excessive use of technology.

The British Chiropractic Association (BCA) research showed that 40 per cent of 11 to 16-year-olds in Britain have experienced back or neck pain.

More than one in seven parents (15 per cent) said their son or daughter's pain was a result of using a laptop, tablet or computer.

The survey of more than 460 parents of 11 to 16-year-olds also claimed that nearly one in four teenagers (23 per cent) was spending between two and four hours a day watching television.

A quarter spend the same amount of time on a laptop, tablet or desktop computer.

Chiropractors are noticing a rise in the number of young people with neck and back problems due to their lifestyle.

The BCA is encouraging parents to limit the time children spend using technology, and instead encourage more active pastimes over the Easter holidays. Young people spend more time on games consoles (33 per cent) than an activity such as riding a bicycle (12 per cent).

Asked how much time their teenager spends on a bicycle, more than one in five parents (21 per cent) admitted that their child did not even have one.

Nearly half of parents polled acknowledged that their children did not spend enough time exercising, despite National Health Service guidelines stating that children and young people between five and 18 need to do at least one hour of physical activity every day.

Commenting on the study, which was conducted to mark Chiropractic Awareness Week, Rishi Loatey, a BCA chiropractor said: “We are seeing more and more people under the age of 16 with back and neck pain and technology is so often the cause. Young people are becoming increasingly sedentary, which is damaging their posture.

“There is the tendency to sit in a hunched position when working on computers and laptops, putting a lot of strain on the neck”.

“Learning how to sit properly and keeping active will help to keep young people healthy and pain free. It’s important that parents seek help for their children from an expert as soon as any pain starts. If conditions are left untreated it could lead to chronic back and neck problems in later life”.

The BCA has developed “Straighten Up” — a simple, three-minute exercise programme for all ages, designed to help strengthen the spine and improve posture and help joints.

The programme for children advises them that staying still for a long time is bad for the spine and encourages them to limit time spent sitting at a computer or watching television to no more than 40 minutes at a time. It also tells them that when using a PC or a computer console they should sit comfortably with the spine supported. “It can be difficult to realise that a posture is painful if being distracted by the games,” it advises = **2500**.

<http://www.telegraph.co.uk/>

TEXT 5

TOP 10 TIPS TO HELP CHILDREN DEVELOP HEALTHY HABITS

You can help your child develop healthy habits early in life that will bring lifelong benefits. As a parent, you can encourage your kids to evaluate their food choice and physical activity habits. Here are some tips and guidelines to get you started.

1. **Be a good role model** — You don't have to be perfect all the time, but if kids see you trying to eat right and getting physically active, they'll take notice of your efforts. You'll send a message that good health is important to your family.

2. **Keep things positive** — Kids don't like to hear what they can't do, tell them what they can do instead. Keep it fun and positive. Everyone likes to be praised for a job well done. Celebrate successes and help children and teens develop a good self-image.

3. **Get the whole family moving** — Plan times for everyone to get moving together. Take walks, ride bikes, go swimming, garden or just play hide-and-seek outside. Everyone will benefit from the exercise and the time together.

4. **Be realistic** — Setting realistic goals and limits are key to adopting any new behavior. Small steps and gradual changes can make a big difference in your health over time, so start small and build up.

5. **Limit TV, video game and computer time** — These habits lead to a sedentary lifestyle and excessive snacking, which increase risks for obesity and cardiovascular disease. Limit screen time to 2 hours per day.

6. **Encourage physical activities that they'll really enjoy** — Every child is unique. Let your child experiment with different activities until they find something that they really love doing. They'll stick with it longer if they love it. Check out these activities for kids.

7. **Pick truly rewarding rewards** — Don't reward children with tv, video games, candy or snacks for a job well done. Find other ways to celebrate good behavior.

8. **Make dinnertime a family time** — When everyone sits down together to eat, there's less chance of children eating the wrong foods or snacking too much. Get your kids involved in cooking and planning meals. Everyone develops good eating habits together and the quality time with the family will be an added bonus.

9. **Make a game of reading food labels** — The whole family will learn what's good for their health and be more conscious of what they eat. It's a habit that helps change behavior for a lifetime. Learn more about reading nutrition labels.

10. **Stay involved** — Be an advocate for healthier children. Insist on good food choices at school. Make sure your children's healthcare providers are monitoring cardiovascular indicators like BMI, blood

pressure and cholesterol. Contact public officials on matters of the heart. Make your voice heard = **2216**.

<http://www.heart.org/>

TEXT 6

THE INTERNET CAN HARM, BUT CAN ALSO BE A CHILD'S BEST TOOL FOR LEARNING (Part I)

From working with children and the internet for the past 15 years, I have learnt that it can be as harmful as we want it to be. If a child is alone with the internet, and no one else is around, the web can be a deadly, subversive, filthy and perverse place. The internet is our collective consciousness and human consciousness is not always pretty.

When children access the internet on large, publicly visible screens in safe and public surroundings, the net can be their most beneficial friend. Groups of children can learn almost anything by themselves, using the internet. I have evidence of this from all over the world.

There is a perception that the internet is “full of rubbish” and that children will learn incorrect things from it. I have seen no evidence of this. When children work in groups around a computer and research a subject or topic, they invariably find the right answers. This is because they interact with each other and quickly correct erroneous notions.

The internet itself is self-correcting and there is, actually, very little “rubbish” on it that is not marked as rubbish by millions of users. Of course there are issues that have no clear answers at all — such as in religion or politics. Children should be sensitised to avoid these subjects. They will benefit by doing so.

Children who access the internet from such safe, self-organised learning environments gain immensely over ones who don't. They learn to read sooner and better, they gain in self-confidence and they retain what they have researched for much longer than that gained through traditional rote learning.

The internet enables children to talk to people anywhere in the world. If such interaction is in safe, public spaces with large screens and clear audio, the effects can be dramatic. Retired teachers, grandmothers, storytellers, clowns and magicians become available

to children everywhere. Since 2009, a “granny cloud” that I helped build has been interacting with children in remote areas with great mutual advantage = **1686**.

<http://www.theguardian.com/>

TEXT 6

THE INTERNET CAN HARM, BUT CAN ALSO BE A CHILD’S BEST TOOL FOR LEARNING (Part II)

There is a myth that computers make children more isolated and antisocial. Computers don’t do anything of the sort. We, the adults, do, by giving children access to the internet alone in their rooms with tiny devices. We ask for trouble and we get it. So, put your computer in the living room, get a big, high-definition monitor that everyone can look at, tell children they can do what they like on it.

Don’t put up firewalls; a child confronted with a firewall will desperately want to know what is behind it. Don’t buy little tablet phones for children; buy big tablets with a Bluetooth phone. Goodbye privacy — goodbye danger.

But, then, what about all the strange and horrible things we adults do on the internet? The internet is not a monster we have created. It is us. Our collective consciousness and, unfortunately, our collective subconscious. We like our privacy. We don’t like others to look at our screens when we do our emailing. We don’t “do” Facebook in public. It is our secretiveness that makes the internet a dangerous place.

Here we — in our billions — look at, contribute to, create and lay bare a collective statement of the subconscious of *Homo sapiens*. Since the time we evolved, our brains have protected our primitiveness by hiding it away in our subconscious. We have chosen to make this public. And then, we worry about our children.

Animals don’t get turned on by pornography about their own species because they are not particularly wired for privacy. Did we make a wrong choice somewhere?

We have wired ourselves for privacy, and all our technology is designed around that. We say things to each other that we don’t want others to hear. Whose problem is that, the listener’s or the speaker’s?

If someone listens (or taps your phone), he is a criminal. You are not, even if you were ordering a mass execution.

We could change this, with a simple technological design decision. If any communication or computing device were to be built such that any activity on it is visible on all other devices, we would have to build a world without secrets. The subconscious would be delegated to where it belongs. If most of the natural world can do without secrets, so can we = **1810**.

<http://www.theguardian.com/>

TEXT 7

BREAKING THE CYCLE OF ABUSE

Child abuse — which has dominated the headlines over the past year as a result of the Savile inquiry and other high-profile child-cruelty cases, and which is often presented as one of the country's most intractable problems — could be reduced by 70% by the year 2030, delegates to a Guardian debate were told.

Plenty of research exists, and more work is being carried out, that shows what could and would lead to a dramatic reduction in the incidence of maltreatment of children. The biggest difficulty is persuading not only decision-makers, but also the public, that preventing child abuse is possible, given the right steps.

But what's needed first, participants at the roundtable debate — sponsored by the NSPCC — heard, is a shift in the way the media perceives the problem: too often, one participant remarked, tabloid-newspaper coverage focuses on a witch-hunt and not on the issues that create a culture in which abuse is allowed to continue.

The debate focused on the fact that children who are abused are much more likely to become adults who abuse (between 30% and 40% of people who are abused as children go on to become abusers themselves) — so it is vital to concentrate efforts on families that could be identified as being at greater risk of abuse. Supporting those families would pay huge dividends in the long term because reducing the incidence of abuse in the short term would have the knock-on effect of reducing the number of adults likely to become abusers in the decades ahead = **1245**.

<http://www.theguardian.com/>

ПЕДАГОГИКА И ПСИХОЛОГИЯ (PEDAGOGY AND PSYCHOLOGY)

Прочтите тексты и ответьте на вопросы, следующие за ними.

ТЕХТ 1

DYING TO BE THIN (Part I)

Kathy is on a special diet. She weighs 45kg and her target weight is 50kg. Very few people try to put on weight, but Kathy has a very good reason for eating more. She is recovering from the killer disease known as anorexia.

Kathy's problems began when she was sixteen years old. She had always been conscious of her figure, but had never thought of dieting until one summer's day at school. As she sat on a low wall in the playground enjoying an ice cream from the school canteen, a teacher jokingly told her that she would get fat if she ate too many sweets.

Kathy took those words to heart and began a diet which would last for the next twenty years of her life. She quickly lost a lot of weight and began to look too thin. Her mother was very worried and took her to see the doctor. "In those days, anorexia was not taken seriously", says Kathy. "The doctor just told me to go home and eat plenty of big dinners!"

When Kathy left school later that year, she began a modelling course. Unfortunately, this only made her problem worse. "Modelling was possibly the worst career I could have chosen", she admits. "I was surrounded by girls who were even thinner than me, and it made me feel terrible".

Modelling didn't work out for Kathy, so, at the age of eighteen, she joined the police force. She continued to lose even more weight and soon her friends began to ask her if she was ill. "I thought they were jealous of me for being so thin", she smiles sadly, "but actually I looked awful".

Kathy was still living at home with her family, so she found it difficult to go without food. Instead, she would eat and then make herself

sick straight afterwards. “I realized that it was wrong”, she says. “I didn’t know what anorexia or bulimia were, but I knew that I had a problem. The trouble was I couldn’t stop”.

When she was twenty-three, Kathy married an engineer named Steven. They had two children, David, who is now twelve, and Christine, who is ten. “I ate normally while I was pregnant”, Kathy says, “but as soon as the babies were born, I started starving myself again” = **2075**.

Answer the following questions:

1. Why is Kathy on a special diet?
2. When did Kathy begin dieting first and why?
3. What was the doctor’s advice? Did it work?
4. Why does Kathy think that modelling was the worst career she could have chosen? Did it work?
5. Did her marriage change Kathy’s life? In what way?

TEXT 1

DYING TO BE THIN (Part II)

Soon she was down to a pitiful 30 kg.

“All I ever ate was salad and apples”, Kathy admits. “I drank water and black coffee and I used to run up and down the stairs trying to burn off the few calories I gained”. But even though her bones showed through her skin and she was dangerously underweight, Kathy still believed that she was fat.

Then, one day, Kathy read a magazine article which changed her life. It was about a young woman who had died of cancer. “I suddenly realized that I had everything I could ask for and I was throwing it all away. While other people were fighting for their lives, I was killing myself with my eating disorder”.

At that very moment, Kathy made up her mind to get over her illness. She gave up exercising, stopped making herself sick and started writing a book about her experiences. She also gave a talk on eating disorders at her children’s school. It was such a success that she was invited to visit other schools around the country.

She has had a very good response from her talks, although it upsets her that many teenagers seem to believe that it is attractive to be dangerously thin. The fascination with celebrities and their weight is one issue that she feels very strongly about. “I believe that there is a link between media images and eating disorders. It makes me angry that the media only shows the positive side of thinness”.

She feels that magazines not only fail to inform their readers about how celebrities stay so fashionably slim but also about the risks of excessive dieting. “I want children to understand that their health is more important than trying to conform to a certain image”, said Kathy.

Kathy and her family are relieved and happy that she has managed to overcome her problem and now her main ambition is to prevent others from going through the same nightmare. “I am very lucky,” she says. “A lot of people never recover from anorexia. Now, if I can save just one person from the horrors of eating disorders, it will make my experience seem worthwhile” = **2015**.

Answer the following questions:

1. Kathy still believed that she was fat, didn't she?
2. What changed Kathy's life? In what way?
3. What does she say about the media? What role did advertising and career play in Kathy's obsession with her weight?
4. Has she managed to overcome her problem?
5. Is she lucky now?

TEXT 2

**LIVING OUT LOUD
(Part I)**

Timothy Stevens has lived most of his life in a silent world. Until six months ago, he had never heard his mother's voice, never listened to music and never heard the sound of birds singing or the laughter of his playmates.

Timothy was born deaf. His mother, Sandra, knew that something was wrong with her baby son, because he did not have the same reactions as other babies. “If I didn't look into Tim's eyes, he didn't seem to know I was there”, she says.

When he was eight months old, Sandra took Timothy to the hospital and explained why she was worried. The doctors carried out hearing tests and decided that Timothy must be a little backward. However, Sandra knew that the problem was more serious than that.

Sandra insisted that the hospital should send Timothy to a specialist for more tests. Unfortunately, it was a long time before a specialist would see him. Finally, when he was almost two years old, Timothy and his mother went to a children's hospital in Manchester where the staff had plenty of experience in dealing with deaf children.

Sandra was relieved to find people who would listen to her. At last, someone believed her when she told them that her son was deaf. "Doctors often think that mothers worry too much about their children and that they always think the worst", she smiles. "I knew I was right about Tim, but it took almost two years before the doctors would agree with me".

However, even Sandra had not imagined that Timothy's condition could be as serious as it was.

A full examination showed that Timothy was completely deaf. Doctors told Sandra that there was no chance that his hearing would ever improve.

Sandra was shocked to learn that the only hope for Timothy was to have a bionic implant.

This would mean having an operation to put a special receiver in Timothy's head, with electrodes connected to the nerves in his ears. The electrodes would send electric signals to his brain, which would allow him to hear them as sounds.

The implant would not allow Timothy to hear perfectly, but it would be the only way for him to ever have a chance of overcoming his deafness. After checking that there was no serious risk involved, Sandra put Timothy's name on the waiting list for the operation = **2238**.

Answer the following questions:

1. Why has Timothy Stevens lived most of his life in a silent world?
2. How did his mother learn that her son was deaf?
3. What did the doctors say about the eight-month boy? What did his mother say about it? Was it difficult for Sandra, Timothy's mother to make the doctors agree with her?
4. What was the result of a full examination?
5. What would be the only way for Timothy to have a chance of overcoming his deafness?

TEXT 2

LIVING OUT LOUD (Part II)

Because he was so young, the doctors decided that Timothy should be given the implant as soon as possible.

Three months before his third birthday, he went into hospital to have the operation that would change his life. “I have to admit, I was very worried”, says Sandra, “but only hours after he came out of theatre, he was playing with the other children on the ward and I knew he was going to be fine! I couldn’t wait to find out whether or not the operation had been successful”.

The moment of truth came on Timothy’s third birthday, when the doctors switched on the implant for the very first time. Timothy played with toys in the doctor’s surgery while a speech therapist played different sounds and checked his reactions. When Sandra said, “Hello Timothy”, and he looked into her eyes, she cried tears of happiness.

Timothy is now enjoying a life full of sound. He has already learnt several words and phrases which allow him to communicate with his mother.

He is also attending the local nursery school where he likes nothing more than to make as much noise as possible as he plays with his friends.

Timothy celebrated his fourth birthday last week.

His presents included a variety of musical instruments which he loves to play with. “He is driving me mad with the noise he makes”, laughs Sandra, “and that’s something I never imagined I would complain about! For me, though, the greatest gift of all is to hear my son talking and to know that he can hear me when I speak to him” = **1482**.

Answer the following questions:

1. What was the reason for being given the implant as soon as possible?
2. When did the moment of truth come?
3. What is the result of the operation?
4. Does Timothy enjoy his life now?
5. What did the boy receive for his fourth birthday?

TEXT 3

A WEB OF LIES? (Part I)

Jane Wilshere explores the effect that the World Wide Web is having on school life.

The incredible growth of the Internet over recent years has caused problems for parents and teachers. Parents worry about which sites their children spend time on, who they chat to online and the possible effects that computer games might have on them. For teachers, meanwhile, the main worry is the way the Internet makes cheating easier!

