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Английский язык для абитуриентов

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Включает материалы и полезные рекомендации для подготовки к вступительному экзамену по английскому языку в высшие учебные заведения Республики Беларусь.

Для абитуриентов, слушателей подготовительных отделений вузов, учащихся средних школ, лицеев, гимназий, а также широкого круга лиц, желающих самостоятельно продолжить изучение английского языка.

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Часть 1. Программа и рекомендации

1. Программа по иностранным языкам

На вступительном экзамене по иностранному языку проверяется практическое владение абитуриентами следующими видами иноязычной речевой деятельности: аудированием (пониманием речи на слух), говорением (в диалогической и монологической формах), чтением (ознакомительным – с целью извлечения основной информации из прочитанного и изучающим – с целью полного понимания читаемого).

Поступающий в высшее учебное заведение должен иметь следующий объем знаний, умений и навыков по иностранным языкам в пределах языкового материала и тематики, определенной программой средней школы.

Устная речь (понимание речи на слух, говорение)

1. Понимать иноязычную речь при непосредственном общении и в фонозаписи. Продолжительность звучания аудитивных текстов – до 2 минут. Тексты должны содержать фабулу и включать до 4 % неизученных слов, доступных для понимания на основе догадки, при длине фраз до 10 слов. Проверка понимания прослушанного текста осуществляется посредством передачи его содержания на родном языке или при помощи теста.

2. Вести с экзаменатором без предварительной подготовки беседу-диалог в соответствии с предложенной ситуацией, сочетая обмен репликами различного характера (вопросно-ответные, выражающие согласие или отказ, запрос уточняющих сведений и т.п.) с развернутыми сообщениями, делать устное сообщение по предложенной теме. От экзаменуемого требуется не только сообщать о фактах, но и выражать свое отношение к ним. Объем монологического высказывания составляет не менее 10 фраз.

Чтение

1. Читать с пониманием основного содержания (ознакомительное чтение) адаптированные или несложные оригинальные тексты различных жанров, включающие до 7 % неизученных слов, доступных для понимания и не влияющих на раскрытие основного содержания. Если в тексте есть отдельные слова или выражения, которые затрудняют понимание содержания, их необходимо предварительно выписать на отдельный листок с переводом и приложить к тексту. Объем текста – до 3000 печатных знаков из расчета на один академический час подготовки.

2. Читать с полным пониманием (изучающее чтение) адаптированные или несложные оригинальные тексты различных жанров, содержащие до 6

% неизученных слов, значение которых раскрывается путем догадки или с помощью двуязычного словаря. Объем текстов – до 2200 печатных знаков из расчета на 1 академический час подготовки.

Понимание прочитанного (оба вида чтения) проверяется с помощью постановки абитуриентом вопросов в устной или письменной форме по всему содержанию текста, ответов на вопросы экзаменатора по тексту, выборочного письменного перевода на родной язык и др. Форма контроля понимания прочитанного должна соответствовать виду чтения.

Тексты для чтения должны представлять собой законченные по смыслу отрывки с указанием источников, из которых они подобраны.

Выбор выносимого на экзамен вида чтения (ознакомительное или изучающее) и формы контроля понимания прочитанного определяются приемной комиссией вуза.

Навыки произношения, владение лексическим минимумом и грамматическими конструкциями выявляются в процессе чтения, устной беседы с абитуриентами, а также в других формах по усмотрению приемной комиссии.

Так как письмо и перевод не являются целью обучения в средней общеобразовательной школе, данные виды речевой деятельности специальной проверке не подлежат, но в отдельных случаях могут быть использованы на экзамене как средство для определения уровня владения абитуриентами навыками чтения.

Перечень устных тем для организации беседы с абитуриентом на устном экзамене по иностранному языку

1. О себе и своей семье
2. Мой друг (подруга)
3. Моя квартира (дом)
4. Моя школа
5. Мой рабочий день
6. Как я провожу свободное время. Мои увлечения
7. Мои занятия иностранным языком
8. Физическая культура и спорт в моей жизни
9. Как я делаю покупки
10. Моя любимая пора года
11. Мои впечатления от посещения театра (кино, концерта, выставки)
12. Мой любимый писатель (поэт, художник, актер, композитор)
13. Профессия, которую выбираю
14. Мой родной город (село)
15. Республика, в которой я живу

16. Минск – столица Республики Беларусь
17. Замечательные люди Республики Беларусь
18. Что я знаю о стране изучаемого языка? (географическое положение, достопримечательности, столица)
19. Выдающиеся люди страны изучаемого языка
20. Проблемы экологии

Объем лексико-грамматического материала

Лексический материал.

Активное владение 950 лексическими единицами (понимание и свободное употребление в устной речи и при чтении). Слова, образованные от известных корней с помощью аффиксов: суффиксов имен существительных -er, -(i)ty, -tion(-sion), -ness, -ist, -ism, -ment; имен прилагательных -ful, -ous, -ish, -able, -ic, -ical, -less, -y, -(i)an; числительных -teen, -ty, -th; наречий -ly; префиксов re-, un-, in-(im-, il-, ir-), dis-, mis-.

Грамматический материал.

А. Для устной речи.

С и н т а к с и с. Употребление простого (нераспространенного и распространенного) предложения с глагольным, именным и составным глагольным сказуемым.

Употребление безличных предложений с формальным подлежащим it.

Порядок слов в английском предложении.

Постановка вопросов различных коммуникативных типов.

Сложносочиненные предложения.

Сложноподчиненные предложения с придаточными определительными, дополнительными, обстоятельственными, времени, условия.

Предложения с оборотом there is (are).

Структуры с глаголом to let, с оборотом to be going to.

Употребление сложного дополнения после глаголов see, hear, want, wish и их эквивалентов.

М о р ф о л о г и я. Имя существительное. Употребление имен существительных во множественном числе, в притяжательном падеже.

Артикль. Основные случаи употребления неопределенного и определенного артикля. Отсутствие артикля.

Имя прилагательное. Употребление имен прилагательных в сравнительной и превосходной степенях.

Местоимение. Личные, притяжательные, указательные, вопросительные местоимения. Местоимения some, any, no и их производные.

Имя числительное. Количественные и порядковые числительные.

Наречие. Употребление наречий в сравнительной и превосходной степенях.

Предлоги и союзы. Их употребление.

Глагол. Употребление глаголов to be, to have.

Модальные глаголы can (could), may (might), must и их эквиваленты.

Повелительное наклонение: утвердительная и отрицательная формы.

Употребление знаменательных глаголов в Present, Past и Future Indefinite Active, Present Continuous, Present Perfect, Past Continuous в утвердительной, вопросительной и отрицательной формах.

Употребление Present Indefinite для обозначения будущего времени после союзов when, if и их эквивалентов в придаточных предложениях времени и условия.

Б. Для чтения.

Поступающие должны узнавать и понимать при чтении условные предложения, обозначающие нереальные действия, или предложения, относящиеся к прошедшему, настоящему или будущему.

Поступающие должны узнавать и понимать при чтении предложения, содержащие Present Indefinite Passive, Present Perfect Passive, Past Perfect Active, Future-in-the-Past Indefinite Active, неличные формы глагола на -ing (Indefinite Gerund Active, Present Participle Active), герундиальные и причастные обороты, инфинитив и инфинитивные обороты.

Согласование времен. Косвенная речь.

2. Требования на вступительном экзамене по иностранному языку

1. На экзамене по иностранному языку поступающие на специальности, связанные с внешнеэкономической деятельностью, должны:

1.1. Понимать содержание отрывка художественного, общественно-политического или научно-популярного текста объемом 3000 печатных знаков. Прочитать вслух и перевести на родной язык письменно отмеченную экзаменаторами часть текста объемом 900-1000 печатных знаков с помощью словаря. Ответить на 8 вопросов по содержанию всего текста и пересказать на иностранном языке содержание всего текста.

1.2. Письменно без словаря перевести с родного языка на иностранный 7 предложений, которые содержат изученный лексико-грамматический материал.

1.3. Вести с экзаменатором беседу без предварительной подготовки по предложенной ситуации в рамках одной из двадцати устных тем, объем монологического высказывания должен составлять 12-15 предложений.

К поступающим на все остальные специальности предъявляются аналогичные по форме и содержанию требования, однако несколько меньшие по объему. В частности, понимать текст предлагается объемом 1500 печатных знаков, прочитать вслух и перевести на родной язык в письменном виде – 600-700 знаков, ответить на вопросы по содержанию всего текста, письменно без словаря перевести с родного языка на иностранный 5 предложений. Пересказывать содержание текста не нужно.

2. Экзамен у каждого поступающего принимается двумя экзаменаторами.

3. В аудитории должны находиться не больше 5–6 человек, на ответ отводится не больше 15 минут.

4. В случае допущения абитуриентом ошибок экзаменатор письменно делает пометки в листе устного ответа.

5. При подготовке к экзамену абитуриент обязательно должен делать записи в листе устного ответа, а экзаменаторы отмечают правильность и полноту ответов на вопросы билета и дополнительные вопросы, которые записываются в листе устного ответа экзаменатором. Дополнительные вопросы носят уточняющий характер и не выходят за рамки программы.

6. Экзаменационная оценка ставится цифрой и прописью вначале в экзаменационную ведомость, а затем в экзаменационный лист поступающего. Каждая оценка по иностранному языку в экзаменационной ведомости и в экзаменационном листе подписывается двумя экзаменаторами.

7. Экзаменационные ведомости и листы устного ответа после завершения экзамена передаются ответственному секретарю или его заместителю. Экзаменационные листы передаются ответственному секретарю или его заместителю в случае, если абитуриент получил по иностранному языку неудовлетворительную оценку или если данный экзамен был последним.

3. Примерные нормы оценки различных видов речевой деятельности на вступительном экзамене по иностранному языку

В 2002 году осуществлен переход учреждений, обеспечивающих получение общего среднего и профессионально-технического образования, на десятибалльную систему оценки результатов учебной деятельности учащихся. В связи с этим на вступительных экзаменах в высшие учебные заведения вводится аналогичная процедура оценки. Примерные нормы оцен-

ки различных видов речевой деятельности на вступительном экзамене по иностранному языку составлены на основе следующих документов:

1. Постановление Министерства образования Республики Беларусь № 21 от 24.05.2002 г. "О введении десятибалльной системы оценки результатов учебной деятельности учащихся в учреждениях, обеспечивающих получение общего среднего и профессионально-технического образования".
2. "Десятибалльная система оценки результатов учебной деятельности учащихся" – разработана в Национальном институте образования Министерства образования Республики Беларусь под научным руководством и редакцией кандидата педагогических наук, зам. директора по научной работе НИО О.Е. Лисейчикова.
3. "Примерные нормы оценки результатов учебной деятельности учащихся по иностранному языку" – разработаны сотрудниками Минского государственного лингвистического университета, Минского городского института повышения квалификации, Главного управления общего среднего образования МО РБ и др.

В соответствии с этими документами оценка результатов учебной деятельности учащихся может быть представлена следующим образом:

Словесная характеристика	Выражение в баллах
неудовлетворительно	0
почти удовлетворительно	1–2
удовлетворительно	3
весьма удовлетворительно	4
почти хорошо	5
хорошо	6
очень хорошо	7
почти отлично	8
отлично	9
превосходно	10

Примерные нормы оценки различных видов речевой деятельности (говорения, чтения и перевода), проверяемых на вступительном экзамене по иностранному языку, составлены на основе интегральной десятибалльной шкалы оценки учебных достижений учащихся и отражены в таблицах 1, 2 и 3.

Табл. 1. Оценка говорения

Уровни учебных достижений	Баллы	Решение коммуникативной задачи	Говорение
Нулевой	0		Отсутствие ответа или отказ от ответа.
Низкий (рецептивный)	1	Попытки решения коммуникативной задачи на уровне отдельных слов.	Язык использован на уровне отдельных слов.
	2	Попытки решения коммуникативной задачи на уровне отдельных фраз и предложений.	Язык использован на уровне отдельных словосочетаний и предложений в знакомой ситуации.
Удовлетворительный (рецептивно-репродуктивный)	3	Коммуникативная задача решается на уровне неполного воспроизведения по памяти.	Трудности в общении; неполное воспроизведение на уровне памяти. Передается и воспринимается информация общего содержания в знакомой ситуации. Отсутствует понимание и реакция на понимание.
	4	Коммуникативная задача решается на уровне полного воспроизведения.	Полное воспроизведение по образцу. Речь упрощенная. Понимание языка ограничено.
Средний (репродуктивно-продуктивный)	5	Коммуникативная задача решается на уровне осознанного воспроизведения.	Владение языком ограничено воспроизведением программного материала в большинстве знакомых ситуаций с многочисленными ошибками.
	6	Коммуникативная задача решена по образцу.	Использование программного учебного материала в знакомой ситуации по образцу. Речь лексически и грамматически разнообразна, но недостаточно беглая (паузы, повторы и др.). Наличие языковых ошибок.
Достаточный (продуктивный)	7	Коммуникативная задача решена по известному алгоритму.	Содержание высказываний соответствует заданной теме и знакомой ситуации общения. Высказывания логичны, связаны между собой на основе известных алгоритмов, редкие ошибки (5-6) языкового характера легко устраняются с помощью учителя.
	8	Коммуникативная задача решена полностью.	Содержание высказываний соответствует заданной теме и знакомой ситуации общения, отличается связностью и логичностью, аргументированностью. Незначительные языковые ошибки (3—4) исправляются на основе самокоррекции.