School and universities say there has been a huge increase in plagiarism — talking other people's words and ideas and pretending that they are own. In the past, anyone who wanted to copy had to go to a library, find the right books, read through them, find the sections they needed and then physically write down the words they wanted to use. Nowadays, though, students can simply copy extracts from websites — while really desperate students sometimes copy whole essays! As if this wasn't bad enough, sites offering to actually do homework — at a price — have also started appearing.

Despite all this, we shouldn't assume that the Internet only brings problems. Indeed, you could say that for every problem the Internet creates, it also brings a solution. Parents can now use sophisticated control to stop kids accessing sites that might do them harm whilst new software helps teachers to detect copied work immediately = **1345**.

Answer the following questions:

1. What problems has the Internet caused for parents and teachers?
2. What is plagiarism? Is it good or bad?
3. Can you prove that the Internet brings only problems? What solution does the Internet bring?
4. What is the hardest thing for today's teachers?
5. Give the example of the positive idea of the Internet, mentioned in the text.

TEXT 3

A WEB OF LIES? (Part II)

Many teachers, of course, are already able to recognise when someone is cheating! ‘Some students suddenly start using words they can’t possibly understand like ‘dialectical antagonism’, ‘explains one teacher, ‘or parts of their essays feel different. In fact, one of my students recently gave me an essay he’d copied from the Web and it even contained Web advertisements — AND the name of the original author!’

One of the hardest things for teachers today is deciding how to mix modern technology with traditional study skills — and how best to use the Web in class. As more and more schools install computers in every classroom, the role of the teacher is changing. Making sure students don’t just copy things and do how to quote copied work properly is part of their job, but so is designing suitable projects.

My 13-year-old son is currently working on a project that involves listening to all the trees in our town. Along with three other students, he has to photograph them, write about their characteristics, and describe the fruit and flowers they produce and so on. This all uploaded onto a website, and this group discusses their work on Messenger. Finally, they’ll give a PowerPoint presentation about their ideas to the class. Instead of helping him cheat, the Web is actually helping him learn about school subjects while also helping to develop his life skills and social skills! = **1373**.

Answer the following questions:

1. What helps teachers to understand that the students are cheating?
2. Give the example from the text.
3. What is the hardest thing for today’s teachers?
4. Why is the role of a modern teacher changing?
5. Give the example of the positive idea of the Internet, mentioned in the text.

TEXT 4

WHEN YOU THINK, DO YOU USE YOUR OWN HEAD? (Part I)

The Social Animal

Do you always stand up for what you believe? Do you ever buy something just because everyone else has got one? It can be difficult to admit, but often what we think our own decisions are, actually, have more to do with the prejudices and habits of our society than with us as individuals.

The influence of the society we live in is much stronger than we like to think. We tend to follow the herd so that we don't find ourselves alone or ridiculed or to avoid making a mistake and making life more difficult for ourselves. Keeping your independence requires a huge psychological effort. Following the herd on the other hand means being accepted, not taking risks and not finding yourself alone.

Human beings have always preferred to be part of a group. It was an evolutionary necessity: since the beginning of time, humans have lived in groups to find food and defend themselves. When in doubt, it was always better to do what everyone else was doing.

Tell me how you live...

How conformist or not we are depends very heavily on how we live. In the agricultural societies of the past, humans lived in groups because many people were needed to work the land. Hunters and fishermen on the other hand could live and work on their own and became independent both in the way they lived and the way they thought. In later authoritarian societies you had to think like everyone else in order to stay out of trouble.

On the surface, Western culture appears to value the individual highly but the reality is quite different. In these societies making your own way has a cost. There are also many pressures on the individual, such as fashion, the media, or a particular definition of what makes a person successful, which push people in a particular direction. = **1750**.

Answer the following questions:

1. What are the decisions we make really based on?
2. Do you always stand up for what you believe or do you sometimes keep your thoughts to yourself to avoid argument?

3. Why do we tend to follow the herd? What does following the herd mean?
4. Why have human beings always preferred to be a part of a group?
5. Why, in the past, were hunters and fishermen more independent in the way they thought than farmers?

TEXT 4

WHEN YOU THINK, DO YOU USE YOUR OWN HEAD? (Part II)

The English? “Cold and antisocial!”

People travel a lot more today than they used to but cultural stereotypes still persist. It's easier that way. Stereotypes allow us to categorise people and situations in a few seconds and in that way they give us the illusion that we are in control of something we know nothing about. In a way they are a type of simplified 'guide book', helping us to understand things which are more complex.

An American team from the National Institute on Ageing did an international study of current stereotypes. The team studied people from 49 countries to see whether they fitted their national stereotype. The result? They did not! The biggest surprise, though, was that people in those countries actually thought the stereotype was accurate. English people said that they were 'reserved and introverted' (in fact, they are one of the most sociable nations on the planet); the Americans described themselves as competitive (when, in fact, they are extremely altruistic). So, you could say that stereotypes are a way for people to maintain a sense of their own identity, highlighting how they think they are different from one another.

Use your own head

Defending your opinion can make other people change their minds. Passionately defending your opinion actually makes people admire you. People who think with their own heads tend to be confident and have high levels of self-esteem.

But it does not pay to be creative and original whatever the cost. First, it isn't possible and second it could be quite damaging. If you constantly questioned what you believed or what you were doing, you would get nowhere... fast! = **1600**.

Answer the following questions:

1. What do stereotypes allow us to do?
2. What surprising factor did the study of stereotypes reveal?
3. Can you say that stereotypes are a way for people to maintain a sense of their own identity?
4. What can make other people change their minds?
5. What do people tend to be who think with their own heads?

TEXT 5

**LANGUAGE AND DYSLEXIA
(Part I)**

The dictionary defines dyslexia as “a difficulty with reading and writing often including a person’s inability to see the difference between some letter shapes”. It can also mean that the brain reverses the order of letters in a word, creating great reading and writing difficulties. Some of you may suffer from a form of this disorder, mild or severe; most likely you know someone who does. It is not uncommon, and is often the cause of students’ inability to achieve normal reading levels. But can it affect your ability to learn a second language?

The scientific magazine *Nature* published a study which showed that the reading disorder may vary with culture. For example, Chinese speakers who suffer from this condition have different brain abnormalities than dyslexic English speakers. It suggests that treatment for the disorder may vary according to language spoken by the person with the disability.

Dyslexia affects up to 10% of the people around the world; however, most past studies only looked at dyslexics who spoke alphabet-based languages like English, Italian and French. = **1084**.

Answer the following questions:

1. What is the dictionary definition of dyslexia?
2. What can dyslexia affect?
3. What did the scientific magazine *Nature* reveal?
4. Treatment for the disorder may vary according to language spoken by the person with the disability, may not it?
5. What has research been based on up until now?

TEXT 5

LANGUAGE AND DYSLEXIA (Part II)

Learning to speak Chinese involves a different mental task, requiring the memorisation of about 5,000 to 6,000 characters, each of which corresponds to a different word. So dyslexic Chinese speakers have trouble converting symbols into meanings, not letters into sounds. “Until now, the main theory in the literature was that dyslexia in all languages would have a single universal biological origin”, said one of the research fellows authored the study at the National Institute of Mental Health, a US government agency. “But the I Chinese language is so different from English and other alphabetic languages that we assumed that the neurobiological basis could not be the same”.

While Chinese children suffering from dyslexia showed deficits in the left middle frontal gyrus of the brain (where shapes, meaning and pronunciation are coordinated), dyslexic native speakers of English showed multiple areas of the brain affected. It is a slightly different story with bilingual speakers, who use just one brain region for different languages. Chinese speakers who learn English use the left middle frontal cortex — not the left temporoparietal cortex, which native English speakers use. Based on this, a person who is dyslexic in Chinese should also have difficulty reading in English. But further studies must be carried out to prove this. What is known is that dyslexics tend to be quite a heterogeneous group; no two dyslexics are alike. In fact, Winston Churchill, Albert Einstein, Walt Disney, Thomas Edison, Hans Christian Andersen were all dyslexic! = **1555**.

Answer the following questions:

1. What difficulties do dyslexic Chinese speakers have?
2. What assumptions have the researchers made?
3. What areas of the brain does dyslexia affect?
4. What do researchers still need to prove?
5. What outstanding people were dyslexic?

TEXT 6

THE SLEEP MUSEUM (Part I)

Most people think about sleep only when they don't get enough of it. In which case, a trip to the Sleep Museum in Vermont, USA, might help. The owner of this museum is Dr J.Allan Hobson, a psychiatry professor and sleep researcher at Harvard Medical School.

Dr Hobson is working with a local school district in the northeast corner of the state to develop a sleep curriculum that he hopes to eventually distribute nationwide to different grade levels. The students visit the small interactive sleep museum after four weeks of lessons on brain function and sleep. Inside the museum you'll find a sleep chamber (a small windowed room where subjects sleep as their brain rhythms are recorded), a preserved brain, and multimedia presentations about the brain and dreams. It is also, in many ways, a showcase for the brain as a work of art, with scientists' detailed sketches and a framed painting of a human brain. It is an opportunity for students to supplement classroom lessons with a three-dimensional view of the brain and its activities, helping them grasp the brain's complexity and its functions.

The idea of preparing students with lessons before they visit the museum came to Dr Hobson because students used to visit the exhibit with minimal knowledge of the brain and would leave without a full appreciation of it. "The school visits were all poorly organised. Students would get inside the museum and they would push every button to see if things moved. They didn't understand everything", he said. "I thought it would be better if they came to the museum after they'd had a few lessons on a subject like sleep" = **1619**.

Answer the following questions:

1. When do most people think about sleep? Do you have enough sleep?
2. Who is Dr Hobson working with?
3. How often do the students visit the small interactive sleep museum?
4. What is there inside it?
5. Why did Dr Hobson decide to prepare students before visiting the museum?

TEXT 6

THE SLEEP MUSEUM (Part II)

About two years ago, Dr Hobson took his idea to Scott Graham, the superintendent of the Caledonia North School District. Mr Graham immediately agreed to go along with the experiments and allowed two middle school science teachers, Lois Michaud and Alison Chadboard, to develop a curriculum with Dr Hobson. “Our kids hadn’t had anything about the brain previous to this”, Ms Michaud said. “The question was, how do we have them experience the fact that during sleep there is a lot of stuff going on in your brain? So, we had them do activities like keep a sleep log, but with no dream stuff because it might not be appropriate to talk about in school”, she added. They could say they had a dream but not talk about the content, and how they went to sleep, whether they stayed asleep all how they felt the next day. The goal was to get students to demonstrate an understanding of how bodily systems are connected and how that connects with sleep. Students were also expected to learn what happens when the sleep cycle is disrupted and how the body adapts to changes in its equilibrium, like sleep deprivation.

The four-week lessons start with a two-week introduction to the brain and its structure and what functions are controlled by different parts of the brain. Students become familiar with neurotransmitters and how they affect mood and hunger, and with dendrites, fibres that receive and transfer information. The next two weeks, students study the sleep cycle, learning that they sleep so much because growth hormone is secreted during sleep — and if they do not sleep they will have shorter attention spans and use calories less efficiently. The lessons also cover dreams, and students are encouraged to discuss three theories about why people dream: to reorganise and refresh the brain; to help people remember things; and to help people work out unsolved problems. Students also explore the psychology of dreams, including possible reasons for nightmares and dream content, but they are urged not to analyse one another’s dreams.

Student visitors to the museum climb into the sleep chamber and view sketches of the brain and frame-by-frame photos of people sleeping.

Then they question Dr Hobson during discussion time in a five storey library that holds thousands of slides and books. Dr Hobson says the students' visits are exactly what he had imagined — students with a working knowledge of the brain, sleep and dreams excited to watch interviews of sleep subjects and analyse their dreams. They ask dozens of questions, including the theoretical, like how animals dream, and the personal, like how Dr. Hobson got into the field.

A student who participated in the four-week course on sleep and the brain, Amber Powers, said, “The thing I found most interesting was all the different pictures I saw, things done by hand, very detailed drawings done with a camel-hair brush. A couple of them almost looked like frogs, they were so detailed. It was really cool to see the sleep chamber where these experiments took place and the monitors that showed the waves of the brain in different stages of sleep. You could really see how they differed”.

She also said the lessons showed her she was sleeping a few hours less than the 11 hours recommended for a 13 year old. Her sleep journal showed that she played with her cats, getting hyped up before bed or watched television and was unable to turn it off. She has since started reading or doing relaxing activities to help her slow down before bedtime = **2800**.

Answer the following questions:

1. Why did Mr Graham, the superintendent of the Caledonia North School District, agreed to go along with the experiments?
2. What was the goal? What were students expect to learn?
3. What do students learn during a two-week introduction to the brain?
4. What do they do during the second half of the lessons?
5. Are the students' visits exactly what Dr Hobson imagined?
6. What things did one of the students, Amber Powers, find most interesting?
7. What did she learn about her own sleep?
8. What is the result of her visiting the museum?

TEXT 7

THE BOY WHO HAS WRITTEN FIVE FULL SYMPHONIES (Part I)

There is a composer studying at New York City's renowned Juilliard School of Music who some say is the greatest talent to come along in 200 years. He's written five full-length symphonies, and he's only 12 years old.

His name is Jay Greenberg, although he likes the nickname 'Bluejay' because, he says, blue jays are small and make a lot of noise. Recently he wrote a piece, *The Storm*, in just a few hours. It was commissioned by the New Haven Symphony Orchestra in Connecticut. He says that music just fills his head and he has to write it down to get it out. What's going on in Bluejay's head?

"We are talking about a prodigy at the level of the greatest prodigies in history when it comes to composition", says Sam Zyman, a composer who teaches music theory to Jay at the Juilliard School. "Composers like Mozart, and Mendelssohn, and Saint-Sans. And this is an absolute fact. This is objective. This is not a subjective opinion. Jay could be sitting here, and he could be composing right now. He could finish a piano sonata before our eyes in probably 25 minutes. And it would be a great piece".

How is it possible? Jay claims he doesn't know where the music comes from, but it comes fully written — playing like an orchestra in his head. "It's as if my unconscious mind is giving orders at the speed of light", says Jay. "I just hear it as if it were a smooth performance of a work that is already written, when it isn't" = **1425**.

Answer the following questions:

1. What is unusual about the person mentioned in the text who has written five full-length symphonies?
2. Why does he like his nickname 'Bluejay'?
3. What does the boy say about writing music?
4. How much time does it take the boy to write his symphonies?
5. In what way does he write his music?

TEXT 7

THE BOY WHO HAS WRITTEN FIVE FULL SYMPHONIES (Part II)

All the kids are downloading music these days. But Jay, with his composing programme, is downloading it from his head. He uses a computer programme to record his notes and play them back — that is, when the computer is up and running. Jay composes so rapidly that his computer often crashes.

“It’s as if he’s looking at a picture of the score, and he’s just taking it from the picture, basically”, says Zyman.

Neither of Jay’s parents are professional musicians. His father, Robert, is a linguist, and a scholar in Slavic languages and his mother, Orna, is an Israeli-born painter. “I think that when he was about two, he started writing and actually drawing instruments and we know that he was fascinated with music”, says Orna. “He drew a cello and asked for a cello, and wrote the word cello. We were surprised, because neither of us has anything to do with string instruments. And how did he know what a cello was?”

So, Jay’s mother brought him to a music store where he was shown a miniature cello. “And he just sat there. Then he started playing it”, recalls Orna. “And I thought, ‘How does he know how to do this?’”

By three, Jay was still drawing cellos, but he had turned them into notes on a scale. He was beginning to compose, and his parents watched the notes come faster and faster. He was writing anytime, anywhere. By elementary school, his teachers had no idea how to handle a boy whose hero wasn’t Batman, but Beethoven.

“He hears music in his head all the time, and he’ll start composing and he doesn’t even realise that he’s doing it”, says his father, Robert. = 1577.

Answer the following questions:

1. When is music downloading from?
2. Why does Jay’s computer often crash?
3. Are Jay’s parents professional musicians?
4. At what age did Jay become interested in music and how did it happen?
5. What does Robert’s father say about his son’s writing music?

TEXT 7

THE BOY WHO HAS WRITTEN FIVE FULL SYMPHONIES (Part III)

Jay's hearing is many times more sensitive than an average person's. The sounds of the city need to be shut out manually. But Jay can't turn off the music in his head. In fact, he often hears more than one new composition at a time. "Multiple channels is what it's been termed", says Jay. "That my brain is able to control two or three different 'musics' at the same time — along with the channel of everyday life".

By the age of 10, Jay was attending Juilliard, on a full scholarship. At age 11, he was studying music theory with third year college students. Jay also takes high school courses at another school. Courses his parents say he will finish when he's 14.

Elizabeth Wolff, a concert pianist, works with Jay on his piano technique. Jay writes things he can't play yet, and wants to perfect his piano skills, although he doesn't need the piano, or any instrument to compose.

What happens when Jay first hears a tune? "At first, I just listen, and then I start humming it. And then I go for a walk, because when I am inspired, I walk to the beat of the music. For example, if the beat is piano, I start rocking... and I often start conducting as well", says Jay.