Высокий (продуктивный, творческий)	9	Коммуникативная задача решена полностью.	Свободное оперирование программным учебным материалом в незнакомой ситуации. Содержание высказывания соответствует ситуации общения, отличается связностью, полнотой, спонтанностью и беглостью, хорошо аргументировано, выражает свою точку зрения. Речь разнообразна, допускается 1-2 ошибки, исправляемые на основе самокоррекции.
	10	Коммуникативная задача решена полностью.	Свободное оперирование программным учебным материалом в незнакомой ситуации. Содержание высказывания соответствует ситуации общения, отличается связностью, полнотой, спонтанностью и беглостью. Высказывания политематического характера, хорошо аргументированы, выражают свою точку зрения. Речь разнообразная, правильная. Отсутствие ошибок языкового характера.

Табл. 2. Оценка чтения

Уровни	Баллы	Чтение
Нулевой	0	Отсутствие ответа или отказ от ответа.
Низкий (рецептивный)	1	Понимание менее 30% основных фактов и смысловых связей между ними.
	2	Понимание 30% основных фактов и смысловых связей между ними.
Удовлетворительный (рецептивно-репродуктивный)	3	Понимание менее 50% основных фактов и смысловых связей между ними.
	4	Понимание 50% основных фактов и смысловых связей между ними.
Средний (репродуктивно-продуктивный)	5	Понимание большинства основных фактов текста, смысловых связей между ними и отдельных деталей текста.
	6	Понимание всех основных фактов текста, смысловых связей между ними и 50% деталей текста.
Достаточный (продуктивный)	7	Понимание всех основных фактов текста, смысловых связей между ними и 70% деталей текста.
	8	Понимание всех основных фактов текста, смысловых связей между ними и 80% деталей текста.
Высокий (продуктивный, творческий)	9	Понимание всех основных фактов текста, смысловых связей между ними и 90% деталей текста.
	10	100% понимание основных фактов текста, смысловых связей между ними и деталей текста.

Табл. 3. Оценка перевода

Уровни	Баллы	Перевод
Нулевой	0	Отсутствие перевода или отказ от него.
Низкий (рецептивный)	1	Перевод текста на уровне отдельных словосочетаний и предложений при проявлении усилий и мотивации.
	2	Неполный перевод текста (менее 90%). Допускаются грубые искажения в передаче содержания. Отсутствует правильная передача характерных особенностей стиля переводимого текста.
Удовлетворительный (рецептивно-репродуктивный)	3	Неполный перевод текста (90%). Допускаются грубые смысловые и терминологические искажения в передаче содержания. Нарушается правильность передачи характерных особенностей стиля переводимого текста.
	4	Полный перевод текста. Допускаются грубые терминологические искажения в передаче содержания. Нарушается правильность передачи характерных особенностей стиля переводимого текста.
Средний (репродуктивно-продуктивный)	5	Полный перевод текста. Допускаются незначительные искажения смысла и терминологии в передаче содержания. Нарушается правильность передачи характерных особенностей стиля переводимого текста.
	6	Полный перевод текста. Отсутствуют смысловые искажения. Допускаются незначительные терминологические искажения. Допускаются незначительные нарушения характерных особенностей стиля переводимого текста.
Достаточный (продуктивный)	7	Полный перевод текста. Соблюдается точность передачи содержания. Отсутствуют терминологические искажения. Не нарушается правильность передачи стиля переводимого текста.
	8	Полный перевод текста. Отсутствуют смысловые и терминологические искажения. В основном соблюдается правильная передача характерных особенностей стиля переводимого текста.
Высокий (продуктивный, творческий)	9	Полный перевод текста. Отсутствуют смысловые и терминологические искажения. Соблюдается правильная передача характерных особенностей стиля переводимого текста.
	10	Полный перевод текста. Отсутствуют смысловые и терминологические искажения. Творческий подход к передаче характерных особенностей стиля переводимого текста.

4. Рекомендации по ознакомительному чтению текста

О з н а к о м и т е л ь н о е чтение представляет собой познающее чтение, при котором предметом внимания читающего становится все речевое произведение (книга, статья, рассказ). Основная коммуникативная задача, которая стоит перед читающим, заключается в том, чтобы в результате быстрого прочтения всего текста извлечь содержащуюся в нем основную информацию, т.е. выяснить, какие вопросы и каким образом они решаются в тексте, что именно говорится в нем по данным вопросам, и т.д. Оно требует умения различать главную и второстепенную информацию. Переработка информации текста совершается последовательно и произвольно, ее результатом является построение комплексных образов прочитанного.

Для достижения целей ознакомительного чтения, по данным лингвистов, бывает достаточно понимания 75 % текста, если в остальные 25 % не входят ключевые положения текста, необходимые для понимания его содержания. Темп ознакомительного чтения для английского языка не должен быть ниже 180 слов в минуту. Для практики в этом виде чтения используются сравнительно длинные тексты, относительно легкие в языковом отношении и содержащие не менее 25-30 % избыточной, второстепенной информации.

При ознакомительном чтении пользуйтесь следующими рекомендациями:

1. Прочитайте заголовок текста и постарайтесь определить его основную тему.
2. Читая абзац за абзацем, отмечайте в каждом из них предложения, несущие главную информацию, и предложения, в которых содержится дополнительная, второстепенная информация.
3. Определите степень важности абзацев и отметьте абзацы, которые содержат второстепенную по значению информацию.
4. Обобщите информацию, выраженную в абзацах, в единое смысловое целое.

5. Рекомендации по изучающему чтению текста

И з у ч а ю щ е е чтение предусматривает максимально полное и точное понимание всей содержащейся в тексте информации и критическое ее осмысление. Это вдумчивое и неспешное чтение, предполагающее целенаправленный анализ содержания читаемого с опорой на языковые и логические связи текста. Его задачей является также формирование у обучаемого умения самостоятельно преодолевать затруднения в понимании иностран-

ного текста. Объектом "изучения" при этом виде чтения является информация, содержащаяся в тексте. Изучающее чтение включает в себя повторное перечитывание частей текста, иногда с отчетливым произнесением текста про себя или вслух, установление смысла текста путем анализа языковых форм, намеренное выделение наиболее важных моментов с целью лучшего запоминания содержания для последующего пересказа, обсуждения, использования в работе. Темп изучающего чтения составляет 50-60 слов в минуту.

Для этого вида чтения подбираются тексты, имеющие познавательную ценность, информативную значимость и представляющие наибольшую трудность для данного этапа обучения как в содержательном, так и в языковом отношении.

При изучающем чтении пользуйтесь следующими рекомендациями:

1. Прочитайте текст и постарайтесь понять основное содержание.
2. Внимательно прочитайте текст с целью его полного понимания.
3. Непонятные предложения разбейте на смысловые группы по формальным признакам, в качестве которых выступают служебные слова, несущие функциональную нагрузку.
4. Сложные предложения разбейте на простые. В сложноподчиненном предложении определите главное и придаточное.
5. Найдите сначала сказуемое или глагольную группу, признаками которой являются: личные местоимения, вспомогательные и модальные глаголы, наречия (-ly), суффиксы. Глагол-сказуемое обычно находится в предложении на втором месте.
6. Подлежащее стоит слева от сказуемого. Группа подлежащего не может начинаться с предлога.
7. Остальные субстантивные группы выполняют функции дополнений и/или обстоятельств. Их признаками являются артикли, притяжательные, указательные и неопределенные местоимения, предлоги, числительные, существительные в притяжательном падеже ('s), суффиксы. Основное слово субстантивной группы – существительное – стоит в конце группы.
8. Проверьте, согласуются ли подлежащее и сказуемое в лице и числе.
9. В длинном предложении постарайтесь опустить второстепенные слова, чтобы выделить основные члены предложения.
10. Внимательно изучите слова, имеющие знакомые суффиксы и префиксы, и установите их значения.
11. Не ищите в словаре все незнакомые слова, а заменяйте их вначале модельными словами: КТО, ДЕЛАЕТ, ЧТО, как-то, какой-то, какого-то, чем-то и т.п.

12. Слова, о значении которых Вы не догадались, найдите в словаре и соотнесите их значения с контекстом.

6. Рекомендации по переводу с русского языка на английский

При переводе с русского языка на английский следует помнить, что типичное предложение в английском языке имеет фиксированный порядок слов: на первом месте стоит подлежащее, на втором – сказуемое, на третьем – дополнение, на четвертом – обстоятельство, которое может также занимать нулевое место (табл. 4). Порядок слов в английском предложении можно показать также при помощи других терминов (табл.4), которые могут оказаться более понятными, чем традиционные.

Табл. 4. Порядок слов английского предложения

0	1	2	3	4
Обстоятельство	Подлежащее	Сказуемое	Дополнение	Обстоятельство
	КТО	ДЕЛАЕТ	ЧТО	КАК, ГДЕ, КОГДА
	Деятель	Действие	Объект	Образ, Место, Время Действия

Если в действительном залоге сказуемое отвечает на вопрос 'Что делает лицо (предмет)?', то в страдательном залоге сказуемое отвечает на вопрос 'Что делается с лицом (предметом)?' При этом объект действия становится подлежащим, а субъект действия, или деятель, становится дополнением и перед ним ставится предлог *by*.

	Подлежащее КТО	Сказуемое ДЕЛАЕТ	Дополнение ЧТО
Действительный залог	<i>They</i>	<i>discuss</i>	<i>a problem.</i>
	←		→
Страдательный залог	<i>A problem</i>	<i>is discussed</i>	<i>by them.</i>
	←		→
	Подлежащее ЧТО	Сказуемое ДЕЛАЕТСЯ	Дополнение КЕМ/ЧЕМ

При переводе предложений с русского языка на английский необходимо русское предложение перестроить, соблюдая порядок слов английского предложения. Например, предложение 'Он хорошо говорит по-английски' будет построено перед переводом так: 'Он говорит по-английски хорошо', а его перевод будет такой: 'He speaks English well':

0	1	2	3	4
	Он	говорит	по-английски	хорошо
	He	speaks	English	well

Особую трудность представляет обычно перевод сказуемого. Оно обычно состоит из двух частей: 1) вспомогательный глагол и 2) смысловый глагол.

Сказуемое	
Вспомогательный глагол	Смысловый глагол

При его переводе рекомендуется воспользоваться таблицами 'Действительный залог' (табл. 5) или 'Страдательный залог' (табл. 6) и придерживаться следующих правил:

1. Определить залог русского сказуемого: действительный или страдательный.
2. Установить время действия (*Present, Past, Future*), ответив на первый вопрос 'Когда происходит действие?' Во многих случаях это можно сделать по русскому сказуемому и по временным признакам из табл. 5.
3. Определить тип, или характер, действия (*Simple, Continuous, Perfect, Perfect Continuous*), ответив на второй вопрос 'Какое действие происходит?'. При этом следует обратить внимание на временные признаки в табл. 5.
4. Построить сказуемое английского предложения, используя соответствующие строки табл. 5 или 6.

В таблицах и рисунках используются следующие условные обозначения и сокращения:

- BE** – изменяемая часть сказуемого
- be** – неизменяемая часть сказуемого
- V1** – Infinitive
- V2-ed** – Past Simple
- V3-ed** – Past Participle
- ВСП** – вспомогательный глагол

Табл. 5. Действительный залог

1 Когда происходит действие?	2 Какое происходит действие?	Сказуемое		
		ВСП глагол	Временные признаки	Смысловый глагол
Present	Simple (обычное, регулярное, повторяющееся, общеизвестный факт)	–	обычно, часто, всегда, никогда, иногда, редко, изредка, временами, время от времени, как правило, каждый день, дважды в день	V1 V1-s: он, она, оно (ДЕЛАЕТ)
Past		–	вчера, час назад, в 2002 году, на днях, на прошлой неделе, в прошлом месяце/году	V2-ed (ДЕЛАЛ)
Future		shall, will	завтра, скоро, на следующей неделе, в следующем/будущем месяце/году	V1 (БУДЕТ ДЕЛАТЬ)
Present (am, is, are, have, has)	Continuous (ПРОДОЛЖАЕТ ДЕЛАТЬ в опр. момент)	BE	сейчас, в то время как, в это время, в настоящий момент, с 5 до 7, в течение всего вечера, когда он вошел	V1-ing
Past (was, were, had)	Perfect (СДЕЛАЛ к определенному моменту)	HAVE	уже, только что, еще, в последнее время, недавно, никогда, к 5 мая, к тому времени, к 6 часам, несколько раз, сегодня, в это утро, на этой неделе, в этом месяце/году, с тех пор, с понедельника, с 1995 года	V3-ed
Future (В придаточных времени КОГДА и условия ЕСЛИ не употребляется)	Perfect Continuous (ДЕЛАЛ и ПРОДОЛЖАЕТ ДЕЛАТЬ)	HAVE + been	два года, в течение двух лет, в течение долгого времени, весь день, с тех пор, с понедельника, с 1995 года, с 2 часов, со времени его прихода	V1-ing (глаголы BE, KNOW не употребляются)

Табл. 6. Страдательный залог

1 Когда происходит действие?	2 Какое происходит действие?	Сказуемое		
		ВСП глагол	Временные признаки	Смысловый глагол
Present Past Future	Simple	BE	См. выше	V3-ed
	Continuous (нет Future)	BE + being		
	Perfect	HAVE + been		
	Perfect Continuous	нет		

6. Рекомендации по постановке вопросов к тексту

В английском языке вопросы подразделяются на несколько типов: общие, специальные, альтернативные, разделительные и косвенные.

I. Общие

ВСПОМОГАТЕЛЬНЫЙ + ПОДЛЕЖАЩЕЕ + СКАЗУЕМОЕ ?
ГЛАГОЛ (СМЫСЛОВОЙ ГЛАГОЛ)

Общий вопрос задается с целью получить на него утвердительный ответ 'да' или отрицательный ответ 'нет' и произносится с повышением голоса. Он образуется при помощи постановки перед подлежащим вспомогательных глаголов *BE (am, is, are, was, were)*, *HAVE (has, had)*, *shall (should)*, *will (would)* или модальных *can (could)*, *may (might)*, *must*.

При отсутствии указанных глаголов в составе сказуемого используются вспомогательные глаголы *do, does* или *did*, смысловой глагол при этом принимает форму инфинитива без частицы *to*. Ответ на общий вопрос может быть кратким или полным. При кратком ответе используется утверждение *yes* или отрицание *no*, а подлежащее заменяется соответствующим местоимением, за которым следует вспомогательный глагол в утвердительной или отрицательной форме.

Рассмотрим общий вопрос *Does your friend speak English?* Ответы (краткие): 1) *Yes, he does* (утвердительный) и 2) *No, he doesn't* или *No, he does not* (отрицательные).

II. Специальные

СПЕЦИАЛЬНОЕ СЛОВО + ОБЩИЙ ВОПРОС?

Специальные вопросы начинаются со специальных вопросительных слов и ставятся к конкретному члену предложения: подлежащему, сказуемому, дополнению, обстоятельству, определению. Они произносятся с понижением голоса. В качестве специальных вопросительных слов используются следующие слова: *who – кто, кого, whom – кого, whose – чей, what – что, какой, which – который, when – когда, where – где, (от)куда, why – почему, how – как, how much (many) – сколько, how long – сколько времени, how often – как часто*. Ответ на специальный вопрос содержит конкретную информацию.

Рассмотрим варианты специальных вопросов к различным членам предложения на следующем примере:

My friend reads English books in the local library every day.

Мой друг читает английские книги в местной библиотеке каждый день.

1. К подлежащему: *Who reads English books in the local library every day?* Следует обратить внимание на то, что в этом вопросе сохраняется порядок слов повествовательного предложения, так как он начинается с вопросительного слова, которое употребляется в функции подлежащего, и на то, что вопросительное слово согласуется с глаголом-сказуемым в единственном числе 3-го лица. Ответы: 1) *My friend reads English books in the local library every day* или 2) *My friend does*.

2. К определению подлежащего: *Whose friend reads English books in the local library every day?* В этом вопросе также сохраняется порядок слов повествовательного предложения, а вопросительное слово ставится перед подлежащим. Ответы: 1) *My friend reads (English books in the local library every day)* или 2) *My friend does*.

3. К сказуемому: *What does my friend do in the local library every day?* Ответ: *My friend reads English books (in the local library every day)*.

4. К дополнению: *What does my friend read in the local library every day?* Ответ: *My friend reads English books (in the local library every day)*.

5. К определению дополнения: *What books does my friend read at the local library every day?* Ответ: *My friend reads English books (in the local library every day)*.

6. К обстоятельству места: *Where does my friend read English books every day?* Ответ: *My friend reads English books in the local library (every day)*.

7. К определению обстоятельства места: *(In) What library does my friend read English books in?* Ответ: *My friend reads English books in the local library (every day)*. В этом вопросе вопросительное местоимение сочетается с предлогом, который может стоять перед вопросительным местоимением или в конце предложения.

8. К обстоятельству времени: *When does my friend read English books in the local library?* Ответ: *My friend reads English books in the local library every day*.

III. А л т е р н а т и в н ы е

ОБЩИЙ ВОПРОС + or + ОБЩИЙ ВОПРОС?

Альтернативный вопрос задается, когда предлагается сделать выбор. Он состоит из двух частей, соединенных союзом *or*. Первая часть произносится с повышением голоса, а вторая – с понижением.

Рассмотрим альтернативный вопрос *Do you like tea or (do you like) coffee?* В этом вопросе в скобки заключена одинаковая часть, которая может опускаться. Ответы: 1) *I like tea.* 2) *I like coffee.* 3) *I like both tea and coffee.* (Я люблю как чай, так и кофе). 4) *I like neither tea nor coffee.* (Я не люблю ни чай, ни кофе).

IV. Разделительные

ОБЫЧНЫЙ ПОРЯДОК СЛОВ, ВСПОМОГАТЕЛЬНЫЙ ГЛАГОЛ (N'T) + МЕСТОИМЕНИЕ?

Разделительный вопрос состоит из двух частей: повествовательной и вопросительной. Первая часть произносится с понижением голоса, а вторая – с повышением. Он задается, когда необходимо получить подтверждение тому, о чем говорится в повествовательной части. Вопросительная часть представляет собой краткий общий вопрос, состоящий из вспомогательного глагола, с помощью которого можно поставить общий вопрос к первой части, и местоимения, заменяющего подлежащее повествовательной части. Если первая часть содержит утверждение, то во второй части глагол употребляется в отрицательной форме, и наоборот. Утвердительная повествовательная часть свидетельствует о том, что ожидается утвердительный ответ, а отрицательная предполагает отрицательный ответ.

Приведем примеры разделительных вопросов: 1) *My friend works hard, doesn't he?* (Мой друг много работает, не так ли?) и 2) *My friend doesn't work hard, does he?* (Мой друг не работает много, не так ли?). Ответы: 1) *Yes, he does* и 2) *No, he doesn't.*

Следует обратить внимание на то, что глагол *to be* в первом лице единственного числа в отрицательной вопросительной части имеет форму *aren't: I'm busy, aren't I?* Я занят, не так ли? Но: *I am not busy, am I?*

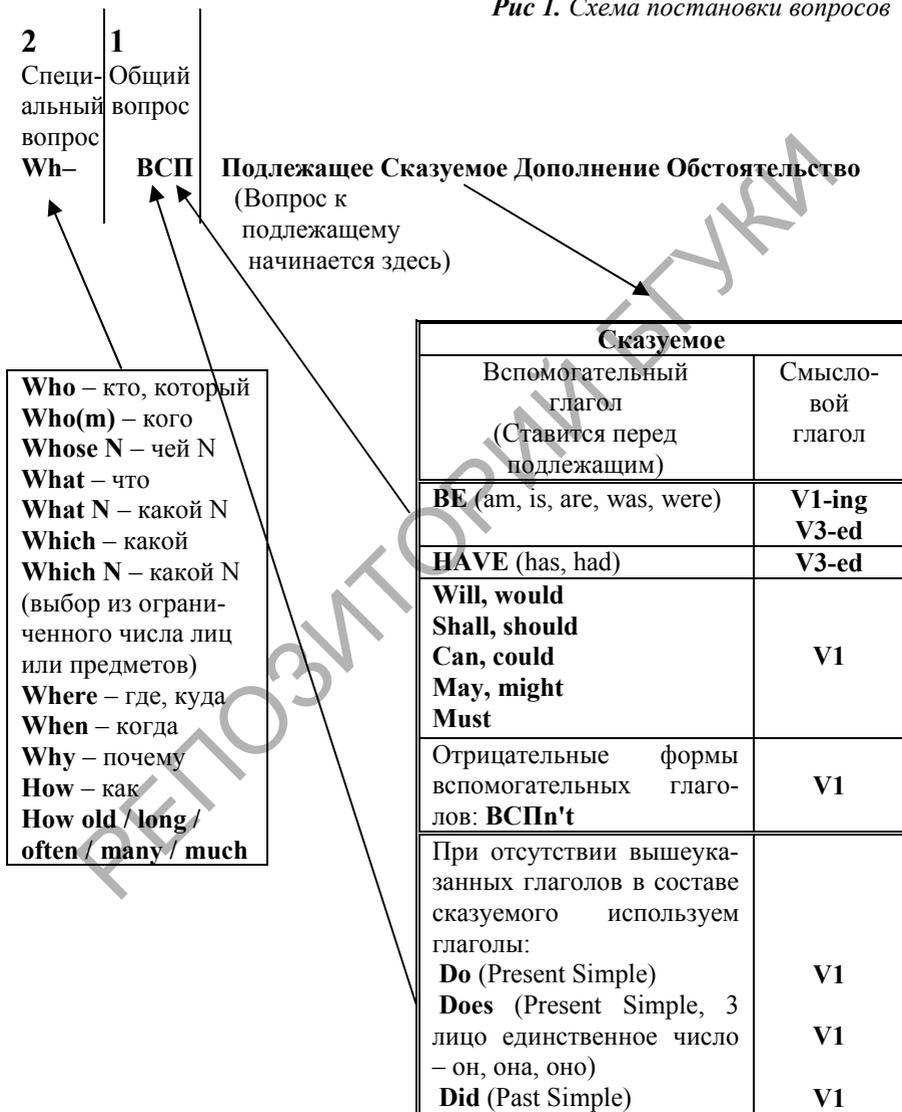
V. Косвенные

WH- + ОБЫЧНЫЙ ПОРЯДОК СЛОВ

В косвенных вопросах вспомогательный глагол не ставится перед подлежащим, а сохраняется порядок слов обычного предложения: *He asked me where she lived.* Он спросил меня, где она живет.

При постановке вопросов и подготовке ответов на вопросы пользуйтесь схемой на рис. 1.

Рис 1. Схема постановки вопросов



7. Рекомендации по пересказу текста

Пересказ текста – это передача содержания рассказа, текста, главы или отрывка из книги, журнала, газеты и т.п. в основном своими словами и выражениями. Этот вид работы с текстом направлен на проверку понимания прочитанного, а также навыков монологической речи. По объему пересказ обычно составляет одну треть от оригинала текста большого объема (3000 знаков) или до двух третей оригинала, если текст небольшого объема (1500 знаков).

Основные рекомендации по пересказу текста сводятся к следующему:

1. Просмотреть, а затем внимательно прочитать текст несколько раз.
2. Выделить ключевые слова и выражения, которые несут основную смысловую нагрузку во всем тексте и в каждом из абзацев.
3. Обобщить информацию и определить основную идею текста.
4. Рассказать о месте и времени основных событий.
5. Выявить основных действующих лиц (героев) и описать их.
6. Пользоваться короткими и простыми фразами, так как длинные и сложные конструкции затрудняют выражение мысли и приводят к увеличению ошибок.
7. Не подменять пересказ текста дословной передачей содержания, т.е. не следует заучивать текст наизусть.
8. Пересказывать от третьего лица единственного или множественного числа.
9. Пересказ желательно вести в одном времени: настоящем, прошедшем или будущем.
10. Прямую речь передавать, как правило, косвенной, обращая внимание на согласование времен в придаточных дополнительных предложениях.
11. Высказать собственное мнение и отношение к прочитанному.
12. При подготовке отрепетировать "про себя" весь пересказ в целом и наиболее сложные его части.
13. Пересказывать текст четким, ясным и достаточно громким голосом, обращая внимание на произношение, интонацию, ритм, мелодичность речи и другие фонетические аспекты.
14. При пересказе следует использовать план и выражения, приводимые в таблице 7, и ключевые, т.е. наиболее часто встречающиеся и несущие основную смысловую нагрузку, слова и словосочетания из текста.