But even though he's a genius, Jay's still a kid. When he gets bored, he gets restless, and starts improvising. Wolff says that once Jay took the Beethoven sonata they were working on and decided that everything would be interesting upside down and backwards. So he tried it. "I couldn't even follow it. He took the clefs and inverted them. The treble became the bass; bass became treble, and did it backwards".

How does Jay rank among other child prodigies? "To be a prodigy composer is very rare", says Zyman. "There are hundreds of thousands of bits of information that you need to master to be able to write a piece of music". Jay says he never revises one of his compositions. "It just usually comes right the first time" = **1889**.

Answer the following questions:

1. Can Jay turn off the music in his head? What happens in it?
2. What is unusual about his studies at school?
3. What happens when Jay first hears a tune?
4. Is it difficult for Jay to be a genius?
5. Why do they call him a prodigy composer?

TEXT 8

**WHO SAYS WHO IS MAD
(Part I)**

Rosenhan wondered what would happen if a number of entirely sane people attempted to gain admission to a mental hospital by pretending to have one of the symptoms of insanity. Would these sane individuals be classified as insane? If they were admitted to the mental hospital, would the staff realize that a mistake had been made?

The answers to these and other questions were obtained in a study in which eight normal people, five men and three women, attempted to gain admissions to twelve different psychiatric hospitals. They consisted of a young psychology graduate, a pediatrician, a psychiatrist, three psychologists, a painter, and a housewife. The twelve psychiatric hospitals were located in five different states on the East and the West Coasts of America. They also varied considerably, ranging from relatively new to old and shabby, and from good staff-patient ratios to severe under-staffing.

Each of the eight participants phoned the hospital asking for an appointment. Upon arrival at the admissions office, each of them complained of hearing voices (these voices were often unclear, but appeared to be saying 'empty', 'hollow', and 'thud'; they sounded unfamiliar but were of the same sex as the participant).

The only important elements of deception were the claims about hearing voices and falsification of the participants' names and occupations; the significant events in each participant's life were described as they actually happened. All of these sane people were judged to be insane, and all of them were admitted to hospital, apparently on the basis of their hallucinations. One of them was diagnosed as suffering from manic-depressive psychosis; the others were diagnosed as schizophrenic = **1717**.

Answer the following questions:

1. How many people took part in the study? What are they?
2. What did they complain of?
3. What are the elements of deception?
4. Were they admitted to hospital?
5. What were they judged to be? What were they diagnosed?

TEXT 8

**WHO SAYS WHO IS MAD
(Part II)**

As soon as these pseudo-patients had been admitted to the psychiatric ward, they stopped simulating signs of abnormality, although several experienced a brief period of nervousness and anxiety, because they felt they would immediately be exposed as frauds, which would be highly embarrassing.

While they were in the psychiatric ward, the pseudo-patient indicated that they were fine and no longer experienced any symptoms. In general, they behaved in a friendly and co-operative way. The only unusual aspect of their behavior was that they spent a fair amount of time writing down their observations about the ward, its patients, and the staff. To begin with, these notes were written secretly, but as it gradually became clear that no one took much notice, the note-taking was done quite openly.

The hierarchical structure of the various psychiatric hospitals was such that those of greater professional status had the least to do with their patients (and pseudo-patients). The average daily contact of the pseudo-patients with psychiatrists, psychologists, and doctors was 6.8 minutes. In view of this general lack of careful observation by those in authority, it is not surprising that the pseudo-patients were not released very quickly. The actual length of hospitalization ranged from 7 to 52 days, with 19 days being the average = **1338**.

Answer the following questions:

1. What did the pseudo-patients stop doing after having been admitted to the psychiatric ward?
2. In what way did they begin to behave?

3. What did they do in the psychiatric ward?
4. What is their conclusion about the psychiatric staff?
5. How much time did the hospitalization range?

TEXT 8

WHO SAYS WHO IS MAD (Part III)

The fact that all the pseudo-patients were released within a few weeks of admission may suggest that the psychiatric staff discovered that the pseudo-patients had been sane all the time. However, this was not the case. All the pseudo-patients were discharged with a diagnosis of ‘schizophrenia in remission’, indicating that the deception had not been detected.

Interestingly, several of the real patients became suspicious about the pseudo-patients were placed in wards containing a total of 118 patients, 35 of whom voiced their doubts. They said things like ‘You’re not crazy. You’re a journalist, or a professor. You’re checking up on the hospital.’ However most of them were reassured by the pseudo-patients ‘insistence that they had been sick before they came into hospital, though they felt fine once they had been admitted. Nevertheless a few of the bona-fide patients continued to voice the opinion that the pseudo-patients were sane.

If we accept these findings at face value, they suggest that the distinction between the sane and the insane is so blurred that it is entirely possible for the sane to be mistaken for the insane, at least by psychiatrists. Rosenhan wondered whether he could show the opposite effect, namely the insane being regarded as sane. He used as his testing ground a research and teaching hospital. The staff there had heard about the study just described, and had informed Rosenhan that they would not have proved so gullible = **1464**.

Answer the following questions:

1. What diagnosis were all the pseudo-patients discharged with?
2. In what way did the real patients behave? Were they suspicious about the pseudo-patients?
3. What is the distinction between the sane and the insane?
4. What did Rosenhan want to show?
5. Did the psychiatric staff know about the experiment?

TEXT 8

WHO SAYS WHO IS MAD (Part IV)

The first thing that Rosenhan did was to tell the staff of this hospital that one or more pseudo-patients would attempt to gain admission at some time during the following three months. Each member of staff was asked to observe all patients who presented themselves for admission or in the ward and say whether they thought they were pseudo-patients or genuine patients.

Judgments were obtained on a total of 193 patients admitted for psychiatric treatment. Forty-one genuine patients were judged with great confidence to be pseudo-patients by at least one member of staff. Nineteen patients were suspected of being frauds by one of the psychiatrists and another member of staff. In fact, none of Rosenhan's pseudo-patients sought admittance during this time. Apparently, then, mental hospital staff do sometimes think that people committed to their care are sane.

Rosenhan's main conclusion, which is tremendously important if it is true, was as follows: 'It is clear that we cannot distinguish the sane from the insane in psychiatric hospitals'. Part of the problem may be that, under normal circumstances, doctors and psychiatrists are more inclined to call a healthy person sick than a sick person healthy. It is obviously dangerous for a doctor to fail to take appropriate action when a sick person asks for treatment. A psychiatrist who refuses to hospitalize someone who has suspicious symptoms and asks to be hospitalized may face legal action if the patient subsequently commits suicide or murder, so it is natural for him to err on side of caution = **1561**.

Answer the following questions:

1. What was the first thing that Rosenhan did?
2. What was each member of staff asked to do?
3. How many patients were admitted this time? What were the staff's judgments about them?
4. What is Rosenhan's main conclusion?
5. Why is it natural for a psychiatrist to err on side of caution?

TEXT 9

THE MILGRAM EXPERIMENTS (Part I)

In 1961, a psychologist called Stanley Milgram conducted 40 experiments at Yale University. Each experiment involved three people: a “scientist” in a white coat, and a “learner” and a “teacher”. The “scientists” and the “learners” were actors and knew the real aim of the research. The “teachers” were just normal people. Milgram told them that the purpose of the experiments was to study memory and learning, but this wasn’t true.

The “teacher” was given a list of pairs of words to teach the “learner”, who was in another room and was out of sight. The “teacher” first read the whole list to the “learner”. Then the “teacher” repeated the first word of each pair and the “learner” had to remember the other word in the pair. If they were wrong, the “scientist” told the “teacher” to press a button to give the “learner” an electric shock — and with every wrong answer, the shock got stronger. The experiments were stopped after the “teacher” had given the maximum 450-volt shock three times.

Milgram observed all the experiments and recorded the point at which the participants refused to continue giving shocks. Before conducting his experiments, Milgram had asked his students what they expected the results to be. They predicted that only 1.2% of the “teachers” would give the maximum shock = **1296**.

Answer the following questions:

1. How many people were involved in the Milgram experiments? What are they?
2. What did Milgram tell them about the purpose of the experiment? Was it true?
3. Describe the roles of each person in the experiment
4. At what point were the experiments stopped?
5. What were the predictions about the results of the experiments?

TEXT 9

THE MILGRAM EXPERIMENTS (Part II)

The people who were the teachers believed that the learners were receiving real electric shocks, in fact, there were none. When “the teacher” pressed the electric shock button, it simply turned on a light in front of the “learner”. After a while, the actor who was playing the “learner” started to bang on the wall between him and the “teacher” and to shout in pain. At one point, the “learner” — who was an actor, remember — then complained about having a heart problem. Then, as the false shocks got stronger and stronger, the “learner” got silent.

Some of the “teachers” began to laugh nervously or show other signs of stress when they heard the screams coming from the “learner”. Many people asked to stop the experiment and wanted to check that the learner was OK. However, the “scientist” told them to “please continue”. He then said it was absolutely essential that they continued. Finally, the scientist told any people who still complained. “You have no other choice. You must go on”.

At the end of the experiment, 45% of the participants had given the final 450-volt shock, although many were very uncomfortable doing so; at some point, every teacher stopped and questioned what the purpose of the experiment was, but only one person out of the forty absolutely refused to give shocks before reaching the 300-volt level — a level which could still kill you.

So what was the real purpose of the experiment? During the Second World War, soldiers had participated in some terrible crimes that caused the deaths of millions of innocents. People couldn’t understand it. How could they all be so cruel? Why didn’t anyone stop the killing? Milgram wanted to investigate these issues.

The experiment showed that people found it very difficult to say no to people in authority — people more important than them and who wore a uniform. All the ordinary people who took part in Milgram’s experiments agreed to cause pain to another person just because a “scientist” in a white coat told them to. Most continued long enough to kill someone = **2035**.

Answer the following questions:

1. Did the “learners” actually get electric shocks?
2. Did any of the “learners” have heart problems?
3. Some of the participants found the experiments funny, didn’t they?
4. After hearing the banging and screaming, several participants got very worried. If they complain, were “the teachers” told to carry on with the experiment?
5. How many people gave the maximum shock?

TEXT 10

**HOW TO RATION THE TIME
YOUR CHILD WATCHES TV
(Part I)**

Parents too weak-willed, indulgent or exhausted to insist that their children turn off the television can take hope from a new gadget introduced in the United States. TV Allowance is an electronic disciplinarian that permits each member of the family a specific amount of viewing time and turns off the set when it runs out.

The machine was invented by an amateur scientist from Florida who said that his family life was being destroyed by battles with his children over the amount of time they spent in front of the box. It went on sale in America last month for \$99 (£55). It is being adapted to European sets and is expected to reach Britain early next year.

The principle is simple: every member of the family is allotted an individual code which must be punched into the machine to turn the television on; each minute watched deducts a minute from that person’s viewing allocation. The inventor, Randal Levenson, said that the machine teaches the young self-discipline and discrimination and, moreover, instils the essentials of capitalism since children can save their viewing time, barter it with each other or team up to maximise their resources.

“Initially I invented it just so I could stop yelling at my kids over the television, but it’s really more of a teaching tool than an authoritarian device”, Mr Levenson said.

“It teaches kids budgeting techniques, the art of the deal and business ethics” = **1406**.

Answer the following questions:

1. Why can't parents insist that their children turn off the television?
2. What is TV Allowance?
3. What was the gadget invented for?
4. What is its principle?
5. What did Mr Levenson think about invention?

TEXT 10

**HOW TO RATION THE TIME
YOUR CHILD WATCHES TV
(Part II)**

Parents can programme the machine not to turn on at certain times (mealtimes, or during homework hours) and, like most parental restrictions, it is unfair: parents are able to allocate themselves unlimited viewing time.

A recent survey revealed that the average American teenager spends three hours a day in front of the television, but authorities on child care are divided over whether a machine such as TV Allowance is the way to reduce television time, let alone maintain harmonious family relations. Some child psychologists argue that children should be weaned off television by persuasion and consultation and that house rules should be enforced by parents, not gadgets.

A number of satisfied customers report that the new contraption has successfully persuaded their children to look for other forms of entertainment. Others have found that their children simply alter their viewing habits: turning off the television during commercials, forcing younger siblings to surrender their viewing codes and refusing to watch anything recommended by their parents unless it is taken off the parents' viewing time = **1112**.

Answer the following questions:

1. Can parents control the machine and in what way?
2. What did a recent survey reveal?
3. What do some child psychologists think of the role of the gadget and parents' role in upbringing?
4. What do satisfied customers say about the new contraption?
5. What is the opposing viewpoint?

TEXT 11

GAMEBOYS AND GIRLS STAY IN TO PLAY (Part I)

Buy a computer, one mother explains, and life can never be the same again.

Like many 13 year olds, my son is a computer games hermit, emerging only to be fed and watered. Recently, to reassure me that he was not addicted, he volunteered not to touch the computer for a week. I kept a close eye on him for signs of cold turkey but apart from the fact that he recorded the music of his favourite games, so that he could listen to them on his Walkman, there was not one.

On the other hand, both his sister and I suffered as his boredom increased: I had not realised how we have created a life without him. Suddenly he was under our feet, muttering obscenities and flicking TV channels in the middle of our favourite programmes.

What he seemed to have lost was the sense that there was anything worthwhile to do other than indulge in the challenge of computer games. Suggestions from me to go and read, swim or play badminton got a grunt and a dark look. I guess the adrenaline rush of moving up a level on Lemmings cannot be compared with a gentle read or a few lengths of the local pool.

It may take another 10 years or so before society really knows the mental and physical effects of computer games on the young. Until then, parents can only feel their way in the dark as to how much and how often the games are allowed to be played.

My son and I have compromised on two computer-free days a week, plus a half-day at weekends. But the two free days seem to have become moveable feasts — they were to be Mondays and Wednesdays but very often I will get a telephone call from him after school, asking to swap days as he has got hooked into a game at a friend's house.

However, even on computer-free days we have negotiated that he can use the computer for things that I consider creative or useful, such as chess or writing simple programmes. Nevertheless, he is constantly trying to expand these boundaries. He will innocently ask over dinner, "Mum, is SimCity a creative game?" and when I agree that it probably is, as it asks more of a player than simply fast reflexes, he immediately demands to play it on a computer-free day = **2050**.

Answer the following questions:

1. Why did a 13-year-old boy volunteer not to touch the computer for a week?
2. Why did his sister and a parent suffer from it?
3. In what way can the boy's behavior be described? Was the boy fine?
4. What have the boy and his parents compromised to?
5. Is the boy satisfied with the computer-free days?

TEXT 11

**GAMEBOYS AND GIRLS STAY IN TO PLAY
(Part II)**

I am beginning to feel that the computer is slowly infiltrating our lives and that it will eventually emerge as a not-so-friendly despot, wielding its authority from the small box bedroom.

It seems a lifetime ago that I naively brought the family a computer for educational purposes, along with a couple of games as light relief between the maths quizzes. Games were simple back then and usually played at the pub between consenting adults after several pints of bitter. Space Invaders and Tennis were the hit favourites at our local. It was only on holiday at the amusement arcades that children were exposed to these seemingly innocent novelties.

Now, however, my son and his peers seem to find just living in the present moment tedious unless it is masked by a Walkman plugged into eager ears, a handheld computer game or the full fix of the computer terminal punching at full volume. This is supplemented by the ever-active television placed a foot or two from the terminal, so that any transitory moments of boredom, such as when a game is loading up, can be alleviated by a dose of cartoons.

I fear not only that these young people are becoming unfit from lack of exercise but that the involvement in these games is so intense that it results in high levels of stress. I have occasionally found my son flushed and shaking after an especially tense game — and particularly after competing against a friend.

No matter how often I explain to him my feelings about this — and he does appear to understand my anxieties about his health — the bottom line is, he has so much fun with this thing. His eyes come alive

when he relates the intricacies and cheats of a new game, and his friendships seem to be enriched through it. These days it is not who is the best centre-forward in the school team but the computer games wizard who is king, and my son is fighting for that crown = **1874**.

Answer the following questions:

1. What is the author's attitude to the computer and why?
2. What was the purpose of bringing it to the family?
3. What is happening to the boy now? How much time does he spend with the gadget?
4. What are the parents' fears?
5. What is the boy's reaction?

TEXT 12

THE MAN WHO SWAPPED LIVES (Part I)

One hot summer's day, a tall, slim man with close-cropped red hair drove into the small Scottish town of Forres and parked outside the offices of a law firm called Liddle & Co.

He knew many of the locals walking past, but they did not recognise him. Hardly surprising considering many thought that the man — lawyer Alistair Liddle — had died four years ago.

Back then he'd been one of the town's most respected residents. As well as running a law firm he was chairman of the Round Table and a regular at the local golf club.

Then, just before Christmas 1997, he kissed his wife of 18 years goodbye, set off for a meeting and never came back. While police hunted for his body and his picture appeared on BBC1's *Crimewatch*, he was busy setting up a new life 800 miles away.