Табл. 7. План пересказа

№	План	Выражения
1	The title	The title of the story (text, chapter, passage, extract) is... The story is entitled (headlined)... The story I am going to summarise (I have read) is called...
2	The author	The author of the story is... This story is published in the book 'X' written by 'Y'. How do you pronounce the name of the author?
3	The main idea	The main idea of the story is... The story is about (is devoted to, deals with)...
4	The contents	This story happened (took place) in... The main characters (heroes) of the story are... (give the description of their appearance). Once (One day)... The author starts telling the readers (about, that)... The author writes (stresses, thinks, points out, notices, remarks, mentions) that... Further the author says that... According to the author... The author comes to the conclusion that... In conclusion the author marks that...
5	Your opinion	In my opinion (To my mind, I think that)... To sum it up, I'd like to say that... This story is very (rather, quite, not) interesting. I liked this story (very much). I'd like to read some more stories by this author.
6	The conclusion	That's all. This is the end of my summary.

8. Рекомендации по фонетике

Изучение английского языка не может считаться полноценным без овладения его фонетическим аспектом, который представляет определенную трудность для учащихся и является не менее важным, чем его другие аспекты. Данный раздел преследует в основном практическую цель – помочь учащимся повторить основные фонетические понятия и основные правила чтения.

Звуки

Звук – это то, что мы слышим; буква – это знак, которым изображается звук. Транскрипция – это запись звуков человеческой речи с помощью специальных символов или букв в квадратных скобках – [], между наклонными линиями – / / и т.п. Буква не всегда изображает один и тот же звук. В английском языке имеется 26 букв (6 гласных + 20 согласных) и 44 звука (20 гласных и 24 согласных).

Гласные звуки

Гласные – звуки речи, состоящие главным образом из голосового тона. При произнесении гласных положение языка, губ и мягкого неба таково, что воздух проходит через полость рта, не встречая препятствий, которые могут способствовать возникновению шума.

Дифтонг – сложный гласный звук, состоящий из двух элементов — слогового и неслогового, образующих один слог, напр., английские [ai], [au].

Приводимые ниже знаки фонетической транскрипции обычно используются в наиболее распространенных словарях и учебниках, издаваемых в нашей стране. Существуют и другие варианты для записи транскрипции.

Табл. 8. Гласные звуки английского языка

Долгие – Long (5)	
[J]	близок протяжному звуку и в слове <i>ива</i>
[Q]	долгий звук а-а в слове <i>парта</i>
[L]	похож на долгое о в слове <i>полный</i>
[H]	близок звуку у , произнесенному протяжно
[W]	среднеязычный звук, похожий на что-то среднее между э и ё в слове <i>Г ёте</i>
Краткие – Short (7)	
[I]	напоминает и в слове <i>игла</i>
[e]	похож на э в слове <i>это</i>
[x]	похож на э , произносимый с широко открытым ртом
[O]	краткий звук о в слове <i>тот</i>
[u]	напоминает краткое у в слове <i>тут</i>
[A]	похож на а в слове <i>сад</i>
[q]	неударный звук: <i>семь комнат</i>
Дифтонги (8)	
[eI]	близок ей в слове <i>рейка</i>

[aɪ]	близок ай в слове <i>чайка</i>
[ɔɪ]	близок ой в слове <i>бойня</i>
[aʊ]	близок ау в слове <i>пауза</i>
[oʊ]	близок оу в слове <i>клоун</i>
[ɪq]	среднее между иа и из с ударением на первом элементе
[Fq]	близок эа с ударением на первом элементе
[uq]	среднее между уа и уэ с ударением на первом элементе

Согласные звуки

Согласные – звуки речи, противопоставленные гласным и состоящие из голоса и шума или только шума, который образуется в полости рта, где струя воздуха встречает различные преграды.

Звонкие согласные – согласные, образуемые шумом в сопровождении голоса. Глухие согласные – согласные звуки, образуемые при помощи одного шума без участия голоса. В английском языке звонкие согласные всегда произносятся твердо и в конце слова не оглушаются: had (имел) – hat (шляпа).

Знак "-" в таблице означает "соответствует русскому". Например, [p] – [п] означает: "английский звук [p] соответствует русскому звуку [п]".

Табл. 9. *Согласные звуки английского языка*

Похожие на русские (10)	
[p] – [п] [b] – [б]	произносится с придыханием
[k] – [к] [g] – [г]	произносится с придыханием
[f] – [ф] [v] – [в]	
[s] – [с] [z] – [з]	при произнесении этих звуков кончик языка касается верхних десен (альвеол)
[m] – [м]	
[j] – [й]	напоминает звук й в слове <i>йод</i>
Отличающиеся от русских (9)	
[t] – [т] [d] – [д]	при произнесении этих звуков кончик языка касается верхних десен (альвеол)
[ʃ] – [ш]	мягкое ш мягкое ж

[Z] – [ж]	
[C] – [ч]	
[G] – [дж]	слитное, мягкое
[n] – [н]	
[l] – [л]	
[r] – [р]	нераскатистый звук, напоминает p в слове <i>жеребий</i>
Отсутствующие в русском (5)	
[T] – [с]	немного распластанный кончик языка выдвигается между зубами и произносится c или з
[D] – [з]	
[N] – [н]	приоткрывается рот и произносится н , не закрывая рта
[w] – [в]	произносится округленными губами
[h] – [х]	выдох, напоминающий слабо произнесенный звук х

Табл. 10. Сводная таблица звуков английского языка

Звуки – Sounds (44)					
Гласные – Vowels (20)			Согласные – Consonants (24)		
Долгие Long (5)	Краткие Short (7)	Дифтонги Diphthongs (8)	Похожие на русские (10)	Отличающиеся от русских (9)	Отсутствующие в русском (5)
[J]	[I]	[eI]	[p] - [b]	[t] - [d]	[T]
[R]	[e]	[aI]	[k] - [g]	[S] - [Z]	[D]
[L]	[x]	[O]	[f] - [v]	[C] - [G]	[N]
[H]	[O]	[au]	[s] - [z]	[n]	[w]
[W]	[u]	[ou]	[m]	[l]	[h]
	[A]	[Iq]	[j]	[r]	
	[q]	[Fq]			
		[uq]			

Правила чтения английских ударных и безударных гласных

По этим правилам читаются в основном только ударные гласные, которые имеют четыре варианта произношения в зависимости от следующего за ударной гласной согласного звука и типа слога. Различают открытый и закрытый слоги. Открытый слог – это слог, заканчивающийся гласным звуком или "немой" гласной "e", которая не читается: no, note. Закрытый слог – это слог, заканчивающийся согласным звуком: not. В колонке "Тип слога"

в квадратных скобках показаны звуки, которые могут отсутствовать. При чтении гласной следует руководствоваться следующими правилами:

- 1 – определить, является она ударной или безударной;
- 2 – выявить тип слога, в котором она находится (открытый или закрытый);
- 3 – установить, сколько и какие буквы следуют за ней или предшествуют ей.

Табл. 11. Правила чтения английских ударных и безударных гласных

Тип слога	a [eɪ]	o [oʊ]	u [ju:]	e [i:]	i [aɪ]	y [waɪ]
Открытый 'гл +[согл+гл]	[eɪ] tape	[oʊ] note	[ju:] tube	[i:] he	[aɪ] file my	
Закрытый 'гл+согл +[согл]	[x] tap	[ɒ] not	[ʌ] cup	[e] hen	[ɪ] fill myth	
Открытый 'гл+"r"+гл	[Fɔ] care	[L] more	[juɔ] pure	[lɔ] here	[aɪ] fire tyre	
Закрытый 'гл+"r" +[согл]	[R] car	[L] for	[W] turn her fir myrtle			
Безударный	[ə] about	[ə] combine [oʊ] tempo	[ə] spectrum [ju:] unite	[ə] absent [ɪ] before	[ɪ] dictate many	

Часть 2. Тексты для чтения

A CHILD IS BORN (from "I Knock at the Door" by Sean O'Casey)

The last day of March was quite a usual day. Some people went to work, others went for a walk. Children ran to school or played their games, and nobody knew that in Dublin, the capital of Ireland, a child was born in a large family. It was a boy, and his parents called him John.

When a child was three, his mother was forty years old. She was tall and straight (1), and her figure was graceful (2). She usually wore a simple black dress with a white collar (3) round the neck. Her hair was black and thick. She parted it down in the middle of the head and gathered it behind in a simple coil (4). She had a small nose and brown eyes which sparkled (5) when she laughed; but she laughed seldom. She had small but strong hands which could do any work.

Many years ago she met Michael Casside in Dublin where he was looking for a job. Soon they fell in love with one another and married.

Michael Casside, Johnny's father, was a very clever man. He had not got any regular education, but he was very fond of books and spent all his free time reading one book after another, and even managed (6) to learn Latin. The neighbours of Michael Casside thought that he was a great scholar (7), though he worked as a clerk at a little office. Every morning he went there in his simple suit and dark hat, and brought home two pounds weekly. This money was not enough, for the Casside family was very large.

Mr. Casside tried to give his children the best education that his means (8) allowed. He sent them to the best schools where teachers were better and the books were dearer than in ordinary schools.

Some time passed, and Johnny learned to walk and to speak. Every morning he woke up when his father and his eldest brothers and sister had already gone to their work or to school. He jumped out of his little bed, hastily dressed and tried to help his mother with the housework. They swept the floor, dusted the furniture and books, cooked the dinner and played together. Sometimes his mother sang, and Johnny learned to sing too. When his brothers and sister were at home, they liked to play

with Johnny and listen to his childish talk. His sister Ella taught him little songs and short poems, and his brother Michael drew pictures for him.

The father looked at Johnny with a kind smile. He hoped that his youngest son would become a really educated man because he thought that they would have enough money to pay almost any fee (9) for his studies.

Notes:

- | | |
|----------------------------|------------------------|
| (1) straight – прямой | (6) to manage – суметь |
| (2) graceful – грациозный | (7) scholar – ученый |
| (3) collar – воротник | (8) means – средства |
| (4) coil – кольцо | (9) fee – плата |
| (5) to sparkle – искриться | |

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Where did the story take place?
2. What happened on the last day of March?
3. What name was the boy given by his parents?
4. How old was his mother when the boy was born?
5. What did the boy's mother look like?
6. Where did Johnny's father work?
7. Was he a very clever man?
8. Did Johnny help his mother with the housework?
9. What did Johnny's brothers and sister like to do?
10. What did Johnny's father want him to become?

Exercise 3. Summarise the text.

I KNOCK AT THE DOOR

(from "I Knock at the Door" by Sean O'Casey)

Years passed, and Johnny grew into a tall thin boy, nearly as tall as his brother Archie. His eyes were still weak, but now he could go about without any bandage (1). He learned to read and write, but he did not know many things which people study at school.

Johnny's ignorance (2) did not trouble his mother when he was a little boy, but she grew anxious (3) when he became a youth. Archie was sure that Johnny had to go to school, but Mrs. Casside remembered that his eyes had become worse after a few months of school, and preferred to keep Johnny at home.

By this time Johnny's sister Ella and her husband had become most usual visitors at the Cassides' (4). Ella was nursing her first baby and Nicholas was going to say good-bye to the army. Both of them always joined in the conversation about Johnny's education, especially Ella, who had been a school teacher and was fond of teaching people. The education of her own husband was a failure (5), and now she wanted to make an educated man of her youngest brother.

One evening Ella came bringing a bundle (6) of clothes for her mother to wash. When the washing was over, they all sat down to a cup of tea and Ella started the talk all over again.

"I think John must go to school," said Ella thoughtfully, drinking her tea, and before her mother had time to open her mouth, she went on, "Oh, I know that the doctors do not allow him to go to school, but he must not grow up a dunce (7). He does not understand so many things that I really do not know how he will live and work."

"And our poor father wanted to give all his children the best possible education," added Archie.

"I remember, Mrs. Casside," said Nicholas, smiling at the mother, "that you wanted the same when your husband was alive."

"Without education he will be able to do only hard work. And he is too weak for that. He must go to some school," continued Ella.

"As long as I live, the boy will never set foot in any school," said the mother firmly.

Notes:

- (1) bandage – повязка
- (2) ignorance – необразованность
- (3) grew anxious – начала беспокоиться
- (4) at the Cassides' – в доме семьи Кэссиди
- (5) was a failure – кончилось неудачей
- (6) bundle – связка

(7) dunce – болван, тупица

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Was Johnny as tall as his brother Archie?
2. Did Johnny's ignorance trouble his mother when he was a little boy?
3. Why didn't Johnny know many things which people study at school?
4. Why was his brother Archie sure that Johnny had to go to school?
5. What did Mrs. Casside prefer to do?
6. What was Johnny's sister fond of?
7. Did she want to make an educated man of her youngest brother?
8. Did the doctors allow Johnny to go to school?
9. What education did Johnny's father want to give his children?
10. Did Mrs. Casside want the same when her husband was alive?

Exercise 3. Summarise the text.

FIRST LESSON **(by John Sommerfield)**

The family went to bed early, but Pat did not sleep. He did not take off his clothes, he only lay down and closed his eyes. He was waiting and listening to the slow loud tick of the clock down the kitchen.

"There's nothing wrong in our meeting," he was thinking. "We can't meet in daylight now, so we have to meet at night and in secret. That's the only way that we can meet."

He was thinking about Jean, the girl he was going to meet later that night. He was only fifteen and he had never gone out to meet a girl at night before. That night was the very first time.

"What else can we do?" he said to himself again and again. "We have to meet at night and in secret..."

Her family were the enemies of his (1). He remembered, months ago, before he had met her, how Bob, his elder brother, had said: "They are on the other side. They are traitors (2) to their own people."

At that time Pat did not pay any attention to these words. That meant nothing to Pat then, he thought, it did not touch him. Then it touched him, after he had met Jean and Bob had seen them together.

"You will have to stop meeting her," Bob had said. "You can't be friends with her. Nothing but trouble will come from it (3)."

"But Bob," said Pat, "what has it to do with her and me? (4) It has nothing to do with us."

"It has," said Bob. "You are only fifteen, so you don't understand it. So it's no use talking to you. When you're older you will understand one day that there can be only hate between her sort of people and our sort of people. But it's no use talking to you (5). You will have to learn it yourself. And it will be a bad lesson. It will hurt (6)."

But Pat could not stop meeting the girl. He simply could not. Only he had to do it in secret now. He was sorry about it but there was nothing he could do. He could find no other way out.

Notes:

- (1) Her family were the enemies of his. – Члены ее и его семьи были врагами.
- (2) traitors – предатели
- (3) Nothing but trouble will come from it. – Это не принесет ничего, кроме неприятностей.
- (4) What has it to do with her and me? – Какое это имеет отношение к ней и ко мне?
- (5) it's no use talking to you – говорить с тобой об этом бесполезно
- (6) It will hurt. – Это причинит тебе боль.

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Did the Pat's family go to bed early?
2. Who was the boy thinking about?
3. How old was Pat?
4. How could he meet his girl Jean?
5. Why did they have to meet at night and in secret?
6. What did his elder brother Bob say about Jean's family?

7. Did Pat understand what his brother told him?
8. What was Pat sorry about?
9. Could the boy find the way out?

Exercise 3. Summarise the text.

SILVER BLAZE **(by A. Conan Doyle)**

Four days later my friend and I went to see the race for the Wessex Cup (1). Colonel Ross met us there. His face was very grave and his tone was dry.

"I have heard nothing of my horse, Mr. Holmes," he said. "His name is on the list, but where is he? The race begins in a few minutes!"

"Well, well. Let us watch it," my friend answered quietly. "Here are the six horses that are to run (2) and if I am not mistaken, I see your jockey on one of them."

"That is indeed my jockey. He wears my colours, red and black," cried the Colonel in great agitation. "But where is my horse? I do not see Silver Blaze. That horse has not a white hair upon its body! It's a bay horse!"

"Well, let us see how it gets on" (3), said Holmes very calmly.

From our seats we could see everything quite clearly. For some time the six horses were running close together; but when they were near the final post, the bay horse suddenly rushed forward and passed the post (4) long before its rivals.

"I don't understand anything," cried the Colonel. "Mr. Holmes, you have kept your secret long enough. Please explain what it all means!"

"Come and see the horse," said Holmes laughing and leading the way to the stables, "and you will recognize your Silver Blaze as soon as you have washed his face and legs in spirits of wine (5). I found the horse in the hands of a scoundrel (6) a few days ago and made him bring Silver Blaze to the races."

For a moment the Colonel was too surprised to speak.

"You have done me a great service, Mr. Holmes," he said at last. "But you will do me a still greater service if you find the murderer of John Straker."

"I have done it," Holmes said quietly.

"Where is he, then?" the Colonel cried.

"The murderer is standing behind you." Holmes turned and laid his hand upon the horse's neck.

"The horse!" the Colonel exclaimed.

"Yes, the horse. And it killed its trainer in self-defence. John Straker was not worthy of your confidence (7), as you will see when you hear what I have to tell you."

Notes:

- (1) for the Wessex Cup – на кубок Королевства Уэссекс
- (2) Here are the six horses that are to run – Вот шесть лошадей, которые должны бежать
- (3) how it gets on – каковы будут ее успехи
- (4) passed the post – пересекла линию финиша
- (5) spirits of wine – винный спирт
- (6) scoundrel – подлец
- (7) was not worthy of your confidence – не заслуживал вашего доверия

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Who was Mr. Holmes met at the races by?
2. How many horses were to run?
3. What was the name of the Colonel Ross' horse?
4. Did the Colonel see his jockey on one of the horses?
5. Who won the race?
6. Did the Colonel find his horse?
7. Who was the murderer of the trainer?

Exercise 3. Summarise the text.

IN THE EARLY DAYS OF THE PHOTOGRAPH (by Jerome K. Jerome)

It was in the early days of the photographic craze. My friend Beggley became one of the first photographers.

Whatever he saw, wherever he went, he took (1). He took his friends, and made them his enemies. He took babies, and brought despair to mothers' hearts. He took young wives, and cast a shadow on the home (2). Once there was a young man who loved a girl whom his father did not like. Then a happy idea came to the father; he got Beggley (3) to photograph her in seven different positions.

When her lover saw the first, he said: "What an awful-looking thing! (4) Who did it?"

When Beggley showed him the second, he said: "But, my dear fellow, it's not a bit like her. You've made her look (5) an ugly old woman."

At the third he said: "What have you done with her feet? They can't be that size, you know. It isn't in nature!" (6)

At the fourth he exclaimed: "Just look at the shape you've made her!"

Beggley was growing offended, but the father came to his defence.

"It's not the fault of Beggley," exclaimed the old gentleman. "It can't be his fault. What is a photographer? Simply an instrument in the hands of science. He arranges his apparatus, and whatever is in front of it comes into it. No," continued the old gentleman, laying his hand upon Beggley, "don't – don't show him the other two."

I was sorry for the poor girl, for I believe she really cared for the youngster; and as for her looks (7) she was quite pretty.

It was always so with Beggley. Babies usually came out with an expression of cunning. Most young girls appeared as idiots. Mild old ladies had a look of aggressive cynicism.

I have seen a photograph of his uncle and a wind-mill and I cannot say which is the bigger, the uncle or the mill.

Life became a misery to Beggley's friends and relatives. He took an instantaneous photograph of his own father swearing at the gardener, and snapped his youngest sister and her lover at the exact moment of farewell at the garden gate. That ended his career as a photographer. His sister simply took his camera from him.

Notes:

- (1) to take – зд. фотографировать
- (2) cast a shadow on the home – вызывал неприятности в семье
- (3) he got Beggely – он устроил так, что Беггели
- (4) What an awful-looking thing! – Что за уродство!
- (5) You've made her look – Она у вас выглядит
- (6) It isn't in nature! – Так в жизни не бывает!
- (7) as for her looks – что касается ее внешности

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. When did this story take place?
2. Who became one of the first photographers?
3. What happened after Beggely took photos?
4. Why did Beggely have to photograph the girl of a young man?
5. Did the girl's lover like the photos?
6. What is a photographer according to the text?
7. Why did life become a misery to Beggely's friends and relatives?
8. Did Beggely continue his career as a photographer?

Exercise 3. Summarise the text.

**A NICE OLD-FASHIONED ROMANCE,
WITH LOVE, LYRICS AND EVERYTHING
(from "My Name is Aram" by W. Saroyan)**

My cousin Arak was a year and a half younger than me, round-faced, dark, and exceptionally elegant in manners. It was no pretence with him (1). His manners were naturally elegant, just as my manners were always bad. While Arak could do anything and was never punished (2) at school, because with a nice smile he could melt the heart of stone of our teacher, Miss Daffney, I always got the punishment as I tried with much noise to prove that Miss Daffney or somebody else was guilty (3), not I.

I was usually sent to the office. In some cases I would get a strapping (4) for debating the case in the office against Mr. Derringer, our principal, who was not good at debates.

Arak was different, he didn't care to fight for justice. He wasn't as bright as I, but even though he was a year and a half younger than I, he was in the same grade. I usually won all my arguments with my teachers, but instead of being glad to get rid of me (5) they refused to promote (6) me, in the hope, I believe, of winning the following semester's arguments and getting even. That's how it happened that I was the oldest pupil in the fifth grade.

One day Miss Daffney tried to tell the class I was the author of the poem on the blackboard that said she was in love with Mr. Derringer. The author of the poem was my cousin Arak, not I. Any poem I wrote wouldn't be about Miss Daffney, it would be about something worthwhile (7). Nevertheless, without mentioning any names, but with a ruler in her hand, Miss Daffney stood beside my desk and said, "I am going to find out (8) who the author of this horrible poem on the blackboard is and punish him properly."

"Him?" I said. "How do you know it's a boy and not a girl?"

Miss Daffney whacked (9) me on my right hand. I jumped out of my seat and said, "You can't whack me on my hands. I'll report this."

"Sit down," Miss Daffney said.

I did. She had me by the right ear, which was getting out of shape from being grabbed by Miss Daffney and other teachers.

I sat down, and very quietly said, "You'll hear about this."

"Hold your tongue," Miss Daffney said, and although I was angry as the devil, I stuck out my tongue and held it, while all boys and girls in the class, who looked to me for comedy, roared with laughter. Miss Daffney whacked my hand with the ruler, but this time the ruler grazed my nose.

Notes:

- (1) It was no pretence with him. – Он не притворялся.
- (2) to punish – наказывать
- (3) was guilty – был виновен
- (4) I would get a strapping – я получал ремня
- (5) to get rid of me – избавиться от меня

- (6) to promote – переводить в другой класс
- (7) worthwhile – стоящий
- (8) to find out – выяснить
- (9) to whack – ударить

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. What are the names of the cousins?
2. What did Arak look like?
3. Were Arak's manners naturally elegant?
4. What was the difference between the cousins?
5. Were they of the same age and in the same grade?
6. What was the reason for the teacher's anger?
7. Who wrote the poem on the blackboard?
8. What was the poem about?
9. Who(m) did the teacher want to punish and why?
10. Would you behave in the same way if you were a teacher?

Exercise 3. Summarise the text.

SPOT
(by Jack London)

We started (1) for the Klondike Region in the fall of 1897, but we started too late to get through the Chilkoot Pass before the freeze-up (2). We carried our equipment on our backs part of the way; then when the snow began to fly, we had to buy dogs in order to go the rest of the way by dog-sled (3). That is how we came to get a dog named Spot.

Dogs were expensive, and we paid a hundred and ten dollars for him. He seemed to be worth that amount. I say "seemed to be worth it", because he was one of the finest-looking dogs I have ever seen. He weighed sixty pounds, and indications were that he should be a good sled animal. We never knew his breed (4); he seemed to be a mixture of several different breeds. His color was an odd combination of yellow and brown and red and dirty white, and on one side there was a coal-black spot as big as a water bucket (5). That is why we called him Spot.

He was a fine-looking animal all right. When he was in good condition, his muscles stood out all over his body. And he was the strongest-looking dog I saw in the Yukon. If you ran your eyes over him, you would think he could defeat (6) three dogs of his own weight. Maybe he could, but I never saw him do it. His intelligence did not run in that direction. He could steal and find food for himself. But he seemed to know by instinct when there was work to be done, and he was either missing at that time or else appeared to have no understanding of what we expected him to do.

Sometimes I think it wasn't stupidity. Maybe, like some men I know, Spot was too wise to work. Maybe he decided that a beating now and then and no work was better than work all the time and no beating. He was intelligent enough to make such a decision. I have sat and looked into that dog's eyes and, believe me, he had intelligence – something like human intelligence.

I tried to kill Spot one time – he was really no good for anything – but I could not kill him. I led him away from camp with a rope around his neck, and he came along slow and unwilling. He knew what I was planning to do. I stopped at a likely place, put my foot on the rope, and raised my rifle. That dog just sat down and looked at me. He did not plead, I tell you. He just looked. Then I saw all kinds of things in those eyes of his; at least I thought I saw things. It was like killing a man – a conscious, brave man who looked calmly at my gun as much as to say, "Who's afraid?" It seemed as if the dog wanted to give me a message of some kind, and instead of pulling the trigger (7), I tried to understand the message. Then it was too late. I became scared. I was trembling all over and felt sick at my stomach. I just sat down and looked at that dog, and he looked at me. Do you know what I did? I threw down the gun and ran back to camp with the fear of God in my heart.

In spite of the trouble he caused us, Spot was a fine-looking dog. At the end of the first week we sold him for seventy-five dollars to the Mounted Police (8).