And had it not been for an unlucky chance, Alistair Liddle would probably have remained missing, presumed dead, to this day. His true identity was only revealed when he was questioned by police on an entirely unrelated murder enquiry.

He later served six months behind bars for embezzling funds from his business to pay for his new life. And it was on his way home from prison that he stopped off in his old home town.

“It was weird”, he says, “but I couldn’t resist having a look around. No one recognised me, which is probably just as well” = **1309**.

Answer the following questions:

1. Why didn’t the locals recognise Alistair Liddle?
2. What had he been before the “death”?
3. When did he leave home and disappear?
4. When was his true identity revealed?
5. Was he surprised that nobody recognized him?

TEXT 12

THE MAN WHO SWAPPED LIVES (Part II)

Home today is a cottage in Penzance, where he lives with his new partner, Paula, 40, her daughter Janine, 11, and their own 18-month-old daughter, Jona.

Explaining why he felt the need to do a bunk, he says: “My home life was intolerable. My wife’s mother would come to visit for a day and end up staying for weeks. I felt she detested me”.

Alistair, 43, met his wife, Annamarie, on a school trip when they were kids. But after two decades together, they had drifted apart. “We had nothing to say to each other. I used to enjoy going out, but my wife preferred to stay at home. It got to the point where we couldn’t stand the sight of one another”, he says.

As well as his marriage hitting the rocks, his business was in trouble. “I was having serious problems balancing the books and couldn’t see a way out of it. Clients weren’t paying on time and I was getting more and more into debt”. Alistair became increasingly stressed and began hitting the bottle, later being accused of drink driving. By now his weight had ballooned to 20st.

“I was this pillar of the community and couldn’t face the disgrace. I was seriously considering suicide as the only way out. But then I read a newspaper article about someone who’d gone missing and started a new life, and it got me thinking”.

The day before he disappeared, Alistair went Christmas shopping with his wife. The next day he told her he was going to a Law Society meeting in Edinburgh and would return later that evening. He never came home = **1486**.

Answer the following questions:

1. What is his home today?
2. Why did he leave his family in 1997?
 - a) describe his family life;
 - b) his business.
3. Was there anything unusual the day before he disappeared or was it an ordinary day?

TEXT 12

THE MAN WHO SWAPPED LIVES (Part III)

Instead, he boarded a train to York, where he stayed in a hotel for a few days under a false name, cutting his hair and shaving off his moustache.

“I was relieved”, he says. “Feeling guilty was the last thing on my mind. I didn’t feel bad about my wife”.

He even left his widowed mother wondering if he was dead or alive. “I couldn’t send her a card saying I was OK, because then I could be traced. I did feel guilty about upsetting her but there was nothing I could do”.

His distraught wife filed a missing persons report with police, who searched fields for a body. Posters showing Alistair’s face popped up everywhere.

Meanwhile, the man himself worked his way to Penzance, picking daffodils for £50 a day. The weight fell off him and he went down to 13st.

Rob Fox, as he had named himself — Rob after Rob Roy, Fox in homage to what he saw as his own cunning — was beginning to forget all about the old Alistair Liddle. Until a local murder took place and he was caught up in the manhunt. Although not involved in any way, he gave them a false address when interviewed.

It was a foolish mistake. When the details were checked, everything fell into place. Alistair had never paid his £300 drink-drive fine and was promptly taken in handcuffs back to Scotland.

His astonished wife was informed that her husband was alive, but she declined an offer by the police to visit him in his cell. And who could blame her? While Alistair had been picking flowers in the Cornish sunshine, her home had been repossessed.

On Alistair's first date with widow Paula Pirie, who he met in a Cornwall nightclub, he admitted his secret double life. "I wanted to come clean immediately, so she could take me for what I was or call the whole thing off", he explained.

Paula gave him a chance, saying: "I found him funny, kind and easygoing — quite charming".

In January 2000, Alistair was charged with embezzlement and pleaded guilty to stealing £17,870. "I did something wrong and I paid the price", he says. "I hated being a lawyer anyway. I take things at a slower pace now. I don't miss anything about my old life" = **2089**.

Answer the following questions:

1. What did he do first after leaving home?
2. Did he feel guilty about his family?
3. What did he do in his new life?
4. Why was he revealed? What was his mistake?
5. Does he miss anything about his old life?

TEXT 13

**SHOULD SMACKING BAN GET BACKING?
(Part I)**

Most mothers believe the best way to discipline a naughty child is with a sharp smack. But this way of bringing kids into line could be banned.

Five European countries including Norway and Sweden have already outlawed smacking. Germany and Scotland are also considering a ban. So are we way behind the times and should we find other ways to discipline children?

Child experts have mixed views. Penelope Leach, author of best-selling *Baby and Child*, campaigns with anti-smacking group EPOCH.

She says “Children learn from example and every time you smack your child you tell him that aggression is okay.

“We all want our children to be self-disciplined but that comes through setting good examples not through endless punishment. The rule is to say no and mean it”.

Lynette Burrows, mother of six and author of *Good Children*, says: “Smacking is the best way to deal with a young child who doesn’t understand argument. It’s much less harmful than using emotional punishment which can easily escalate and damage a child”.

“Spoilt children are dreadful and if you don’t smack your child when he’s naughty he’s likely to be spoilt because you are teaching him he can get away with things”.

“It’s completely wrong for so-called experts to say they know better than parents. And the problems if this law were passed would be truly horrifying”.

Here, TESSA CUNNINGHAM talks to mothers with opposing views = **1387**.

Answer the following questions:

1. What is, most mothers think, the best way to discipline a naughty child?
2. What does one of the child experts, Penelope Leach, author of best-selling *Baby and Child*, think of smacking?
3. What does Lynette Burrows, mother of six and author of *Good Children*, say about smacking?
4. What will happen if you don’t smack your child when he’s naughty?
5. Is it right for so-called experts to say they know children better than parents? What would happen if the law banning smacking were passed?

TEXT 13

SHOULD SMACKING BAN GET BACKING? (Part II)

YES Violence solves nothing

Nurse Alice Cook has vowed never to raise a hand to her three-year-old son Jay — but she says that doesn't mean she's soft on discipline.

Alice, 39, who lives with husband Mick in London, says: "I would say I'm pretty firm with Jay. I set definite limits on what he can and can't do. He knows when I say no I mean it and I'm not going to give in even if he whines.

"It's much better to reward good behaviour and to teach by example. There are some things I insist on like bedtimes and brushing his teeth and I will not tolerate him hurting other children or drawing on the walls.

"But if he disobeys I don't punish him. I remove him from the situation and explain to him why I think he has behaved badly. For example he used to smack the cat. It never crossed my mind to smack him back.

"Instead whenever he did it I gave the cat a big cuddle. That showed Jay he wasn't going to get any attention by behaving naughtily and after a couple of weeks he stopped doing it.

"I try to keep one step ahead. I've made my home as childproof as I can and don't run round making sure he doesn't break things.

"The child will remember being smacked but not why.

"You may start off with a light slap but if the child keeps doing the same thing the thump will get harder. I definitely believe smacking should be banned.

"Of course he makes me furious but it's wrong to take out your frustrations on your child by hitting him. Instead I leave the room to cool off" = **1441**.

Answer the following questions:

1. Does not to raise a hand to children mean to be soft on discipline?
2. What does nurse Alice Cook say about definite limits on what her son can and can't do?
3. In what way should we teach children to behave themselves?

4. How did she manage to teach her son a lesson when he used to smack the cat?
5. What does Alice think of smacking in general?

TEXT 13

SHOULD SMACKING BAN GET BACKING? (Part III)

***NO* It helps kids to behave**

Claire Elford was a nanny for seven years before starting her own family. Her job convinced her that naughty children who are never smacked can end up spoilt. Claire, 27, lives in London with husband Craig and children Amelia, three, and 18-month-old Archie.

She says, “The parents I worked for were often very soft on discipline and didn’t believe in smacking so the kids got away with murder.

“They would whine until they got what they wanted by wearing their mums down. Many of them ended up spoilt because they knew they could get away with things.

“I vowed that was not going to happen with my children. I love them and I want them to grow up to be nice likeable people — not little monsters who think they can always have their own way.

“I definitely believe that light smacks are a very good way to discipline small children.

“They are too young to be reasoned with and simply get angry and frustrated if you sit them down and give them a long lecture on rights and wrongs. When Amelia is naughty I warn her not to carry on and if she persists I give her a light smack on the hand. She may cry but then she comes for a cuddle and we make up.

“Smacking defuses a situation. It’s much more scary for a child to see her mum losing her temper than for the child to have a quick smack before the situation gets out of hand.

“But certainly by the times she’s 10 I wouldn’t expect to be smacking her” = **1394**.

Answer the following questions:

1. What was Claire Elford before starting her own family?
2. What convinced her that naughty children should be smacked?

3. Why does Claire Elford believe light smacks are a very good way to discipline small children?
4. Why does she think that smacking defuses a situation?
5. Till what age is Claire going to smack her children?

TEXT 14

WAYS TO BEAT BULLIES

It's an ugly, cruel and unnecessary part of school life and is a source of misery for millions of children.

More than two million youngsters in the UK are bullied at some point in their school years. Of these, 40 per cent suffer bullying twice a week or more.

Childline receives about 20,000 calls a year from bullied youngsters while the charity Kidscape gets about 16,000 phone calls from the worried parents of bullied children.

One in 12 youngsters are bullied so badly it affects their education, relationships and even their job prospects in later life.

And in 10 to 15 cases every year the bullying reaches such a dreadful level that it drives the young victims to suicide.

This week the Daily Mirror's Beat the Bullies campaign has been looking at ways to eradicate the problem.

Today we offer 12 practical ideas for youngsters to deter bullies, plus five tips from children who have experienced bullying, to help children keep themselves safe and boost their confidence.

These clever methods are taught on special courses for bullied children run by Kidscape, the only national charity dedicated to beating bullying.

1 By law, schools must have a way of dealing with bullying. Use your school's anti-bullying policy to get help and if you're not sure how it works, talk to your teacher or headteacher.

Don't become resigned to being a victim. You CAN help yourself and get others to help you.

2 Tell a friend what is happening. It will be harder for the bully to pick on you if you have a pal with you for support.

3 Try to ignore the bully or say "No!" really firmly, then walk away. Don't worry if people think you are running away — it is very

hard for the bully to go on picking on someone who won't stand still to listen to their threats.

4 Most bullied children have negative body language — hunched up and looking at the floor. Try to stand straight and make eye contact with people.

5 If you don't want to do something, don't give in to pressure. Be firm. Remember, everyone has the right to say no.

6 Simply repeat a statement again and again: “No, you can't have my lunch money, no; you can't have my lunch money!” The bully will get bored because they are not getting anywhere and give up.

7 Make your phrase short and precise: Say “It's my pencil” or “Go away” firmly.

8 Don't show that you are upset or angry. Bullies love to get a reaction — it's “fun”. Keep calm and hide your emotions — the bully might get bored and leave you alone.

9 Make up funny or clever replies in advance. They don't have to be brilliant, but it helps to have an answer ready. Practise saying them at home. If the bully says: “Give me your sweets”, you could say: “OK, but my dog licked them so they don't taste very nice”.

10 Avoid being alone in places where you know the bully is likely to be. This might mean changing your route to school, or avoiding certain parts of the playground, or only using toilets when other people are there. It's not fair, but it might put the bully off. Remember, your safety is the most important thing to consider.

11 Stop thinking like a victim. If you have been bullied for a long time, you might start to believe what the bully says — that you're ugly, awful and no one will ever like you. This is “victim-think”.

12 Make a list of all the good things you can think of about yourself. Talk to yourself in a positive way. Say: “I may not look like a film star, but I'm good at maths and have a brilliant sense of humour” = **2800**.

Answer the following questions:

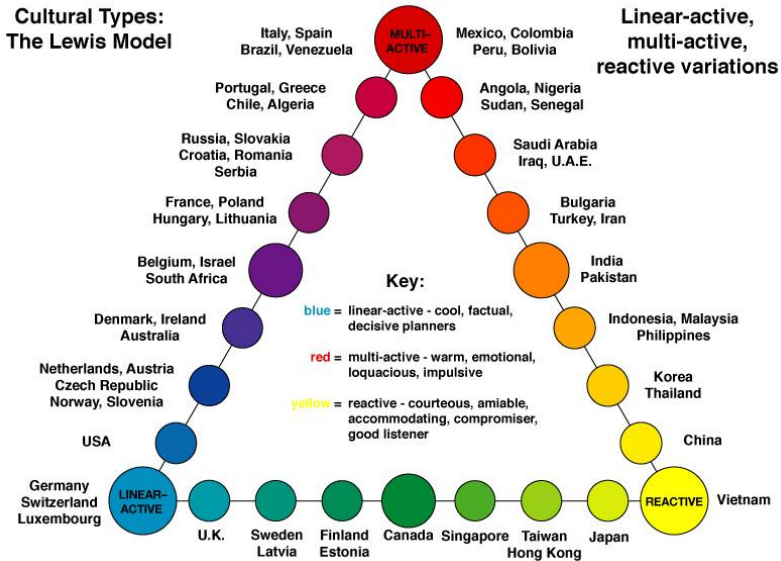
1. What is bullying?
2. What are the statistics of bullied children?
3. What can bullying affect? What are the consequences?
4. What is the purpose of Beat the Bullies campaign?
5. Where and in what way can bullied children in the UK be taught how to deter bullies?

КУЛЬТУРА, ТУРИЗМ (CULTURE AND TOURISM)

Прочитайте тексты и ответьте на вопросы следующие за ними.

TEXT 1

WHEN CULTURES COLLIDE



The Lewis Model of Cultural Types

Meet Richard Lewis. A world traveler and linguist who speaks 10 different languages, Richard is highly experienced in interacting with people from many different cultures. In 1996, he first published a book called *When Cultures Collide*. Now, in that book he presents a model of 3 different predominant cultural types into which people from various countries can be placed.

The first cultural type is called *Linear-active*. These are people who experience time as being something very real and linear. These people would agree with the idiom *Time is money*, and therefore time

is something that can be saved, spent, wasted, and invested. Linear-actives like to plan, schedule, organize, and do one thing at a time. These are punctual people, who are cool, direct, and decisive. Their body language is often restrained. The Germans and the Swiss would be examples of Linear-actives.

The second cultural type is called *Multi-active*. Unlike Linear-actives, these are people who are comfortable doing many things at one time. They are very talkative and they place importance on relationships. In fact, they often plan their priorities according to the happiness or importance that each appointment gives them rather than a time schedule. Multi-actives are much more flexible and not so punctual when it comes to keeping appointments. They are often emotional and warm people with unrestrained body language. Latin Americans, Arabs, and Southern Europeans fall into this category.

The third cultural type is called *Reactive*. Reactives are people who place a great priority on courtesy and respect. Reactives are very good listeners and are rarely confrontational. In this sense, they value social harmony and are often group oriented. They react carefully to situations and see statements as promises. Face-to-face contact is important, while body language is subtle. The Chinese, Japanese, and Finns are examples of Reactive cultures.

What I find interesting is the way that Lewis has categorized certain countries as being a mixture of two types. For example, Canada falls in the middle of Reactive and Linear-active, implying that Canadians are better listeners and somewhat less confrontational than Americans, who are much more Linear-active. Likewise, India is a mixture of Multi-active and Reactive, implying that Indians are much more emotional and talkative than many of their Asian counterparts, such as the Chinese, Thai, Koreans, and Malaysians = **2000**.

<http://deepenglish.com/courses/true-stories>

Answer the questions:

1. What model does Richard Lewis present in his book?
2. Where does your country fall on Lewis' map?
3. Do you agree with Lewis' categories?
4. How can this knowledge be useful when interacting with people from different places of the world?
5. What cultural type do you find more interesting? Why?

TEXT 2

ARE YOU SATISFIED WITH YOUR LIFE?

How happy are you with your life? How satisfied are you with your life? Happiness and satisfaction are very subjective words that are used to mean different things. A lot of people use the word ‘happiness’ to describe joy. And sometimes we use the word ‘satisfaction’ to mean the pleasure we feel when our needs are filled, like the feeling we get from eating a satisfying meal after a long day of work.

These are both common and correct ways to use these English words, but I like the way the Dalai Lama describes happiness, as something deeper than pleasure or joy. For him, happiness comes from satisfaction. He goes on to talk about satisfaction that comes from peace of mind and peace of mind that comes from “warm heartedness that reduces ill-feelings and mistrust”.

I think this touches on a common wisdom, that people from all cultures know. Deep happiness doesn’t come from sensory pleasure or even joy, but from the satisfaction we get from the relationships in our lives. It sounds a bit cliché, but being the best father, mother, son, daughter, brother, sister and friend to the people around us brings us the greatest satisfaction in life. And this satisfaction gives our lives purpose and meaning.

Of course relationships aren’t the only sources of satisfaction and happiness. Learning new things, experiencing new ways of thinking about the world, creativity, and growth also bring us a lot of satisfaction and happiness.

When was the last time you stepped back and asked yourself how happy you are? Here are 5 questions adapted from an online life satisfaction test:

1. *How close to ideal is your life?*
2. *How are the conditions of your life?*
3. *How satisfied are you with your life?*
4. *Have you achieved the important things you want in your life?*
5. *If you could live your life over, what would you change?*

The only question I’d add to this list is, “Is the way that you interact with your friends, with your family and even with strangers, creating more peace in the world and more satisfaction in your life?” = **1700**.

<http://deepenglish.com/courses/true-stories>

TEXT 3

WORLD CITIZEN

Garry Davis was a man with a crazy vision of a world without nations. Albert Einstein was a believer in Garry Davis, and once said Garry was a man devoted to the survival of humanity on earth.

As a young man, Davis was an actor on Broadway. He was a rising star until his acting career was interrupted by World War II. Davis's brother was killed in the war. Davis joined the air force to fight against the Nazis. During this time, he was ordered to bomb a city full of civilians. Seeing the deaths of so many innocent people horrified Garry. Wanting to prevent World War III, he started down a life long road towards world peace.

After the war, Davis went to France to attend the United Nations. He interrupted a meeting of nations demanding that war be outlawed and human rights around the world be respected. Using his natural charisma and speaking skills that he learned as an actor, he gave a passionate speech to a crowd of 20,000 about his vision for a peaceful future. The next day, the UN voted and passed a law protecting human rights around the world.

Not long after attending the UN, Davis went to the US embassy in Paris and renounced his citizenship. The following year he started the International Registry of World Citizens. His newly created World Government of World Citizens issued IDs, marriage licenses, and passports. Over the years, close to 1 million people around the world have registered as World Citizens. At first his World Government was not recognized, and some countries even locked him up. But slowly something amazing began to happen. Some countries began to accept his World passports and stamp them. Suddenly refugees around the world without the rights of citizenship now had a possibility to get official documents and passports.

Taking pride in where we are from is natural. Humans are tribal animals and have been that way since we evolved from primates. We come together as nations for safety and comfort, but also for war. Garry Davis passed away in 2013, but he had a life long vision of a world without nations and without wars. He believed that the only way we would survive would be to come together as one people = **1750**.

<http://deepenglish.com/courses/true-stories>

Answer the questions:

1. What did Davis join the air force for?
2. When and where did he give a passionate speech?
3. Why did Davis renounce his citizenship?
4. What did his newly created World Government of World Citizens issue?
5. Do you think it's possible for us to transcend our tribal nature and become unified as one world?

TEXT 4

WHAT IS MONEY?

What is money? Some people think of money as cash or credit cards. Other people describe it more abstractly as freedom. One famous English expression says, "*Money is the root of all evil*". We all want it and we need it to survive, but what is it really?

Everyone knows that we need money to buy and sell things, but it wasn't always necessary. Before the creation of money, people traded for what they wanted. If you had apples, but wanted beef, you found another farmer who had cows and tried to exchange the meat for your fruit. Of course, this wasn't efficient. If the cattle farmer didn't want apples, you couldn't easily get what you wanted.

In order to make exchanging things easier, people needed something else of value that they could use to buy and sell things. Different cultures used different things such as corn, stones, beans, shells and even salt. Anything that was durable, could be easily divided, and everyone recognized as having value could be used as money. For a long time, many cultures used gold and silver as money. Being durable, easily made into coins, and rare, everyone agreed that it was valuable.

Today we use pieces of paper and electronic numbers in our bank accounts as money. These things have zero intrinsic value. We can't eat the paper or use the numbers in the bank to keep us warm, but everyone believes they have value, so we can use them to buy food, clothes or whatever we want.

Some people think that money is necessary for a society to grow, but one of the bigger cultures of the 15th and 16th century survived without any form of money. The Incan empire stretched through much of South America, including parts of modern day Argentina, Bolivia,

Chile, Venezuela, Ecuador, Colombia and Peru. At its height, it had a population of 12 million and was incredibly rich in textiles, food and gold. They had complex agriculture and were master builders of cities, pyramids and highways. Amazingly, they did it all without any form of money.

In Incan society, the government provided everything from clothes to food and all the necessities of life. In exchange for these things, everyone including city planners, soldiers and farmers worked for the government.

In the modern world, a society without money wouldn't be able to compete with other societies, but it's interesting to think back on a simpler time = **1900**.

<http://deepenglish.com/courses/true-stories>

Answer the questions:

1. What is money?
2. What did many cultures use as money for a long time?
3. Do you think you could live without money? Why/why not?
4. Why did The Incan empire survive without any form of money?
5. How would you finish this sentence, "*Money is*_____.

TEXT 5

YOUR WEIGHT IN GOLD

Similar to gold, salt has been valued by cultures around the world for thousands of years. The English word *salary* comes from the Latin word for salt. In ancient Rome salt was so valuable that some people received their monthly pay in the form of salt. Until the European middle ages, salt was so valuable that it was called *white gold*.

The English idiom to "*be worth your salt*" means to be a valuable or respected person. For example a mechanic or a lawyer worth her salt, would be a person who is very good at her job. This expression comes from ancient Greece, when slaves were bought and sold for salt. Salt was so valuable that in parts of salt poor Africa, it was once traded for gold ounce for ounce at an equal value. Salt was literally worth it's weight in gold.

Recently the government of Dubai has decided that fat is also worth gold. Obesity is a growing problem in Dubai, where over 50% of people are overweight. Just like in many countries around the world, fast food and a lack of exercise is a growing problem. Dubai has decided on an unusual way to encourage their citizens to be more healthy. They are paying people in gold to lose fat.

For every gram of fat a person loses by August 16th, the government will pay 1 gram of gold. 1 gram of gold is worth much more than a gram of salt these days. It currently is sold for about \$42. Not a bad payoff for doing something healthy. Unfortunately, you have to be a citizen of this incredibly wealthy country to join this fitness program = **1220**.

<http://deepenglish.com/courses/true-stories>

Answer the questions:

1. Why was salt so valuable in ancient Rome?
2. Where does the idiom “*be worth your salt*” come from?
3. What is a growing problem in Dubai?
4. What has Dubai decided on to encourage their citizens to be more healthy?
5. Would this help people be healthier?

TEXT 6

COFFEE CULTURE AND CREATIVITY

Coffee and the caffeine inside it is one of the world’s most popular drugs. The scientific opinion about whether it is healthy or not, is always changing. Some researchers say that coffee creates inflammation in your body and can cause high blood pressure as well as other problems. Other researchers say coffee can lower your risk for some types of cancer and other diseases.

This may be true, but nobody is drinking coffee because it’s good for you. We drink it because it tastes good and for the mental boost that it gives us. Coffee has been famous for perking us up for over a thousand years. According to one story, a 9th century goat herder in Ethiopia discovered the effects of coffee when he saw his goats perk up and jump around after eating coffee berries.

Coffee spread to the Arab world in the 15th century. In the 16th century, the first coffee shop was opened in Istanbul, Turkey. Coffee shops were not just a place to drink, but also were places for conversation and learning. The Turks called these coffee shops ‘Schools of the Wise’.

In the 17th century, coffee and more importantly coffee shop culture spread to Europe. Under the influence of coffee, businessmen, artists, writers and philosophers created some of their best works. Beethoven and Bach wrote much of their music in coffee shops.

While many people say that coffee helps them feel more awake, think more clearly and speak more clearly too, maybe these effects are not all caused by coffee. According to new research from the University of Illinois, the background noise of a coffee shop can make you think more creatively.

They tested people using different levels of background noise and found that 70 decibels, which is the average level of noise in a busy coffee shop is ideal for improving creativity. Background noise below this level is so quiet that your focus becomes too narrow. And background noise above this level is too distracting. The mid-level of background noise in a coffee shop allows us to think in a more creative far-reaching way. Dr. Mehta says that it allows us “to think outside of the box”.

Coffitivity.com is a new free website that lets you listen to coffee shop background sounds with the hope that it will make you more creative = **1800**.

<http://deepenglish.com/courses/true-stories>

Answer the questions:

1. Why do people drink coffee?
2. When and where was the first coffee shop opened?
3. How did the Turks call these coffee shops? Why?
4. Which average level of noise in a busy coffee shop is ideal for improving creativity? Why?
5. What allows us “to think outside of the box”, according to Dr. Mehta?

TEXT 7

HANDSHAKE HISTORY

There's an amazing diversity of greeting customs around the world. In Tibet sticking out your tongue can be a way of welcoming people. In New Zealand, Maori greet each other by touching noses. Ethiopian men touch shoulders, and in the Democratic Republic of Congo, male friends touch foreheads. In many Asian countries, people bow to each other when meeting. And in some European countries, as well as Arab countries, hugs or kisses on the cheek are more the norm. While this wasn't always true, the most common physical way to greet people around the world is now the handshake.

It's become so ubiquitous that you may never have thought about why people shake hands. The history of the handshake dates back to the 5th century B.C. in Greece. It was a symbol of peace, showing that neither person was carrying a weapon. During the Roman era, the handshake was actually more of an arm grab. It involved grabbing each other's forearms to check that neither man had a knife hidden up his sleeve. Some say that the shaking gesture of the handshake started in Medieval Europe. Knights would shake the hand of others in an attempt to shake loose any hidden weapons.

While handshaking is still the most ubiquitous greeting around the world, it may be losing ground in the US. The fist bump was, until recently, a gesture mostly used by athletes and young people. Now it's becoming more and more common among everyone, including older people. Even the President of the United States is a fan of the fist bump. According to one survey, forty nine percent of Americans sometimes choose the fist bump over a traditional handshake greeting. The fist bump, made by making a fist and lightly touching knuckles, may be a more fashionable greeting, but for many it's a pragmatic choice. Many survey participants said they preferred the fist bump because they were afraid of catching germs by shaking hands = **1560**.

<http://deepenglish.com/courses/true-stories>

Answer the questions:

1. What do you know about greeting customs around the world?
2. What did the handshake involve during the Roman era?

3. What gesture is becoming more and more common in the US now?
4. Is the fist bump catching on where you live?
5. How do people greet each other in your country?

TEXT 8

IS SPEAKING ENGLISH RISKY?

Lots of people live their lives trying to avoid risk. The word ‘risk’ itself sounds negative. It implies the fact that something bad could happen. Not everyone avoids risk though. In fact, some people go out and look for risk around every corner. These are the types of people who go skydiving or bungee jumping on the weekends. For them, life is just plain boring if there isn’t some sort of risk involved. A common term for people like this is adrenaline junkies.

What causes these people to want to take risks though? A lot of these risks seem like they give no benefit at all. For example, skydiving is risky, costs money and offers little in return. So what is it that causes people to continue taking risks? One word: dopamine.

Scientists are starting to understand the behavior of risk takers, and dopamine is the driving force. Dopamine is a natural feel-good chemical in the brain. When we finish a good meal or find \$20 on the ground, a dopamine release occurs. When people use stimulating drugs like cocaine or methamphetamine, dopamine is also released. Oftentimes drug users are far more addicted to the dopamine release than they are to the drugs themselves.

Taking risks also triggers the dopamine receptors in the brain. When we do something that has potential downsides, but walk away from it just fine, our brain fills with dopamine. It’s no wonder why some people take so many risks. It’s the brain’s natural way of getting high on itself, no drugs required.

For some people, actual risk is too much, but they still want to experience some perceived risk. A company in Detroit called Extreme Kidnapping provides risk in a controlled environment. For \$500, a team of people will kidnap you and take you hostage. They will have guns, and it is a scary, adrenaline-boosting experience. The only difference between this and a real kidnapping is there’s no real risk.

It still feels risky and causes the same dopamine response. You just don't have any of the risks you might have in an authentic kidnapping.

You might not realize it, but many see speaking in English as risky. They fear the risk of making mistakes or looking foolish. Just like the Extreme Kidnapping though, there's no real danger involved in making mistakes. What about you? Do you think making mistakes in English is risky or embarrassing? This is important, because fear of failure will stop you from becoming a more fluent English speaker = **2000**.

<http://deepenglish.com/courses/true-stories>

Answer the questions:

1. What is it that causes people to continue taking risks?
2. What is dopamine?
3. Why do some people take so many risks?
4. Do you think making mistakes in English is risky or embarrassing?
5. How can you reframe the way you think and feel when speaking English?

TEXT 9

FEELING LUCKY?

Are you superstitious? Most people would say no, but in fact, many of us do make choices in our lives that are completely irrational. In the US, Friday, the 13th is thought to be so unlucky that 10,000 fewer people fly on this day. And businesses make much less money than other Fridays, because fewer people are traveling. Also, some elevators in the US even skip the 13th floor, moving from the 12th floor to the 14th floor. Similarly in Japan and China, people are superstitious about the number 4, and buildings sometimes lack a 4th floor.

Famous athletes are sometimes known for being superstitious. Michael Jordan wore the same lucky blue underwear during every professional game of his life. Tiger Woods always wears a red shirt on tournament Sundays. And professional tennis player, Serena Williams, is known to repeatedly wear the same socks during a winning tournament.

Even scientists, who we expect to be very rational, are known to be superstitious. Before every NASA space launch, the commander must

play a game of cards with the technical crew and continue playing until he loses. There are stories of superstitious commanders continuing to play late into the night until they can successfully lose.

So why do we believe that some things bring us good luck and other things bring us bad luck? Well, humans are pattern-seeking creatures. We have a great day and we notice that we were wearing our favorite shirt, so that becomes our lucky shirt. Or we get into a car accident on Friday the 13th, so we think that our bad luck must be due to the day. Many times superstitions start because people notice coincidences and think they are seeing a meaningful pattern.

Of course, most of us know that superstitions are irrational, but many of us still follow at least one or two of them. According to new research, irrational superstitions might not be a bad thing. In one psychology experiment, people were tested on their golfing skills. Half of the people were randomly selected and told that their balls were lucky. These people scored 35% better than those given “normal” balls. Of course, both the “lucky” balls and the “normal” balls were exactly the same. The researchers believe that using a “lucky” ball, made people feel more confidence, which led to better performance = **1900**.

<http://deepenglish.com/courses/true-stories>

Answer the questions:

1. Are you superstitious?
2. Are famous scientists, athletes sometimes known for being superstitious?
3. Why do we believe that some things bring us good luck and other things bring us bad luck?
4. What made people feel more confidence?
5. Do you or people you know have any interesting superstitions?

TEXT 10

THE MOST CONFUSING PART OF TRAVELING

Tipping is one of one of the most confusing parts about traveling. Who do you tip and why? Well, that depends what country you're in. In some countries you tip a lot and in others you don't tip at all. In Vietnam tipping is actually illegal. North America, on the other hand, has some of the highest tipping in the world.

In the U.S., the person who pumps your gas gets \$1—2, taxi cab drivers receive 10—15% and restaurant waiters and waitresses receive a whopping 15% to 20% extra on top of the bill.

What about the person who sells you a movie ticket, a bus driver or a hotel clerk? Well, they receive zero, zip, zilch. It really doesn't make any sense does it? Who decided that? Tipping waiters as a custom in the US didn't start until the late 1800s when rich Americans visiting Europe brought the idea of tipping home with them.

Today, tipping your waiter or waitress in the US isn't optional. If you get average service, most people tip about 15% and up to 20% if they had a great experience. And if they had poor experience, they might go as low as 10%. Some very unhappy customers might not leave anything at all, but this is extremely rude and could even get you arrested in some unusual cases.

Is tipping according to how much you enjoyed your experience fair? Some things are completely out of the control of your waiter or waitress. It might be busy, so your food is cold. Or the chef might be having an off day, and your food is undercooked, but somehow this is the waiter's fault, and customers in the US will make the waiter suffer with lower tips if they're unhappy.

This might be ok if a tip was just an extra bonus that the waiter received, but it's not a bonus, it's how they support their families. The minimum wage by law in the US is \$7.25, but waiters can legally be paid as low as \$2, because they are expected to receive tips. Some people say that the custom of tipping in the US is just a legal loophole that allows restaurant owners to pay low wages and make their food prices appear lower.

Recently, a New York City restaurant called Sushi Yasuda is in the news for not allowing tipping in their restaurant. They tell all their customers that they are following the Japanese custom of no tipping, and providing a fair wage to all their waiters and waitresses.

According to research from the Harvard Business School, the level of tipping in a country correlates strongly with the level of corruption in that country. While some people might say that tipping is a reward for good service, others say it is bribe to receive good service in the future = **2100**.

<http://deepenglish.com/courses/true-stories>

Answer the questions:

1. Who do you tip and why?
2. Is tipping according to how much you enjoyed your experience fair?
3. What do you think about tipping? Is it fair?
4. Is tipping illegal or legal in your country?
5. How much do people tip in your country?

ИСКУССТВО (ARTS)

Прочитайте и переведите тексты.