Notes:

- (1) to start – отправляться
- (2) freeze-up – заморозки

- (3) dog-sled – упряжка с собаками
- (4) breed – порода
- (5) bucket – черпак
- (6) to defeat – одолеть
- (7) trigger – курок
- (8) Mounted Police – конная полиция

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Why did the travellers have to buy dogs?
2. What was the name of the dog they bought?
3. How much did they pay for the dog?
4. What did the dog look like?
5. Why did they call him Spot?
6. Was the dog intelligent?
7. Why didn't the travellers like the dog?

Exercise 3. Summarise the text.

ON CATS AND DOGS (by Jerome K. Jerome)

What I have suffered from them this morning nobody can tell! It began with Gustavus Adolphus. Gustavus Adolphus – they call him "Gusty" downstairs (1) – is a very good dog when it is in the middle of a large field; but our house is too small for him. He gets up – and two chairs fall on the floor. He just moves his tail – and the things on the table fall down.

At dinner-time he lies under the table for some time, and then gets up suddenly. The table moves; we all try to keep it in a horizontal position; he struggles, and at last upsets (2) the table with the dinner on it.

He came in this morning in his usual style, that of an American cyclone (3) and first of all he upset my coffee cup.

I rose from my chair and called him. But he ran to the door. At the door he met Eliza, coming in with eggs. Eliza said: "Ugh!" and sat down on the floor. The eggs fell on the carpet and Gustavus Adolphus left the

room. I went after him and told him to go downstairs. Then I came back and finished my breakfast. When I looked into the passage (4) ten minutes later, he was sitting at the top of the stairs again. I told him to go down, but he only barked. Why did he not go down? I went to see.

It was Tittums. She was sitting on the first stair and he was afraid to pass her. Tittums is our little cat. She is very small. But dogs are sometimes afraid of even very small cats.

I put Tittums into my pocket, and went back to the room. I sat down to work and forgot about her for the moment: but when I looked up I found that she was sitting on my table and was trying to eat the pen; then she put her leg into the ink-pot and upset it.

I put her down on the floor, and there Tim began to quarrel (5) with her. Tim is our two-year-old fox-terrier. Then Tittums' mother came in, and they began quarrelling, all three. I was very glad to see them but I wanted to continue my work. So I put them, all three, into the passage.

Life with them is sometimes, difficult but, in general, I like cats and dogs very much. They are very good companions. They are better friends than men. They do not quarrel with you. They never talk about stupid things. They never ask you stupid questions. They never say any bad things to you. They never tell you of your mistakes. They are always glad to see you. They never ask if you are rich or poor, stupid or clever, good or bad. They are really good friends.

Yes, it is good to love animals. But we must not go too far in this.

I knew a family where the dog was the central figure of the house. They always spoke about what 'dear Fido' has done, does, can do, cannot do, must do, was doing, is doing, will do, will not do and so on. The poor dog has not a free minute for himself. Such stupid love only spoils the good nature of animals.

Notes:

- (1) downstairs – на улице
- (2) and at last upsets – и в конце концов опрокидывает
- (3) that of an American cyclone – в стиле американского циклона
- (4) passage – коридор
- (5) to quarrel – ссориться

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. How many animals did the man have?
2. What are the names of the dogs?
3. When is Gusty a very good dog?
4. How does Gusty behave in the house?
5. Are dogs afraid of cats?
6. Why did the man put all the animals into the passage?
7. Is life with animals difficult?
8. The man likes cats and dogs very much, doesn't he?
9. Why are animals better friends than men?
10. Can stupid love spoil the nature of animals?
11. Do you like pets?
12. Do you have pets at home?

Exercise 3. Summarise the text.

THE OLD MAN AND HIS DOG **(from "The Greyhound" by Helen Griffiths)**

The story which I am going to tell you happened in London after the Second World War. It began early on a spring morning. Everything was grey: the clouds in the sky, and the buildings in the streets. Only the trees in the London squares were green.

Jamie Vincent stood in a London square. He was twelve years old and not a big boy. He had a small face, light-brown hair and grey eyes. His clothes were dark green and old; he had a red coat on.

It was a Saturday morning and Jamie did not have anything interesting to do. His parents were at work and his sister Cora was at home. She had to take care of Leah, their little sister. Cora often made Jamie help her (1) to take care of Leah, and Jamie did not like that. He often went to the cinema on Saturday mornings. But this Saturday he did not have enough money to go to see the new picture.

So Jamie Vincent just stood there in the square. He was unhappy because he could not go to the cinema, and he did not have anything inter-

esting to do at home. When he looked up, he saw a man and a dog not far from him. The man was old. His clothes were old too. His black coat and his hat were so old that they looked green. Jamie knew them. He saw the old man and his dog every morning.

He liked dogs very much, and this dog was a greyhound (2). He was almost white. One ear was black and the other was brown; his eyes were almost yellow.

Jamie wanted the dog to look at him, but it was not easy to make him do that. The greyhound was not interested in Jamie, he did not look at the boy.

The old man took his dog to the square almost every day. He never spoke to the greyhound and he never spoke to Jamie. He saw Jamie every day and, of course, he could see that the boy was interested in the dog, but he never said a word to him.

They came up to the place where Jamie stood. Jamie looked at the dog and was sorry for him (3). "How terrible it must be to walk slowly like that every day," he thought. "Dogs must run and jump and play with other dogs..."

Then he asked: "What's his name, sir?"

"Eh! What did you say?"

"What's his name – the dog's name?" said Jamie again.

"Silver," said the old man. "I named him Silver. But he has another name."

Jamie was surprised. "What! Another name?"

"A greyhound must have two names," answered the old man. "His right name is – Silver Light of Falling Star" (4).

"How interesting!" said Jamie. But before he could say anything more the old man and his dog walked away.

The dog walked slowly after the old man, but he did not look back at Jamie.

"A greyhound with a name like that must be very important," thought Jamie. "Silver Light of Falling Star! How wonderful! Is the old man teaching him to run in greyhound races? If that dog runs in a race he will win, I'm sure. He'll be a champion... What a wonderful name: Silver Light of Falling Star!"

He thought that his name – Jamie – was very short; but he was happy to know a dog with two names.

Notes:

- (1) made Jamie help her – заставляла Джемми помогать ей
- (2) greyhound – борзая
- (3) was sorry for him – ему стало жалко ее
- (4) Silver Light of Falling Star – Серебристый свет падающей звезды

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Who is the main hero of the story?
2. Where did the story happen?
3. Who stood in a London square?
4. What did the boy look like?
5. Was his family large?
6. How many persons did his family consist of?
7. Who did the boy see in the square?
8. What did the old man and his dog look like?
9. Was the boy interested in the dog?
10. What was the boy surprised with?

Exercise 3. Summarise the text.

YOUNG GOODMAN BROWN
(by Nathaniel Hawthorne)

Young Goodman Brown came forth at sunset into the street at Salem village; but put his head back, after crossing the threshold, to exchange a parting kiss with his young wife. And Faith, as the wife was named, put her own pretty head into the street, letting the wind play with the pink ribbons of her cap while she called to (1) Goodman Brown.

"Dearest heart," whispered she, softly and rather sadly, when her lips were close to his ear, "Please, put off your journey until sunrise and sleep in your own bed tonight. A lone woman is troubled with such

dreams and such thoughts that she's afraid of herself sometimes. Please, stay with me this night dear husband, of all nights in the year."

"My love and my Faith," replied young Goodman Brown, "of all nights in the year, this one night must I go away from you. My journey, as you called it, forth and back again (2), must be done between now and sunrise. What, my sweet, pretty wife, do you doubt me already, and we but three months married?"

"Then God bless you!" said Faith, "and may you find all well when you come back."

"Amen!" cried Goodman Brown. "Say your prayers, dear Faith, and go to bed at dusk (3), and no harm will come to you."

So they parted; and the young man pursued his way until, being about to turn the corner by the meetinghouse (4), he looked back and saw the head of Faith still peeping after him with a melancholy air, in spite of her pink ribbons.

"Poor little Faith!" thought he, for his heart was smitten with fear (5). "What a wretch (6) am I to leave her on such an errand! (7) She talks of dreams, too. It seemed to me as she spoke there was trouble in her face, as if a dream had warned her what work is to be done tonight. But no, no; it would kill her to think it.

Well, she's a blessed angel on earth; and after this one night I'll cling (8) to her skirts and follow her to heaven (9)."

Notes:

- (1) to call to – окликать
- (2) forth and back again – туда и сразу же назад
- (3) dusk – сумерки
- (4) meetinghouse – молебный дом
- (5) was smitten with fear – было охвачено страхом
- (6) wretch – негодяй
- (7) errand – предлог
- (8) cling – прильнуть
- (9) heaven – небеса

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Who are the main characters of the story?
2. Where did the young couple live?
3. Was Faith pleased to part with her husband?
4. Why did she ask him to put off his journey?
5. Was she afraid of herself sometimes?
6. Did Goodman Brown leave his wife for a long time?
7. For how long were they married?
8. Was his journey dangerous?

Exercise 3. Summarise the text.

DAISY MILLER: A STUDY (by Henry James)

When, on his return from the villa (it was eleven o'clock), Winterbourne approached the dusky (1) circle of the Colosseum, it occurred to him, as a lover of the picturesque, that the interior, in the pale moonshine, would be well worth a glance. He turned aside and walked to one of the empty arches, near which, as he observed, an open carriage (2) – one of the little Roman street-cabs – was stationed. Then he passed in among the cavernous (3) shadows of the great structure, and emerged upon the clear and silent arena. The place had never seemed to him more impressive.

One half of the gigantic circus was in deep shade; the other was sleeping in the luminous dusk. As he stood there he began to murmur Byron's famous lines, out of Manfred; but before he had finished his quotation he remembered that if nocturnal meditations in the Colosseum are recommended by the poets, they are deprecated (4) by the doctors. The historic atmosphere was there, certainly; but the historic atmosphere, scientifically considered, was not better than a villainous miasma (5). Winterbourne walked to the middle of the arena, to take a more general glance, intending thereafter to make a hasty retreat (6). The great cross in the centre was covered with shadow; it was only as he drew near it that he made it out distinctly. Then he saw that two persons were stationed upon the low steps which formed its base. One of these was a woman, seated; her companion was standing in front of her.

Presently the sound of the woman's voice came to him distinctly in the warm night air. "Well, he looks at us as one of the old lions or tigers may have looked at the Christian martyrs (7)!" These were the words he heard, in the familiar accent of Miss Daisy Miller.

"Let us hope he is not very hungry," responded the ingenious (8) Giovanelli. "He will have to take me first; you will serve for dessert!"

Winterbourne stopped, with a sort of horror; and, it must be added, with a sort of relief. It was as if a sudden illumination had been flashed upon the ambiguity of Daisy's behaviour and the riddle had become easy to read. She was a young lady whom a gentleman need no longer be at pains to respect. He stood there looking at her – looking at her companion, and not reflecting that though he saw them vaguely, he himself must have been more brightly visible. He felt angry with himself that he had bothered so much about the right way of regarding Miss Daisy Miller.

Notes:

- (1) dusky – темный
- (2) carriage – экипаж
- (3) cavernous – изобилующий пещерами
- (4) to deprecate – выступать против
- (5) villainous miasma – отвратительные вредные испарения
- (6) thereafter to make a hasty retreat – затем быстро уйти
- (7) martyr – мученик
- (8) ingenious – остроумный

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Where did the story take place?
2. Who is the main hero of the story?
3. What did Winterbourne decide to do when he approached the Colosseum?
4. Was the Colosseum very impressive?
5. Whose poem did he begin to murmur?
6. What atmosphere was there in the Colosseum?

7. Why did Winterbourne walk to the middle of the arena?
8. Who did he see on the low steps of the cross?
9. Whose voice came to him distinctly in the warm night air?
10. Why did he feel angry with himself?

Exercise 3. Summarise the text.

TO BUILD A FIRE **(by Jack London)**

He worked slowly and carefully, keenly aware of his danger. Gradually, as the flame grew stronger, he increased the size of the twigs (1) with which he fed it. He squatted (2) in the snow, feeding the twigs directly to the flame. He knew there must be no failure. When it is seventy-five below zero, a man must not fail in his first attempt to build a fire – that is, if his feet are wet. If his feet are dry, and he fails, he can run along the trail (3) for half a mile and restore his circulation (4). But the circulation of wet and freezing feet cannot be restored by running when it is seventy-five below.

No matter how fast he runs, the wet feet will freeze the harder. All this the man knew. The old-timer (5) had told him about it the previous fall, and now he was appreciating the advice. Already all sensation had gone out of his feet. To build the fire he had been forced to remove his mittens, and the fingers had quickly gone numb (6). His pace of four miles an hour had kept his heart pumping blood to the surface of his body and to all the extremities. But the instant he stopped, the action of the pump eased down. The blood was alive, like the dog, and like the dog it wanted to hide away and cover itself up from the fearful cold. So long as he walked four miles an hour, he pumped that blood, willy-nilly (7), to the surface. The extremities were the first to feel its absence. His wet feet froze the faster, and his exposed fingers numbed the faster, though they had not yet begun to freeze. Nose and cheeks were already freezing, while the skin of all his body chilled as it lost its blood.