TEXT 1

THE ARTS (Part I)

The arts represent an outlet of expression, that is usually influenced by culture and which in turn helps to change culture. As such, the arts are a physical manifestation of the internal creative impulse. Major constituents of the arts include literature (poetry, novels and short stories, and epics); performing arts — among them music, dance, and theatre; culinary arts; media arts like photography and cinematography, and visual arts — including drawing, painting, and sculpting. Some art forms combine a visual element with performance (e.g. film) and the written word (e.g. comics).

From prehistoric cave paintings to modern day films, art serves as a vessel for storytelling and conveying mankind's relationship with its environment.

In its most basic abstract definition, art is a documented expression of a sentient being through or on an accessible medium so that anyone can view, hear or experience it. The act itself of producing an expression can also be referred to as a certain art, or as art in general.

Collins English Dictionary defines 'the arts' as "imaginative, creative, and nonscientific branches of knowledge considered collectively, esp. as studied academically".[1] The singular term art is defined by the Irish Art Encyclopedia as follows: "Art is created when an artist

creates a beautiful object, or produces a stimulating experience that is considered by his audience to have artistic merit”.

Visual arts

Drawing

Drawing is a means of making an image, using any of a wide variety of tools and techniques. It generally involves making marks on a surface by applying pressure from a tool, or moving a tool across a surface. Common tools are graphite pencils, pen and ink, inked brushes, wax color pencils, crayons, charcoals, pastels, and markers. Digital tools which can simulate the effects of these are also used. The main techniques used in drawing are: line drawing, hatching, crosshatching, random hatching, scribbling, stippling, and blending. An artist who excels in drawing is referred to as a draftsman or draughtsman. Drawings are used to create comics and animation for example = 1790.

en.wikipedia.org

TEXT 1

THE ARTS (Part II)

Painting

Painting is the practice of applying pigment suspended in a vehicle (or medium) and a binding agent (a glue) to a surface such as paper, canvas, wood panel or a wall. However, when used in an artistic sense it means the use of this activity in combination with drawing, composition and other aesthetic considerations in order to manifest the expressive and conceptual intention of the practitioner. Painting is also used to express spiritual motifs and ideas; sites of this kind of painting range from artwork depicting mythological figures on pottery to The Sistine Chapel to the human body itself.

Colour is the essence of painting as sound is of music. Colour is highly subjective, but has observable psychological effects, although these can differ from one culture to the next. Black is associated with mourning in the West, but elsewhere white may be. Some painters, theoreticians, writers and scientists, including Goethe, Kandinsky, Newton, have written their own colour theory. Moreover, the use of language is only an abstraction for a colour equivalent. The word

“red”, for example, can cover a wide range of variations on the pure red of the spectrum. There is not a formalized register of different colours in the way that there is agreement on different notes in music, although the Pantone system is widely used in the printing and design industry for this purpose.

Modern artists have extended the practice of painting considerably to include, for example, collage. This began with Cubism and is not painting in strict sense. Some modern painters incorporate different materials such as sand, cement, straw or wood for their texture.

Modern and contemporary art has moved away from the historic value of craft in favour of concept; this has led some to say that painting, as a serious art form, is dead, although this has not deterred the majority of artists from continuing to practise it either as whole or part of their work.

Photography

Photography as an art form refers to photographs that are created in accordance with the creative vision of the photographer. Art photography stands in contrast to photojournalism, which provides a visual account for news events, and commercial photography, the primary focus of which is to advertise products or services = **1915**.

en.wikipedia.org

TEXT 2

ARCHITECTURE

Architecture is both the process and the product of planning, designing, and constructing buildings and other physical structures. Architectural works, in the material form of buildings, are often perceived as cultural symbols and as works of art. Historical civilizations are often identified with their surviving architectural achievements.

“Architecture” can mean:

- A general term to describe buildings and other physical structures.
- The art and science of designing buildings and (some) nonbuilding structures.

- The style of design and method of construction of buildings and other physical structures.
- The knowledge of art, science & technology and humanity.
- The practice of the architect, where architecture means offering or rendering professional services in connection with the design and construction of buildings, or built environments.
- The design activity of the architect, from the macro-level (urban design, landscape architecture) to the micro-level (construction details and furniture).

Architecture has to do with planning, designing and constructing form, space and ambience to reflect functional, technical, social, environmental and aesthetic considerations. It requires the creative manipulation and coordination of materials and technology, and of light and shadow. Often, conflicting requirements must be resolved. The practise of Architecture also encompasses the pragmatic aspects of realizing buildings and structures, including scheduling, cost estimation and construction administration. Documentation produced by architects, typically drawings, plans and technical specifications, defines the structure and/or behavior of a building or other kind of system that is to be or has been constructed.

Architecture is frequently considered a fine art, especially if its aesthetic components are spotlighted — in contrast to structural-engineering or construction-management components. Architectural works are perceived as cultural and political symbols and works of art. Historical civilizations often are known primarily through their architectural achievements. Such buildings as the pyramids of Egypt and the Roman Colosseum are cultural symbols, and are important links in public consciousness, even when scholars have discovered much about past civilizations through other means. Cities, regions and cultures continue to identify themselves with, and are known by, their architectural monuments = **2100**.

en.wikipedia.org

TEXT 3

150TH ANNIVERSARY OF THE STATE TRETYAKOV GALLERY

The State Tretyakov Gallery is a national treasury of Russian fine arts and one of the greatest museums in the world. It is located in Zamoskvorechye, one of the oldest districts of Moscow, not far from the Kremlin. The Gallery collection consists entirely of Russian art by artists who have made a contribution to the history of Russian art or have been closely connected with it.

It is generally accepted that the gallery was founded in 1856, when the young Moscow merchant and industrialist Pavel Mikhailovich Tretyakov (1832—1898) first acquired works by contemporary Russian artists with the aim of creating a collection, which might later grow into a museum of national art. “For me, a true and ardent lover of painting, there can be no finer wish than to found a universally accessible repository of the fine arts, which will benefit many and give pleasure to all”, wrote the collector in 1860, adding “I should like to leave behind a national gallery, that is, a gallery with pictures by Russian artists”.

The years passed and the young collector’s desire was brilliantly put into practice. In 1892 Tretyakov presented the city of Moscow with a large and already famous gallery containing about 2,000 paintings, drawings and sculptures — genuine works of Russian art.

Today, the collection contains more than 130 000 items — works of painting, sculpture and graphics — created throughout the centuries by successive generations of Russian artists. Two separate buildings at different locations — in Lavrushinsky Pereulok and on Krymsky Val — house the works selected for display.

Russian art works ranging from the 11th century to the early 20th century, are on display in the historic Gallery building in Lavrushinsky Pereulok. Here one can see the outstanding collection of Medieval Russian icon painting, works by the best-known Russian artists from the 18th century to first half of the 19th century, and masterpieces of national art dating from the second half of the 19th century to the early 20th century.

The gallery complex located in Lavrushinsky Pereulok includes the Engineering Building, which regularly hosts temporary exhibitions, and the Church of St. Nicholas in Tolmachi museum, a masterpiece of 17th-19th century architecture. The latter, contains a collection of 15th-19th century icons, and the Russian national masterpiece — *The Vladimir icon of the Mother of God* (12th century).

The new building of the Tretyakov Gallery on Krymsky Val houses a unique museum exhibition of national 20th century art = **2100**.

www.tretyakovgallery.ru

TEXT 4

BRITISH MUSEUM SHOWS SCULPTURES THAT REVOLUTIONIZED WESTERN IDEAS OF AFRICAN ART

A new exhibition at the British Museum in London has brought together African sculptures that changed ideas about art on the continent a century ago. Sculptures from Ife are on display to celebrate the 50th anniversary of Nigerian independence.

From the 12th to the 15th centuries, Ife was a powerful, wealthy and cosmopolitan city-state in West Africa, in what is now Nigeria.

European explorers unearthed Ife's sculptures in 1910, but at first they did not believe they could have been made by Africans. To them, African art was wild, African depictions were abstract, and African masks were made of wood.

British Museum curator Chris Spring says the discovery changed Western ideas of African art.

“The impact that these had on European perceptions of art with these extraordinarily naturalistic features — totally revolutionized people's ideas of African art, which up until then had been very much the sort of perceptions of avant-garde European artists around the turn of the 19th / 20th century”, said Chris Spring. (858)



The sculptures on display appear to highlight every aspect of Ife life.

Sculpted heads are nearly life-size and each has its own characteristics and expression, full-size figures of plump deities are displayed alongside animals and objects — as well as the young, the old, the sick, and even criminals.

The sculptures are made in bronze, clay, and terra-cotta with a skill, says Spring, that was ahead of its time.

“These people working in glass, in brass, in copper, in terra cotta, were absolutely masters of their trade and again this confounds some people’s ideas of Africa — people who have ideas of primitivism and primitive art and so on”, he said. “But these were people, at the same time as the great Renaissance drawings of Europe, who were producing art of comparable if not greater quality”.

The exhibition celebrates the 50th anniversary of Nigeria’s independence. Curator Julie Hudson says it also highlights just how long and rich is the region’s history.

Ife was a major commercial and trading center in West Africa, and Hudson says this is reflected in the art.

“It [the sculpture] tells us that Ife was a very powerful and wealthy city-state in medieval West Africa”, said Julie Hudson.

She says Ife has long been seen as the spiritual home of one of Nigeria’s largest ethnic groups — the Yoruba.

“Ife is regarded by the Yoruba people today as the creator of mankind, the place where the world was created”, she said. “So works from Ife have taken on an iconic status”.

Today Ife is an urbanized city with around half a million inhabitants — no longer the wealthy and powerful kingdom of old. But its history, preserved through the detail of its art, has not been lost to the world = **2270**.

www.voanews.com

TEXT 5

NEW YORK'S 'UNDERGROUND MUSEUM' PLEASES PASSERSBY

Millions of New Yorkers and visitors ride the city's subway and other trains each day. The public transportation system offers more than just a trip, however. It also has one of the most extensive public art collections in the world, with much of it under city streets.

Some people call it New York's "underground art museum". It includes more than 250 works of art. They are meant to brighten everyone's ride around the city.

There is the huge painting of the night sky on the ceiling of Grand Central Terminal. New Yorkers have been looking up at that artwork for 100 years.

In the nearby Grand Central Market, you can find a large, crystal light fixture. The ice-like stones hang on the chandelier's many branches, making the piece look like an upside-down olive tree. Sculptor Donald Lipski completed the work in 1988.

Other artists include new ones and the long-famous: Roy Lichtenstein's pop art porcelain enamel mural is found at Times Square. Sol Lewitt's intensely colored "Whirls and Twirls" is at Columbus Circle.

Sandra Bloodworth directs the Metropolitan Transportation Authority's arts program, which began in 1985.

"But actually, it really began much earlier. When the subway was founded in 1904, a percentage, if you will, of money was set aside to create a special ornamentation within the system, in order to make the place this very special place that people would want to use".

For the past 30 years, artists have been asked to make works that relate to city life or to the neighborhood around a train station. There are coastal scenes at stations near the Atlantic Ocean. Native plants and flowers can be found in a garden scene in Brooklyn.

Wildlife mosaics greet visitors arriving at the subway station next to the American Museum of Natural History. Sculptor Tom Otterness created the small, rounded, metal creatures that populate another station.

Rider Tonya Pierre praises the underground art. "When I'm stressed, I look at the subway art. I love the colors. Where I live, they

have a mosaic of a man and a woman, like, floating across the water, and it's beautiful. It's just beautiful to have art everywhere" = 1778.

<http://learningenglish.voanews.com>

TEXT 6

ARTIST TURNS PLASTIC BAGS INTO ART

Making art with found materials is not a new idea. Recycled paper, cloth and metal goods can become important pictures and sculptures. An artist near Washington, D.C. just had her recycled art on exhibit at the Prince George's African American Museum and Cultural Center in Maryland. She uses a material found in every American home.

Plastic bags are not costly to produce. They are also strong and easy to carry. This is why they are a popular container in much of the world.

But they are also a major source of pollution. It can take hundreds of years for plastic bags to break down. As they do, tiny pieces can poison soil, lakes, rivers, and oceans. So, environmental experts urge people to reuse and recycle plastic bags.

Maryland artist Allita Irby does just that. It starts with the morning newspaper.

Ms. Irby will read it later in the day. What is more important is getting that plastic bag the paper comes in.

The mixed media artist recognized its rich possibilities about three years ago.

"As I was taking the newspaper out, I felt the texture of these bags, they were soft. I just looked down and realized it takes three to make a braid. I'll just put a few staples in here just to keep it from unraveling".

Since then, Irby has been using plastic bags to create abstract lines in her art works.

Before incorporating plastic bags in her pieces, Irby used natural materials like feathers, leather and dried plants.

All those elements represent her Native American ancestry and identity, like her piece called "Navaho Bundles".

"I was replicating a hair style, a Navaho hair style when the hair is heavy and it's looped back on itself. I took the piece and looped it back onto itself and secured it with a tie".

Ms. Irby’s neighbors praise her ability to turn trash into treasure. Some, like Charlotte Hogan, asked the artist to teach them how to create art from used plastic bags.

“I think it’s fascinating, it’s wonderful. I do plan to share with my seniors at my church”.

Neighbor Aleta Meyer expressed surprise.

“I’ve never given any more thought to what to do with a plastic bag. This is definitely different.”

Shirley Watts also lives in the neighborhood. She plans to show others her art.

“I want to make a masterpiece that I can put in a frame and put it up on my wall and then I know that I did it”.

Allita Irby says anyone can do it.

“I think we’re all artists really, and there is beauty all around us”.

The artist says all you have to do is open your eyes and bring the outside in = **2052**.

<http://learningenglish.voanews.com>

TEXT 7

ANCIENT JAPANESE ART OF ORIGAMI THRIVING IN SAN FRANCISCO

The ancient Japanese art of origami — or paper folding — is thriving today in San Francisco — thanks largely to an American scientist.

Remember how much fun it was to play with paper airplanes as a kid? Most people give up those kinds of hobbies once they grow up, but not Robert Lang.



Lang lives in the San Francisco bay area. He is a laser physicist and graduate of the California Institute of Technology, and has nearly 50 U.S. patents to his name. Eight years ago he gave up his job to pursue origami, making him one of the few professional origami artists in the country.

Under his expert hands, paper of almost any type, stiffness or thickness can be turned into a work of art.

“Different papers suggest different subjects. And in some cases, the paper itself suggested what the best subject was. When I saw this paper, the Mexican paper, I immediately thought I want to fold it into a pot”, he said.

Using his understanding of complex geometric forms, Lang has played an important role in origami’s evolution. Many of these models were unheard of just 10 or so years ago.

“The reason I do a lot of animals is because I’m inspired by the real thing”, he explained.

Lang’s works have been displayed in the Lindsay Wildlife Museum near San Francisco for years. Loren Behr is executive director of the museum.

“It is kind of hard to believe sometimes when I look at his work to realize that one sheet of paper goes into each of the animals with all of the complexities”, she said. “All the amazing number of folds ... I can’t imagine that he can actually do that”.

Many countries around the world have origami traditions. But it has played a particularly important role in Japanese culture. The English term origami is a transliteration of the Japanese word. “Ori” means “to fold”, and “gami” means “paper”. San Francisco’s Japantown is home to some origami masters, including Linda Tomoko Mihara.

Linda is a third-generation Japanese-American. She is famous for her origami cranes, which once played an important role in Japanese culture.

“It was tradition for the bride to fold 1,000 cranes to wish for a long and prosperous marriage, and also to demonstrate her patience and I guess her humility to show that she would be a good wife, which is a very old way of thinking, but that’s how it was in that time”, she explained.

Linda’s grandparents compiled the first origami handbook ever published in the United States. She began doing origami at the age of five.

She and Lang have worked together. They once created all the origami models for a 3D animated commercial.

The great response that the commercial got has further spurred the two artist’s passion to create. They are now hoping to do one day the first-ever origami movie = **2252**.

www.voanews.com

TEXT 8

EXHIBIT OF CHINESE TERRA COTTA WARRIORS IS LARGEST EVER IN US

The exhibit *Terra Cotta Warriors: Guardians of China's First Emperor* has opened at Washington, D.C.'s National Geographic Museum. This is the fourth and last city on a U.S. tour before the ancient statues and artifacts return to China.



This statue is more than 2,000 years old, is one of the clay cavalrymen that once protected the tomb of the first Chinese emperor Qin Shihuangdi¹. The warrior and his horse are now at the entrance to the National Geographic Museum in Washington, and is among the largest number of Chinese terra cotta figures ever to travel to the United States.

Stanford University Professor Albert Dean curated the exhibit. It includes 15 life-size terra cotta figures and 100 sets of artifacts.

“This army represents an unusual display of the level of craftsmanship in ancient China and of the scale of resources able to be mustered”, Dean explained.

Thirty-five years ago a group of farmers near Xi'an² in China's Shaanxi³ province, were digging a well. They came across a terra cotta warrior, leading to one of the greatest archeological discoveries of the 20th century.

Today, archeologists believe that about 7,000 vivid, life size ceramic figures, horses and chariots were buried in a massive underground tomb complex. About a thousand have been excavated. The warriors were supposed to protect Emperor Qin Shihuangdi in his afterlife.

Professor Dean says the discovery of the terra cotta soldiers has provided a wealth of information about the Qin dynasty, including the construction of the tomb complex which took 36 years.

“When they start figuring out how much wood it took to build these things, the kind of clays, all of this, the amounts stagger the imagination”, Dean said.

This is the largest exhibit of Chinese terra cotta figures to tour the United States.

Susan Norton, Director of the National Geographic Museum, says the show is already a success. “It is beyond our wildest dreams. As of this morning we sold over 96,000 tickets. This is unheard of”, she said.

The museum shop is offering the chance for visitors to take something home: from small replicas of the terra cotta figures to Chinese souvenirs = **1791**.

www.voanews.com

¹*Qin Shihuangdi* — Цинь Шихуан-ди (Первый император Цинь).

²*Xi'an* — Сиань.

³*Shaanxi* — Шанкси (провинция).

TEXT 9

THE HIGH MUSEUM IN ATLANTA REVISITS THE LATER WORKS OF PAINTER SALVADOR DALI

The High Museum of Art in Atlanta, Georgia is well known for its collection of nineteenth and twentieth century art. It is also known for its very modern building. American architect Richard Meier designed the museum's main building. Italian architect Renzo Piano later designed an addition to it. The museum's current exhibit is about the Spanish surrealist painter Salvador Dali. Barbara Klein has more.

The High Museum's current exhibit is called “Salvador Dali: The Late Work”. Many of the paintings have not been shown in the United States for over fifty years. This is the first major exhibit to pay attention to Dali's art after nineteen forty.

The exhibit aims to change the belief that his later art was not as strong as his earlier works.

Salvador Dali is widely recognized as one of the most famous and also disputed artists of the twentieth century. He was born in nineteen-oh-four in Figueres, Spain. In the nineteen thirties he became one of the most well known members of the Surrealist art movement.

The Surrealists rejected reason in favor of the mind's subconscious. Many works were very strange and inspired by dreams.

The Surrealists later expelled Dali from their group. But this did not stop him from continuing to call attention to his art and his wild

personality. His work is playful, strange, intelligent and extraordinarily skillful.

As visitors enter the High Museum's exhibit, they get to know the artist through a series of pictures taken by photographer Philippe Halsman. One series of playful black and white photos of Dali are all about the different forms of his famous mustache.

Many paintings in the exhibit combine Dali's interest in religion and science. It was unusual for a modern artist to paint a subject as traditional as religion.

"The Madonna of Port Lligat" from nineteen fifty is his version of a painting of Mary and Jesus. He painted his wife Gala as Mary. She and her surroundings seem to be breaking apart like molecules.

"Christ of St. John of the Cross" shows Jesus on the cross. But he is seen from a striking angle, as though Dali were looking down on him from above his head. Experts say this is one of the most popular religious paintings of the twentieth century.

Dali called his belief in science and religion "nuclear mysticism".

The exhibit also tells about Dali's interest in drawing, clothing, theater and movies. And the exhibit shows how he created an image of himself that was larger than life = **2044**.

www.51voa.com/VOA_Special_English

TEXT 10

STOLEN PICASSO WORK IS SEIZED IN NEWARK

A Picasso painting missing from Paris for more than a decade re-surfaced in the United States, where it had been shipped under false pretenses as a \$37 holiday-themed "art craft".

The 1911 painting, "La Coiffeuse," which translates to "The Hairdresser", was unearthed in December in a FedEx shipment from Belgium to Newark. The canvas had been smuggled out of a storeroom of the Centre Georges Pompidou, the Paris museum and arts center, and its whereabouts had not been known.

Officials noticed that "La Coiffeuse," or "The Hairdresser", was missing in 2001. The 1911 work was valued at over \$2.5 million.

On Thursday, Loretta E. Lynch, the United States attorney for the Eastern District of New York, filed a civil complaint to forfeit the Picasso and return it to France.

Its shipping papers described it as a \$37 “art craft/toy” and also read “Joyeux Noel”, French for “Merry Christmas”. When federal Customs and Border Protection officials examined the shipment, though, they found the master artist’s work. Department of Homeland Security officials working from Long Island City, Queens, which is within the Eastern District of New York’s jurisdiction, then took over.

The oil painting is owned by the French government; it had been bequeathed to the National Museums of France by one of its former directors. It was last exhibited in Munich in 1998, and then returned to Paris, where it was stored at the Pompidou. Officials there thought it was safe and sound until they received a loan request for it in 2001, searched the storerooms and could not find it. They declared the painting, then valued more than \$2.5 million, stolen.

On Dec. 17, someone going by “Robert” with an address in Belgium shipped the painting to a climate-controlled warehouse in Long Island City. The next day, the painting arrived at the Port of Newark and was seized.

French museum officials came to New York last month to examine the painting in person alongside historical records and photographs, and they confirmed that it was “La Coiffeuse”.

Under federal law, imported merchandise can be seized by the government if it was stolen or smuggled.

“The market to sell stolen antiquities in the United States is drying up”, Anthony Scandiffio, deputy special agent in charge of Homeland Security Investigations, which seized the painting after border officials flagged it, said in a statement = **1987**.

<http://www.nytimes.com>

ПРИЛОЖЕНИЯ

THE PLURAL OF NOUNS

1.	n + -s	dog — dogs [z] cat — cats [s] rose — roses [iz]
2.	n + -es (-ch, -sh, -s, -x, -ss, -z)	bench — benches [iz]; lash — lashes dress — dresses; box — boxes
3.	-f, -fe → -ves	wolf — wolves; wife — wives But: Belief — beliefs, chief — chiefs, proof — proofs, roof — roofs, cliff — cliffs, safe — safes; handkerchief — handkerchiefs/ves, hoof — hoofs/hooves; scarf — scarfs/scarves
4.	a) consonant + o + es	potato — potatoes; hero — heroes; potato — potatoes; tomato — tomatoes But: photo — photos; piano — pianos, kilo — kilos; solo — solos
	b) vowel + o + s	radio — radios, zoo — zoos
5.	a) consonant + y + → ies	fly — flies
	b) vowel + y + s	day — days; boy — boys
6.	Irregular	man — men; woman — women goose — geese; tooth — teeth foot — feet mouse — mice; louse — lice child — children; ox — oxen person — people/persons
7.	Only singular	
	a) mass nouns (fluids, solids, gases, particles, etc.)	blood, coffee, milk, bread, coal, iron, ice, air, smoke, pollution, fog, corn, dust, hair, sand, wheat
	b) school subjects	mathematics, chemistry, physics
	c) languages	English, Russian
	d) games	baseball, billiards, golf, darts
	e) diseases	cancer, flu, measles
	f) natural phenomena	darkness, fog, heat, light Note: the rains (= seasons of rain)

	g) abstract nouns	advice, love, death, accommodation, news, seaside, shopping, trouble, information, education, evidence, work, wealth, advice, progress
	h) collective nouns	baggage, crockery, cutlery, furniture, jewellery, machinery, money, rubbish, stationary, etc.
8.	Only plural	
	a) garments (clothes)	clothes, trousers, pyjamas, jeans, shorts, tights
	b) tools	scissors
	c) instruments	binoculars, glasses, spectacles (specs)
	d) some other nouns	riches, arms, ashes, cattle, folk, police, wages, people, staff, congratulations, earnings, goods, good looks, greens, outskirts, stairs, surroundings, vermin, premises, savings, thanks
9.	Zero plural	aircraft — aircraft crossroads — crossroads deer — deer fish — fish (fishes = types) fruit — fruit (fruits= types) headquarters — headquarters means — means salmon — salmon sheep — sheep species — species swine — swine trout — trout
10.	Compound nouns	
	a) with <i>man</i>	policeman — policemen But: German — Germans; Roman — Romans
	b) noun + noun	snowball — snowballs
	c) noun + prep + noun	Mother-in-law — mothers-in-law
	d) adjective + noun	blackboard — blackboards
	e) noun + non - noun	e) forget-me-not — forget-me-nots
11.	Group nouns = a group of people or animals (they can take either a singular or a plural verb)	army, association, audience, class, club, college, committee, community, company, council, crew, crowd, department, electorate, enemy, headquarters, family, firm,

		flock, gang, generation, government, group, jury, herd, orchestra, population, press, public, school, staff, team, university; the Bank of England, the BBC, IBM, Sony etc.
12.	Latin and Greek borrowings	analysis — analyses bacterium — bacteria basis — bases cactus — cacti (or cactuses) crisis — crises criterion — criteria datum — data diagnosis — diagnoses formula — formulae (or formulas) hypothesis — hypotheses medium — media memorandum — memoranda nucleus — nuclei (or nucleuses) oasis — oases phenomenon — phenomena stadium — stadia (stadiums.) stimulus — stimuli
13.	Nouns with different meaning when used in plural	Compass (компас) — compasses (циркуль) Custom — Customs (таможня) Scale (уровень) — scales (весы) Condition (условие) — conditions (обстоятельства, обстановка) Damage (вред, повреждение) — damages (убыток, ущерб) Experience (опыт, случай) — experiences (познания, стаж, мастерство) Good (добро, польза) — goods (товар, вещи) Ground (земля) — grounds (сад; мотив; осадок) Quarter (четверть, квартал) — quarters (квартира, помещение) Term (срок) — terms (условия)

THE POSSESSIVE CASE

The possessive case can be used to talk about ownership or the relationship between people. It is formed in two ways:

1. with 's/' for people or animals

- **singular noun + 's**

e.g. *Jim's pen.*

- **plural nouns ending in -s + '**

e.g. *the boys' hats, the cats' tails.*

- **plural nouns not ending in -s + 's**

e.g. *the children's toys.*

- **compound nouns + 's**

e.g. *my father-in-law's house.*

- **We use 's after the last of two or more names to show common possession.**

e.g. *John and Helen's house. (The house belongs to both of them).*

- **We use 's after each name to show individual possession.**

e.g. *Mary's and Diana's bags. (Each girl has her own bag).*

2. with of for inanimate things

- **of + inanimate thing or abstract noun**

e.g. *the windows of the house.*

the cost of living.

- **a/the/this/that + noun + of + possessive**

e.g. *He's a friend of Jack's. That friend of yours.*

Note: When we refer to a certain place or time, the possessive case is formed as follows:

- **phrase of place (shop/home/business, etc.) + 's**

e.g. *at the baker's (we mean the shop)/at Dave's (flat).*

- **phrase showing length of time/specific moment or event + 's/'**

e.g. *an hour's delay/two days' work last Sunday's paper.*

- **We can use either 's or of when we talk about places or organizations.**

e.g. *NASA's headquarters or the headquarters of NASA.*

ARTICLES

The **definite article** *the* is used with countable and uncountable nouns.
e.g. the music, the woman, the trees

<i>The is used</i>	<i>The is not used</i>
<ul style="list-style-type: none"> ▪ with nouns when we are talking about something specific, that is, when the noun is mentioned for a second time or is already known. In other words, when we can answer the question ‘Who?’ or ‘Which?’ <i>e.g. I received a letter and a postcard on my birthday. The letter was from my parents and the postcard was from my friend.</i> ▪ with nouns which are unique (<i>the sun, the moon, the Earth, etc.</i>). ▪ with the names of rivers (<i>the Nile</i>), seas (<i>the Black Sea</i>), oceans (<i>the Indian Ocean</i>), mountain ranges (<i>the Pyrenees</i>), deserts (<i>the Gobi</i>), groups of islands (<i>the Canary Islands</i>) and countries when they include words such as state, <i>kingdom, republic</i>, etc. (<i>the United States</i>). ▪ with the names of musical instruments (<i>the piano, the saxophone</i>) and dances (<i>the tango</i>) with the names of hotels (<i>the Sheraton Hotel</i>), theatres/cinemas (<i>the Odeon Theatre</i>), ships (<i>the Queen Mary</i>), organisations (<i>the UN</i>), newspapers (<i>The Times</i>) and museums (<i>the Louvre</i>). ▪ with nationality words (<i>the Belgians</i>) and names of families (<i>the Johnsons</i>). ▪ with titles when the name of the person is not mentioned (<i>the Duchess of Kent, the Queen</i>) but: <i>Queen Mary</i>. 	<ul style="list-style-type: none"> ▪ with uncountable and plural countable nouns when talking about something in general, that is, when we cannot answer the question ‘Who?’ or ‘Which?’ <i>e.g. Trees produce oxygen. (<i>Which trees? Trees in general</i>).</i> ▪ with proper nouns, <i>e.g. This is Tom</i>. with the names of countries (<i>Egypt</i>), cities (<i>Rome</i>), streets (<i>Oxford Street</i>), parks (<i>Hyde Park</i>), mountains (<i>Mont Blanc</i>), railway stations (<i>Victoria Station</i>), bridges (<i>Tower Bridge</i>), individual islands (<i>Rhodes</i>), lakes (<i>Lake Ontario</i>) and continents (<i>Asia</i>). ▪ with the names of sports, games, activities, days, months, celebrations, colours, drinks, meals and languages (when they are not followed by the word ‘language’). <i>e.g. I speak French, but: The French language is spoken in some parts of Canada.</i> ▪ with the words this/that, these/those (this bag, those cars) NOT: <i>the this bag</i> ▪ with <i>possessive adjectives</i> or the <i>possessive case</i>. <i>e.g. That isn’t my car — it’s Keith’s.</i> ▪ with titles when the person’s name is mentioned: (<i>Prince Charles, President Reagan</i>). ▪ with two-word names when the first word is the name of a person or place (<i>Luton Airport</i>) but: <i>the White House</i>.

<ul style="list-style-type: none"> ▪ with the words <i>morning, afternoon</i> and <i>evening</i>. e.g. <i>He goes home in the evening.</i> ▪ with the words <i>station, shop, cinema, pub, library, city, village</i>, etc. e.g. <i>She went to the station to meet Jim.</i> ▪ with historical periods/events (the Stone Age, the Middle Ages, the First World War) but: <i>World War I.</i> ▪ with the words <i>only, last, first</i> (used as adjectives). e.g. <i>He was the last person to arrive.</i> ▪ with adjectives/adverbs in the superlative form. e.g. <i>She is the most intelligent woman I've ever met.</i> Bob drives <i>the most carefully</i> of all. 	<ul style="list-style-type: none"> ▪ with names of pubs, shops, banks and hotels named after the people who started them and end in -s or -'s. <i>Harrods, Lloyds Bank, Emma's pub</i> but: the Black Bull (pub) (because 'Black' is not a name of a person or place). ▪ with the words <i>school, church, bed, hospital, college, university, court, prison or home</i> when we refer to the purpose for which they exist. e.g. Jack was in prison. (He was a prisoner). Jack's mother went to the prison to see him. (She went to the prison as a visitor). ▪ with the words <i>home, father/mother</i> when we talk about our own home/parents: Father is at home. ▪ with means of transport: by bus/car/train/plane. ▪ with the names of illnesses, e.g. He's got malaria. but: flu/the flu, measles/the measles, mumps/the mumps.
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- We use *a/an* to refer to an unspecified thing. It means *any one*.
e.g. She bought **a** blouse. (*We* are not talking about a specific blouse).
- We use *one* when we are counting, to put emphasis on number.
e.g. She bought **one** blouse. (She didn't buy two blouses).
- We use *a/an + adjective + one*.
e.g. I'm looking for a flat. I want *a big one*. (NOT: I want ~~a one~~).
- We use *one* with the words *night/morning/day/time*, etc.
e.g. *One night* there was a terrible storm.
- We use *one* or *one of* ... when we mean *one person/thing* out of many. It usually contrasts with *other*.
e.g. **One book** was about history, but **the others** were about geography. **One of** my friends is a vet.

▪ We use *a/an* or *one* with no difference in meaning when counting or measuring time, distance, weight, etc.

e.g. He paid *a/one* hundred pounds for the ring. We need *a/one* kilo of potatoes. Sandra will be away for *a/one* year.

ADJECTIVES

♦ **Adjectives** describe nouns. They have the same form in the singular and plural: e.g. *a cheap watch — cheap watches*.

♦ Adjectives go:

a) before nouns, e.g. *a clever child*.

b) after the verbs: *be, look, smell, sound, feel, taste, seem, appear, become, get, stay*, etc.

e.g. *She is thin. He seems tired.*

♦ There are *opinion adjectives* and *fact adjectives*. *Opinion adjectives* such as *smart, bad*, etc. show what a person thinks of somebody or something. *Fact adjectives* such as *short, big, old*, etc. give us factual information about age, size, colour, origin, material, etc.

ORDER OF ADJECTIVES

♦ Opinion adjectives go before fact adjectives,

e.g. *a handsome young man*.

♦ When there are two or more fact adjectives in a sentence, they usually go in the following order:

	Opinion adjectives	Fact adjectives							
		size	age	shape	colour	origin	material	used for/be about	noun
It's a	fantastic	small	new	round	red	Swiss	plastic	alarm	clock

♦ We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.

e.g. *an expensive Italian leather bag*.

♦ *Present* and *past participles* can be used as adjectives.