But he was safe. Toes and nose and cheeks would be only touched by the frost, for the fire was beginning to burn with strength. He was feeding it with twigs the size of his finger. In another minute he would be able to feed it with branches the size of his wrist, and then he could remove his

wet footgear, and, while it dried, he could keep his naked feet warm by the fire, rubbing them at first, of course, with snow. The fire was a success. He was safe. He remembered the advice of the old-timer, and smiled. The old-timer had been very serious in laying down the law that no man must travel alone in the Klondike after fifty below. Well, here he was; he had had the accident; he was alone; and he had saved himself. Those old-timers were rather womanish, some of them, he thought. All a man had to do was to keep his head, and he was all right. Any man who was a man could travel alone. But it was surprising, the rapidity with which his cheeks and nose were freezing. And he had not thought his fingers could go lifeless in so short a time. Lifeless they were, for he could scarcely make them move together to grip a twig, and they seemed remote from his body and from him. When he touched a twig, he had to look and see whether or not he had hold of it.

But there was the fire promising life with every dancing flame. He started to untie his moccasins.

Notes:

- (1) twig – веточка
- (2) squat – сидеть на корточках
- (3) trail – тропа
- (4) circulation – кровообращение
- (5) old-timer – старик
- (6) to go numb – околеть
- (7) willy-nilly – волей-неволей

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Where did the man travel?
2. Why did the man want to build a fire?
3. Was the fire a success?
4. What was the temperature at that time of the year?
5. Was he aware of his danger?
6. Who told him about the danger?
7. What was the advice of the old-timer?

8. Was he appreciating the advice?
9. Were his nose and cheeks freezing?
10. Why did he want remove his footgear?
11. Was he safe?

Exercise 3. Summarise the text.

LIFE IN THE WOODS **(by Henry David Thoreau)**

I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practise resignation (1), unless it was quite necessary. I wanted to live deep and suck out all the marrow of life (2), to live so sturdily (3) and Spartan-like as to put to rout (4) all that was not life, to cut a broad swath (5), to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean (6), why then to get the whole and genuine meanness of it, and publish its meanness to the world; or if it were sublime (7), to know it by experience, and be able to give a true account of it in my next excursion. For most men, it appears to me, are in a strange uncertainty about it, whether it is of the devil or of God, and have somewhat hastily concluded that it is the chief end of man here to "glorify God and enjoy him forever."

Still we live meanly, like ants; though the fable tells us that we were long ago changed into men; it is error upon error. Our life is frittered away by detail (8). An honest man has hardly need to count more than his ten fingers, or in extreme cases he may add his ten toes. Simplicity, simplicity, simplicity! ...

This is a delicious evening, when the whole body is one sense, and gets delight through every pore. I go and come with a strange liberty in Nature, a part of herself. As I walk along the stony shore of the pond in my shirt, though it is cool as well as cloudy and windy, and I see nothing special to attract me, all the elements are unusually close to me. Sympathy with the fluttering (9) leaves almost takes away my breath. These small waves raised by the evening wind are as remote from the storm as

the smooth reflecting surface. It is dark, the wind still blows and roars in the wood. The repose is never complete. The wildest animals do not repose, but seek their prey (10) now; the fox, and wolf, and rabbit, now roam (11) the fields and woods without fear. They are Nature's watchmen, – links which connect the days of animated life.

Notes:

- (1) to practise resignation – смириться
- (2) suck out all the marrow of life – извлечь выгоду из сущности жизни
- (3) sturdily – отважно
- (4) to put to rout — разгромить
- (5) to cut a broad swath – щеголять, красоваться
- (6) mean – подлый
- (7) sublime – возвышенный
- (8) is frittered away by detail – растрачивается по мелочам
- (9) fluttering – дрожащий на ветру
- (10) prey – добыча
- (11) roam – бродить

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Why did the man go to the woods?
2. What did he want to discover?
3. What feelings did the man have in the woods?
4. Was living dear for the man?
5. Did he want to live deep and suck out all the marrow of life?
6. What did he want to do if life proved to be mean?
7. What did he want to do if life were sublime?
8. Are most people in a strange uncertainty about life?
9. Do we live meanly, like ants?
10. Is our life frittered away by detail?
11. Why is the repose never complete?
12. What connects the days of animated life?

Exercise 3. Summarise the text.

THE LUNCHEON

(by W. Somerset Maugham)

It was 20 years ago and I was living in Paris. I was earning barely enough money to keep body and soul together (1). One of my readers, a lady, had read a book of mine and written to me about it. I answered, thanking her, and presently I received from her another letter saying that she was passing through Paris and would like to have a chat with me; but her time was limited and the only free moment she had was on the following Thursday. She asked me if I would give her a little luncheon at Foyot's (2).

I was flattered and I was too young to say no to a woman. I had 80 francs to live on till the end of the month. I answered that I would meet her at Foyot's on Thursday at half past twelve.

She was not so young as I expected, and not so attractive in appearance. She was in fact a woman of forty. She was talkative, but as she seemed inclined to talk about me, I was prepared to be an attentive listener. I was startled when the menu was brought, for the prices were a great deal higher than I had expected. But she reassured me.

"I never eat anything for luncheon," she said. "I never eat more than one thing. I think people eat too much nowadays. A little fish, perhaps. I wonder if they have any salmon" (3).

They had and I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

"No," she answered. "I never eat more than one thing. Unless you had a little caviare (4). I never mind caviare."

My heart sank a little. I knew I could not afford caviare, but I could not tell her that. For myself I chose the cheapest dish on the menu and that was a mutton chop.

"I think you are unwise to eat meat," she said. "I don't know how you can work after eating heavy things like chops. I never overload my stomach."

Then came the question of drink.

"I never drink anything for luncheon," she said.

"Neither do I," I answered promptly.

"Except white wine," she went on. "These French wines are so light. My doctor won't let me drink anything but champagne."

I think I turned a little pale. I ordered half a bottle, saying that my doctor had absolutely forbidden me to drink anything but water.

She ate the caviare and she ate the salmon. She talked gaily of art and literature and music. But I wondered what the bill would come to (5).

"No, no," she said, as the waiter came again with the menu, "I never eat anything for luncheon. Just a bite (6), I never want any more than that. I can't eat anything more unless they had some of those giant asparagus" (7).

My heart sank again. I knew they were horribly expensive.

"Madame wants to know if you have any of those giant asparagus," I asked the waiter.

I hoped he would say no, but he assured me that they had some. I ordered them. Panic seized me. Now the question was whether I had enough money to pay the bill. I knew exactly how much money I had, and if the bill came to more, made up my mind that I would leave my watch and say I would come back and pay later.

At last she finished the asparagus.

"Coffee?" I said.

"Yes, just an ice-cream and coffee," she answered.

It was all the same to me now, so I ordered an ice-cream and coffee for her.

Then a terrible thing happened. While we were waiting for the coffee, the waiter, with a smile on his false face, came up to us bearing a large basket full of huge peaches. My guest absent-mindedly took one.

"You see, you've filled your stomach with a lot of meat and you can't eat any more. But I've just had, a snack and I shall enjoy a peach."

The bill came, and when I paid it I had the whole month before me and not a penny in my pocket.

"Follow my example," she said as we shook hands, "and never eat more than one thing for luncheon."

"I'll do better than that," I answered, "I'll eat nothing for dinner tonight."

"You are quite a humorist," she cried gaily jumping into a cab.

* * *

I saw the woman at the play the other day.
Now I know that I have had my revenge at last.
To-day she weighs twenty-one stone (8).

Notes:

- (1) to keep body and soul together – еле сводить концы
- (2) Foyot's – название фешенебельного ресторана
- (3) salmon – семга
- (4) Unless you had a little caviare. – Разве что немного икры, если есть.
- (5) What the bill would come to – какую сумму составит счет
- (6) just a bite – совсем немножко
- (7) giant asparagus – крупная спаржа
- (8) twenty-one stone – 133 кг

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Where did the story take place?
2. What was the author's occupation?
3. Did he earn a lot of money?
4. Who did he receive a letter from?
5. What did she ask him about?
6. Where did they meet?
7. What did the woman look like?
8. Were the prices at the restaurant high?
9. What did the woman eat during the luncheon?
10. Did the writer manage to pay the bill?
11. Was he pleased with the luncheon?
12. When did the writer have his revenge at last?

Exercise 3. Summarise the text.

A MAN OF HABIT (by Jerome K. Jerome)

We were sitting in the smoke-room of the steamer "Alexandra" – a very good friend of mine, and myself. My friend and I were discussing habits, good and bad.

"Habit is everything," my friend said. "Bread and water is as delicious as champagne – when you have got into the habit of it. It is a mere question of making your choice and sticking to it." (1)

"Now take these cigars of mine," he continued, pushing his open case towards me.

"Thank you," I replied, "I don't smoke."

"Don't be alarmed," he answered, "I meant it merely as an argument (2). Now, one of these would make you unhappy for a week."

I admitted that was true.

"Very well," he continued. "Now I, as you know, smoke them all day long, and enjoy them. Why? Because I have got into the habit. Years ago, when I was a young man, I smoked expensive Havanas. I found that I was ruining myself. I was living in Belgium at the time, and a friend showed me these. I don't know what they are made of. I did not like them at first, but they were cheap. I determined to like them, and started with one a day. It was terrible work, I admit. I persevered and I conquered (3). Before the year was over I could think of them without loathing, at the end of two I could smoke them without positive discomfort."(4)

"And why not give up smoking altogether?" I asked.

"I did think of it," he replied. "But a man who doesn't smoke always seems to me bad company."

"Then again," he said after a pause, "take my claret (5). No, you don't like it. Nobody does – at least, no one I have ever met. Three years ago, when I was living in Hammersmith, we caught two burglars with it. They broke open the sideboard, and swallowed five bottles. A policeman found them afterwards, sitting on a doorstep a hundred yards off. They were too ill to offer any resistance, and went to the station like lambs. He promised to send the doctor to them the moment they were in the cells. Ever since then I have left out a bottle upon the table every night. That's another advantage. I am safe against burglars.

Well, I like that claret, and it does me good. I come in sometimes dead tired. I drink a couple of glasses, and I'm a new man. I took to (6) it first for the same reason that I took to the cigars – it was cheap. It costs me six shillings a dozen. How they do it (7) I don't know. I don't want to know. It's very heady (8) however."

Notes:

- (1) It is a mere question of making your choice and sticking to it. – Вопрос заключается в том, чтобы сделать выбор и придерживаться его.
- (2) I meant it merely as an argument. – Я привел это только в качестве примера.
- (3) I persevered and I conquered. – Я упорно продолжал и победил.
- (4) without positive discomfort – без особых мучений
- (5) take my claret – возьмем, например, мое вино
- (6) I took to – я пристрастился
- (7) How they do it – Как им удастся продавать вино так дешево
- (8) heady – крепкий

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Where did the story take place?
2. What were the author and his friend discussing?
3. What is 'habit' according to the text?
4. Where did the author's friend take to smoking?
5. Did the man like the cheap cigars first?
6. Why didn't he want to give up smoking?
7. What did the man think about his wine?
8. Are his habits good or bad in your opinion?
9. Is it easy to make a choice?

Exercise 3. Summarise the text.

A MATTER OF MONTHS (by Alberta Weed)

Josef and Maria Romeriz were the parents of eleven healthy, robust (1) children. Now mamma Maria was content and happy with her fine family, but not so papa Joe. He was disappointed, and all because there were only eleven and not twelve children. Their first three children had been girls. They called these first little-ones May, June, and April. When the next baby arrived, a fine bouncing (2) boy, papa Joe suggested they call him August. Now they had four little months.

As the years went by the number grew to eleven, each one named after a month of the year. And then, a strange thing happened. Joe and Maria could well afford a new baby, but the good Lord hadn't seen fit to bless them with another month.

A reporter had heard about the Romeriz family with the eleven little months. He had called on them early that spring and asked if he might take a picture and run a human interest story. Papa Joe had begged him to wait just a little longer, until there were twelve months, but mamma Maria had told the reporter to snap the camera, then and there, or he might never get the picture. The picture appeared on the front page of the daily paper, and there were lots of letters and phone calls, afterwards, offering congratulations, but nearly everyone asked the same question, "What's the matter, no December?"

And then one day papa Joe got a brilliant idea. The more he thought about it, the more credible (3) it seemed. He had only to tell his plan to mamma Maria, and everything would again be as he had always dreamed.

"Now you listen to me Joe," mamma Maria said, after she heard him out. "We have eleven beautiful children. I wouldn't take the world for any one of them, but eleven is enough. We will not adopt (4) a child."