The present participle (-ing) describes what somebody or something is (it answers the question «What kind?»). **The past participle (-ed)** describes how somebody feels (It answers the question «How do you feel?»).

e.g. It's a very *tiring* job. (What kind of job? Tiring).

He's very *tired*. (How does he feel? Tired).

ADVERBS

- Adverbs describe verbs, adjectives or other adverbs.
- An adverb can be one word (*slowly*) or a phrase (*In the street*).
- Adverbs can describe manner (how), place (where), time (when), frequency (how often), degree (to what extent), etc.

e.g. *He speaks slowly.* (How does he speak? *Slowly* — adverb of manner).

Your hat is there. (Where is it? *There*. — adverb of place)

- *Adverbs usually go after verbs. They can also go before verbs* (adverbs of frequency).

e.g. *Simon always drives carefully.*

- Adverbs go before adjectives, other adverbs and past participles.

e.g. *The test was surprisingly easy. He speaks incredibly quickly. English is widely spoken.*

- When there are two or more adverbs in the same sentence, they usually come in the following order: *manner* — *place* — *time*,

e.g. *He worked quietly at his desk all day long.*

- If there is a verb of movement, such as *go*, *come*, *leave* in the sentence, then the adverbs come in the following order:

place — *manner* — *time*,

e.g. *She went home by taxi last night.*

Formation of Adverbs

We usually form an adverb by adding *-ly* to the adjective:

e.g. *soft* — *softly*.

Adjectives ending in *-le* drop the *-e* and take *-ly*:

e.g. *probable* — *probably*.

Adjectives ending in **consonant + y** drop the **-y** and take **-ily**:

e.g. heavy — heavily.

Adjectives ending in **-l** take **-ly**:

e.g. careful — carefully.

Adjectives ending in **-ic** usually take **-ally**:

e.g. tragic — tragically **But:** *public — publicly.*

DEGREES OF COMPARISON OF ADJECTIVES AND ADVERBS

	Положительная степень (Positive Degree)	Сравнительная степень (Comparative Degree)	Превосходная степень (Superlative Degree)
Односложные	small	smaller (than)	(the) smallest
	large	larger (than)	(the) largest
Двусложные и многосложные	beautiful	more beautiful (than)	(the) most beautiful
	quickly	more quickly	most quickly
Особая группа	good (хороший) well (хорошо)	better (лучше)	(the) best
	bad (плохой) badly (плохо)	worse (хуже)	(the) worst
	many (много) much (много)	more (больше/более)	(the) most
	little (маленький/ мало)	less (меньше/менее)	(the) least
	far (далекий)	farther (более далекий)	(the) farthest (самый далекий)
	far (далеко)	further (дальше)	(the) furthest (дальше всего)
	old (старый)	older elder(старше)	(the) oldest (the) eldest

Сочетания

Положительная степень	Сравнительная степень
as ... as такой (же) ... как (и)/так (же) ... как (и): <i>She is as beautiful as her mother.</i>	much ... гораздо/намного + сравнительная степень <i>Your work is much better than that of John.</i>
not so ... as не такой ... как <i>The study is not so big as the bedroom.</i>	the ... the чем ... тем <i>The sooner you do it the better.</i>

NUMBERS

Cardinal numbers (порядковые числительные).

379 = three hundred and seventy nine

2,860 = two thousand eight hundred and sixty 5,084 = five thousand and eighty-four

470,000 = four hundred and seventy thousand 2,550,000 = two million, five hundred and fifty thousand 3,000,000,000 = three billion

Note: There is no plural **s** after *hundred*, *thousand*, *million* and *billion* when they are part of a number. On their own, they can be plural, e.g. *thousands of people*; *millions of insects*.

Dates

In 1800 (In eighteen hundred).	В 1800 году.
In 1905 (In nineteen o [ou] five). In nineteen hundred and five.	В 1905 году.
In 1952 (In nineteen fifty-two).	В 1952 году.
March 21, 1964. (the twenty-first of March, nineteen sixty-four <i>or</i> March the twenty-first, nineteen sixty-four.	Двадцать первое марта 1964 года.
On the tenth of February (on February the tenth).	Десятого февраля.

Fractions (дроби)

1/2 a (one) half

1/3 a (one) third

1 ¹/₄ one and a quarter

1 ¹/₂ one and a half

1/4	a (one) quarter	$1\frac{3}{4}$	one and three quarters
3/5	three fifths	$1\frac{1}{3}$	one and a third
	point eight	1.25	one point two five
0.8	nought [no:t] point eight		
	o [ou] point eight		
1.02	one point nought two	1.5	one point five
	one point o [ou] two		
4.25	four point twenty-five	1.75	one point seven five
1.33	one point three three		

Percentages (проценты)

26% = twenty-six per cent

e.g. More than 50% is the majority; less than 50% is the minority.

Arithmetic (арифметические действия)

There are four basic processes for working out (= calculating) a problem:

+ = **addition** e.g. $6 + 4 = 10$ (six **plus/and** four equals/is ten)

- = **subtraction** e.g. $6 - 4 = 2$ (six **minus** four equals/is two)

X = **multiplication** e.g. $6 \times 4 = 24$ (six **times/multiplied by** four equals/is twenty-four)

÷ = **division** e.g. $4 \div 2 = 2$ (four **divided** by two equals/is two)

Saying '0'

telephone number: 603 724 = six **oh** three, seven two four

(*AmEng* = six **zero** three) **mathematics:** 0.7 = **nought** point seven;

6.02 = six point **oh** two **temperature:**

-10 degrees = ten degrees below **zero** / minus ten degrees

football: 2 - 0 = two **nil**

tennis: 40 - 0 = forty **love**

Talking numbers

Here are several useful words and expressions connected with numbers:
*The streets have got **odd numbers** (e.g. 3, 5, 7) on the left and **even numbers** (e.g. 4, 6, 8) on the right. I got 16 **out of** 20 in our last test.*

PRONOUNS

Number (число)	Person (лицо)	Personal Pronouns (Личные)		Possessives (Притяжательные)		Reflexive (Возвратные)
		Subject pronouns	Object pronouns	Possessive adjectives	Possessive pronouns	
Singular	1	I	me	my <i>book</i>	mine	myself
	2	You	you	your <i>house</i>	yours	yourself
	3	He	him	his <i>friend</i>	his	himself
		She	her	her <i>room</i>	hers	herself
		It	it	its <i>colour</i>	its (own)	itself
Plural	1	We	us	our <i>family</i>	ours	ourselves
	2	You	you	your <i>children</i>	yours	yourselves
	3	they	them	their <i>car</i>	theirs	themselves

Relative pronouns (*who(m), which, whose, that*) introduce relative clauses.

A *relative clause* tells us which person or thing the speaker means.
 e.g. The man, **who lives in the flat above**, is an actor.

(The relative clause identifies which man the speaker is talking about).

*E.g. A racing driver is someone **who/that** drives racing cars and **whose** job is very dangerous. A kangaroo is an animal **which/that** lives in Australia. A book is something **which/that** people read.*

people	who/that
things/animals	which/that
possession	whose

◆ We do not omit the relative pronoun when it is *the subject* of the relative clause, that is, when there is not a noun or subject pronoun between the relative pronoun and the verb.

e.g. *I met a girl. She is from Japan.*



met a girl who/that is from Japan. (The relative pronoun is the subject, there is not another pronoun or noun between **who** and the verb **is**).

QUANTIFIERS

Uncountable Nouns (неисчисляемые существительные)		Plural Nouns (множественное число)	
Much (много)		Many (много)	
Do you drink much coffee?		Do you know many people?	
She hasn't got much money.		He hasn't got many friends.	
a lot of, lots of, plenty of; very, too, so, how			
a great deal of, a good deal of		a great many, a good many, a large number of	
He drinks a lot of/lots of/plenty of coffee		She has a lot of/lots of/plenty of friends	
a little →		← a few	
немного, несколько (Some, but not many)			
They have a little money, so they are not poor.		I've got a few friends, so I'm not lonely.	
little →		← few	
мало (nearly no, nearly nothing)			
There is little food in the fridge.		There are few people in the park.	
They have little money. They are poor.		I'm sad and lonely. I've got few friends.	

◆ **A lot of/lots of** are used with both plural countable and uncountable nouns. They are normally used in **affirmative** sentences. **Of** is omitted when **a lot/lots** are not followed by a noun.

e.g. Mary's got *a lot of/lots of* dresses. There's *a lot of/lots of* coffee in the pot.

But: Have you got *many* CDs? Yes, I've got *a lot*.

◆ **Much** and **many** are normally used in **interrogative** and **negative** sentences. **Much** is used with uncountable nouns and **many** with plural countable nouns.

e.g. Is there *much* cheese in the fridge? There isn't *much* cheese left. Have you got *many* toys? I haven't got *many* toys.

◆ **How much** and **How many** are used in *questions* and *negations*.

How much + uncountable noun	————→	amount
How many + countable noun	————→	number

e.g. 'How much milk do you take in your tea?' — 'Just a little'.

'How many workers were fired?' — 'Four'.

◆ **Too many** is used with *plural countable* nouns.

Too much is used with *uncountable* nouns.

They have *a negative meaning* and show that there is more of something than is wanted or needed.

e.g. She's got *too many* books. She doesn't know where to put them all.

You've put *too much* salt in the soup. We can't eat it.

OBOPOT “THERE IS/THERE ARE”

	Present Simple			Past Simple			Future Simple		
Affirmative	There	is	a <u>letter</u> in the box. some <u>milk</u> in the cup.	There	was	a <u>letter</u> in the box. some <u>milk</u> in the cup.	There	will be	a <u>letter</u> in the box. some <u>milk</u> in the cup. some <u>books</u> on the table.
		are	some <u>books</u> on the table.		were	some <u>books</u> on the table.			
Interrogative	Is	there	a <u>letter</u> in the box? any <u>milk</u> in the cup?	Was	there	a <u>letter</u> in the box? any <u>milk</u> in the cup?	Will there	be	a <u>letter</u> in the box? any <u>milk</u> in the cup? any <u>books</u> on the table?
	Are		any <u>books</u> on the table?			Were			any <u>books</u> on the table?
Negative	There	is not isn't	a <u>letter</u> in the box. any <u>milk</u> in the cup.	There	was not wasn't	a <u>letter</u> in the box. any <u>milk</u> in the cup.	There	will not (won't) be	a <u>letter</u> in the box. any <u>milk</u> in the cup. any <u>books</u> on the table.
		are not aren't	any <u>books</u> on the table.		were not weren't	any <u>books</u> on the table.			

СРАВНИТЕЛЬНАЯ ТАБЛИЦА ВИДОВРЕМЕННЫХ ФОРМ ГЛАГОЛА В АКТИВНОМ ЗАЛОГЕ

	Simple	Continuous	Perfect	Perfect Continuous																																																																																				
Present	often, seldom, always, usually, regularly, every day, sometimes, as a rule.	now, right now, just now, at the moment, today, this week (month, season), these days, tonight (this evening), at present.	already, just, yet, never, ever, today, this, so far, lately/recently; for, since.	for, since.																																																																																				
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<p>I will write two letters tomorrow. Я напишу/буду писать два письма завтра.</p>	<p>I will be writing a letter at this time tomorrow. Я буду писать письма в это время завтра.</p>	<p>I will have written two letters by the time/before you come. Я напишу два письма к тому времени/до того как ты придешь.</p>	<p>I will have been writing the letters for an hour tomorrow when you come. Я буду писать письма в течение часа завтра, когда ты придешь.</p>																																		

ВИДО-ВРЕМЕННЫЕ ФОРМЫ АНГЛИЙСКОГО ГЛАГОЛА В СТРАДАТЕЛЬНОМ ЗАЛОГЕ

	Simple	Continuous	Perfect
Present	<p>often, seldom, always, usually, regularly, every day, sometimes, as a rule.</p> $S + \begin{array}{ c } \hline \mathbf{am} \\ \hline \mathbf{are} \\ \hline \mathbf{is} \\ \hline \end{array} + V_3$ <p>Letters are written every day.</p>	<p>now, right now, just now, at the moment, today, this week (month, season), these days, tonight (this evening).</p> $S + \begin{array}{ c } \hline \mathbf{am} \\ \hline \mathbf{are} \\ \hline \mathbf{is} \\ \hline \end{array} + \mathbf{being} + V_3$ <p>The letters are being written now.</p>	<p>already, just, never, ever, yet, once, twice, many times, this week etc.; for, since.</p> $S + \mathbf{have/has been} + V_3$ <p>The letters have already been written.</p>
Past	<p>yesterday, last week (month, year), ago.</p> $S + \begin{array}{ c } \hline \mathbf{was} \\ \hline \mathbf{were} \\ \hline \end{array} + V_3$ <p>The letters were written two days ago.</p>	<p>this time, all day (night) long, at six o'clock, the whole evening, from seven to nine; when I came.</p> $S + \begin{array}{ c } \hline \mathbf{was} \\ \hline \mathbf{were} \\ \hline \end{array} + \mathbf{being} + V_3$ <p>The letters were being written this time yesterday.</p>	<p>by, before.</p> $S + \mathbf{had + been} + V_3$ <p>The letters had been written by the time I came.</p>
Future	<p>tomorrow, the day after tomorrow, next week, in a day.</p> $S + \mathbf{will/shall + be} + V_3$ <p>Letters will be written tomorrow.</p>	<p>this time tomorrow (next week, next month), at 10 o'clock on Friday; when I come.</p> <p style="text-align: center;">(Future Simple)</p>	<p>by, before.</p> $S + \mathbf{will have been} + V_3$ <p>Letters will have been written by the time you come.</p>

ФУНКЦИИ МОДАЛЬНЫХ ГЛАГОЛОВ

<p>Expressing ability <i>a) Terry is twenty years old. He can drive a car. (present)</i> <i>b) When he was ten, he could/was able to ride a bicycle, (past repeated action).</i> <i>c) Paula was able to climb to the top of the mountain. (managed to do; past single action).</i></p>	<p>Expressing lack of ability <i>a) Sue can't dance, (present).</i> <i>b) He couldn't/wasn't able to play chess when he was younger, (past repeated action).</i> <i>c) She couldn't/wasn't able to finish the book, (past single action).</i></p>
<p>Expressing obligation/duty/necessity <i>a) You must attend the meeting. (You are obliged to/You have to/You need to/It is necessary).</i> <i>b) I must attend the meeting. (I have decided).</i> <i>c) I have to attend the meeting. (Someone else has decided).</i> <i>d) We ought to/should respect the elderly, (less strong than must).</i> Need I buy her a present? <i>(Is it necessary?)</i></p>	<p>Expressing prohibition <i>You mustn't/can't be late for work. (it's forbidden/you aren't allowed to/it's against the rules/law).</i></p>
<p>Expressing absence of necessity <i>a) She doesn't need to/doesn't have to / needn't do the shopping. I'll do it later. (It isn't necessary).</i> <i>b) She didn't need to/didn't have to do the shopping as I had already done it. (It wasn't necessary for her to do it). She needn't have done the shopping. (It wasn't necessary for her to do the shopping, but she did).</i></p>	<p>Expressing possibility <i>a) It can get very hot in July, (it is theoretically possible).</i> <i>b) We could / may / might be a little late, (it is possible).</i> He could/might have been injured, (but he wasn't).</p>
<p>Expressing certainty <i>a) He must be at home, (positive; I'm sure he is).</i> <i>b) He can't be sleeping, (negative; I'm sure he isn't).</i></p>	<p>Expressing probability <i>He ought to/should be in now. (He is probably in).</i></p>
<p>Asking for permission <i>a) Can I ask you a question, please? (informal)</i></p>	<p>Giving/Refusing permission <i>a) You can park your car here, (informal)</i></p>

<p>b) Could I ask you a question, please? (more polite) May/Might I ask you a question, please? (formal)</p>	<p>b) You may park your car in this area, (formal, usually written) c) You can't/mustn't use this phone, (informal) You may not use this phone, (formal — usually written)</p>
<p>Talking about permission a) All students can/are allowed to use the library. (regulation) b) I could/was allowed to go out alone when I was 18. (general permission) I was allowed to go out alone last night. (permission for one particular action)</p>	
<p>Making requests a) Can/Will you explain this to me? (informal) b) Could/Would you explain this to me? (more polite) c) Can I have some water? (informal) d) Could/May I have some water? (formal) e) Might I have some water? (very formal)</p>	<p>Making offers a) I'll help you with your essay. (I'm willing to help you). b) Shall/Can/Could I carry this bag for you? (Would you like me to/Do you want me to do it?)</p>

ТАБЛИЦА НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

Infinitive	Past	Past Participle
be	was	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt (burned)	burnt (burned)
burst	burst	burst
buy	bought	bought
can	could	(been able to)
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cu;
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt (dreamed)	dreamt (dreamed)
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten

forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung (hanged)	hung (hanged)
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt (learned)	learnt (learned)
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold

send	sent	sent
set	so	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt (smelled)	smelt (smelled)
speak	spoke	spoken
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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