"But, Maria," Joe exclaimed. "What about December? What a year without a December?"

Papa Joe often drove his truck to El Pairo, for the shipment (5) of fruit. He found a House for Children there.

One day Joe took mamma Maria for a drive in the country. It was a beautiful day. He drove for miles and miles. Once mamma Maria, a little

perplexed (6), asked if this wasn't the way to El Pairo? Papa Joe just grinned (7) at her, and then a little later, without any warning, he quite suddenly ran out of gas (8).

"You sit right here, mamma," he told Maria, "and I'll see if I can get some gas at this big house."

Soon Joe came back with the can of gasoline. While he was pouring the gas in the tank (9), the little boy came to the side of the car and gazed up (10) at Maria.

"Do you live here with your mamma and papa?" Maria asked smiling.

The child hesitated a second, then he said bravely, "I haven't any mamma or papa – this is an orphanage."

It was then Maria saw the lettering 'St. Joseph Home for Children'. "Oh!" she said. "You haven't told me your name, little-one."

His eyes came to hers, soft and warm. On his lips a shy smile appeared. "It's December," he said very clearly.

Notes:

- (1) robust – крепкий
- (2) bouncing – здоровый
- (3) credible – вероятный
- (4) to adopt – усыновлять
- (5) shipment – перевозка товаров
- (6) perplexed – растерянный
- (7) to grin – ухмыляться
- (8) gas – горючее
- (9) tank – бак
- (10) to gaze up – пристально глядеть

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. How many children did the Romeriz family have?
2. Were the parents of eleven healthy, robust children content and happy?
3. Why was papa Joe disappointed?
4. What names did the parents give to their children?

5. What were the names of their first three girls?
6. What was papa Joe's brilliant idea?
7. Did mamma Maria agree with him?
8. What happened one day?
9. Did papa Joe really ran out of gas?
10. Did they adopt the boy in your opinion?

Exercise 3. Summarise the text.

DO YOU LIKE IT HERE?

(by John O'Hara)

The door was open. The door had to be kept open during study period (1), so there was no knock, and Roberts was startled when he heard a voice, "Hey, Roberts. Wanted (2) in Van Ness's office."

Van Ness's office was on the ground floor of the dormitory (3), and on the way down he wondered what he had done. If a master (4) wanted to see you on some minor matter, it didn't always mean that you had to go to his office; but if it was serious, they always said, "You are wanted in somebody's office."

Roberts knocked on Van Ness's half-open door and a voice said, "Come in." Van Ness leaned back (5) in his chair and stared (6) through his glasses at Roberts. "You can sit down," he said.

"Yes, sir," said Roberts. He sat down.

"Roberts, you've been here for six weeks, and I really don't know a thing about you. Tell me a little about yourself,"

"Well, I was born at West Point, New York. My father was a lieutenant then and he's a major now. My father and mother and I lived in a lot of places because he was in the Army and they transferred (7) him. I didn't go to a regular school till I was ten. My mother got a divorce from my father and I went to school in San Francisco. I only stayed there a year because my mother got married again and we moved to Chicago, Illinois."

"Chicago, Illinois! Well, a little geography thrown in, eh, Roberts? Thank you. Proceed."

"Well, so I just went to a lot of schools. All that's written down on my application blank here. "

"Correct. A very imposing list it is, Roberts. Ah, to travel as you have. Switzerland. How I've regretted not having gone to school in Switzerland. Did you like it there?"

"I was only there about three months. I liked it all right, I guess."

"And do you like it here, Roberts?"

"Sure."

"You do? You're sure of that? You wouldn't change anything?" (8)

"Oh, I wouldn't tell that, about any school."

"Indeed," said Van Ness. "With your vast experience, naturally you would be quite an authority on educational matters. I suppose you have many theories as to the strengths and weaknesses inherent in the modern educational systems."

"I don't know. Some schools are better than others. At least I like some better than others."

Van Ness seemed to be thinking about something. "Roberts! Did you see this before? Answer me!" He opened his fist, and in it was a wrist-watch. "This watch was stolen last Friday afternoon. There is no room here for a thief!"

Roberts stood up. "I give you my word of honor, I –"

"I do not know who stole this watch or who returned it to my rooms. But, Roberts, I'm going to find out. That's all, Roberts. You may go."

Notes:

- (1) during study period – когда делаешь уроки
- (2) Wanted – вызывают
- (3) dormitory – школьное общежитие
- (4) master – (школьный) учитель
- (5) to lean back – откинуться
- (6) to stare – уставиться
- (7) to transfer – переводить с места на место
- (8) You wouldn't change anything? – Ты не хотел бы ничего изменить?

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Where did the story happen?
2. Who wanted to see Roberts?
3. Where was his master's office situated?
4. Was the boy afraid of going to Van Ness's office?
5. What did his master ask him to do?
6. Did Roberts go to a lot of schools?
7. Did the boy like to change anything in his school?
8. What did Van Ness show him?
9. Did the boy's master suspect him? Why?

Exercise 3. Summarise the text.

THE FUN THEY HAD (by Isaac Asimov)

Margie even wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, "Today Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly (1), and it was awfully funny to read words that stood still instead of moving the way they were supposed to – on a screen you know. And then, when they turned back the page before, it had been the same words on it that it had been when they read it the first time.

"Gee," (2) said Tommy, "what a waste. When you are through with the book, you just throw it away, I guess. Our television screen must have had million books on it and it's good for plenty more. I wouldn't throw it away."

"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen.

She said, "Where did you find it?"

"In my house." He pointed without looking, because he was busy reading. "In the attic (3)."

"What's it about?"

"School."

Margie was scornful (4). "School? What's there to write about school? I hate school. Why would anyone write about school?"

Tommy looked at her with very superior eyes (5). "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds years ago." He added loftily, pronouncing the word carefully, "Centuries ago."

Margie was hurt (6). "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure, they had a teacher, but it wasn't a regular teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart (7) enough."

"Sure he is. My father knows as much as my teacher."

"He can't know as much as a teacher."

"He knows almost as much, I betcha" (8).

Margie wasn't prepared to dispute that. She said, "I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter (9). "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all kids went there."

Margie wanted to read about those funny schools. They weren't even half-finished, when her mother called, "Margie! School!"

Margie said to Tommy, "Can I read the book some more with you after school?"

"Maybe," he said and walked away with the dusty old book beneath his arm.

Notes:

(1) crinkly – измятый

- (2) "Gee" – (AmE) выражение удивления
- (3) attic – чердак
- (4) Margie was scornful. – Марджи презрительно спросила.
- (5) with very superior eyes – с чувством превосходства
- (6) was hurt – обиделась
- (7) smart – умный
- (8) I betcha. = I bet you. – держу пари
- (9) to scream with laughter – умирать со смеху

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. What did Margie even write about in her diary?
2. What did Tommy find?
3. Was the book old?
4. How old was the book?
5. What were the children surprised with?
6. How old were the children?
7. Where did Tommy find the book?
8. What was the book about?
9. Did the children want to read about old schools?

Exercise 3. Summarise the text.

THE VERGER **(by Somerset Maugham)**

Albert Foreman had been verger (1) at St. Peter's, a fashionable church in Neville Square, London. He lost his job because he could not read or write.

Albert Foreman set up in business as a tobacconist and newsagent then. He did so well that in the course of ten years he had acquired no less than ten shops. He took all his money to the local bank. One morning when he was there the manager of the bank invited him into his office.

"Mr. Foreman, I wanted to have a talk with you about the money you've got in deposit with us (2). Do you know exactly how much it is?"

"Not within a pound or two, sir; but I've got a pretty rough idea."

"Apart from what you paid in this morning, it's a little over thirty thousand pounds. That's a very large sum to have on deposit and I should have thought you would do better to invest it."

"I wouldn't want to take any risks, sir. I know it's safe in the bank."

"You needn't have the least anxiety. We'll make you out a list of absolutely gilt-edged securities (3). They'll bring you in a better rate of interest (4) than we can possibly afford to give you."

A troubled look settled on Mr. Foreman's distinguished (5) face. "I've never had anything to do with stocks and shares (6) and I would have to leave them all in your hands," he said.

The manager smiled. "We'll do everything. All you'll have to do next time you come in is just sign some forms."

"I could do that all right," said Albert uncertainly. "But how should I know what I was signing?"

"I suppose you can read," said the manager a trifle sharply (7).

Mr. Foreman gave him a disarming smile.

"Well, sir, that's just it. I can't. I know it sounds funny, but there it is. I can't read or write, only my name, and I only learnt to do that when I went into business."

The manager was so surprised that he jumped up from his chair. "That's the most extraordinary thing I've ever heard."

"You see, it's like this, sir. I never had the opportunity until it was too late and then somehow I wouldn't. I got obstinate (8), if you know what I mean."

The manager stared at him as though he were a prehistoric monster.

"And do you mean to say that you've built up this important business and amassed a fortune (9) of thirty thousand pounds without being able to read or write? Good God, man, what could you now be if you had been able to?"

"I can tell you that, sir," said Mr. Foreman, a little smile still on his aristocratic features. "I'd be verger of St. Peter's, Neville Square."

Notes:

- (1) verger – церковный служитель
- (2) you've got in deposit with us – которые вы положили в наш банк

- (3) gilt-edged securities – надежные ценные бумаги
- (4) interest – процент
- (5) distinguished – представительный
- (6) stocks and shares – ценные бумаги
- (7) a trifle sharply – немного резко
- (8) obstinate – упрямый
- (9) amassed a fortune – накопил состояние

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Who is the story about?
2. Why did Mr. Foreman lose his job?
3. Why did he set up in business?
4. Was he successful in business?
5. Where did the man take all his money?
6. Why did the manager of the bank want to see Albert?
7. What did the manager want to speak about?
8. Did Mr. Foreman know the exact sum of his money?"
9. Could Albert invest his money better?
10. Was he afraid of risks?
11. What was the manager surprised with?

Exercise 3. Summarise the text.

THE SOUL-MACHINE (by William Young Elliott)

A little man who liked to experiment invented a soul-machine.

This ingenious device (1) projected an invisible ray, which upon striking a person, revealed in bright letters across his chest the innermost (2) desire of his soul.

The little man's motive in developing the machine was to help humanity. He thought that if the desires of people, especially of their leaders, were exposed, the people would know whom to follow and whom to forsake (3).

First, the little man tried the instrument on himself. Across his chest appeared the words: "I want to serve humanity." The little man was pleased.

Next, he sat in the audience at a town-meeting. The mayor got up to introduce the speaker of the occasion – the town boss – who at that very gathering meant to launch his campaign for the governorship of the state.

"My friends," said the mayor, "the outstanding privilege of my life has been to know and love this great and good man. I want to assure him publicly that the deepest desire of my heart is to see him seated in the governor's chair."

At that moment the little man, who was sitting on the front row, turned on his machine which was on his chest under his shirt, and directed the beam on the mayor.

On the mayor's chest blazed the words: "I want to be governor myself."

The audience burst into laughter. The people thought some jokester (4) had directed the beam of a slide-projector on the mayor. But when that official turned this way and that and the letters still remained on his chest, the people decided that a trickster (5) had painted the words in slowly-appearing paint on the mayor's clothes. But when the mayor tore open his shirt and the words were there on his body and seemed to be coming from within him, no one knew what to think.

Of course the newspapers carried the story in a prominent place on the front page. Needless to say, there was great commotion (6) throughout the city.

It had become apparent to everybody by now that anyone who undertook to address a public gathering was in danger of having his secret longings exposed. No wonder, then, that lecturers, politicians, and what not, began to cancel their engagements as quickly as leaves falling in an Autumn wind. This did not mean, of course, that their dominant desires were necessarily evil, but merely that few people, good or bad, want their private objectives exposed to a gawking public (7).

The mayor speedily assigned his best detectives and policeman to the case. He notified the sheriff to bring in the little man dead or alive.

Notes:

- (1) ingenious device – хитроумное приспособление
- (2) innermost – сокровенное
- (3) to forsake – отвернуться
- (4) jokester – шутник
- (5) trickster – ловкач
- (6) commotion – суматоха
- (7) gawking public – глазающая публика

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. What did a little man who liked to experiment invent?
2. How did this ingenious device operate?
3. What was the little man's motive in developing the machine?
4. On whom did the little man try the instrument first?
5. Was the little man pleased with the machine?
6. Where did he go to check his machine?
7. What words did the people see on the mayor's chest?
8. Did the audience burst into laughter?
9. Did people want their secret longings being exposed?
10. Why did lecturers, politicians, and what not, begin to cancel their engagements?
11. What did the mayor notify the sheriff to do?

Exercise 3. Summarise the text.

THOUGHTS OF A CANDIDATE'S WIFE
(by Art Buchwald)

It is regrettable that when the wife of someone running for public office (1) is interviewed, she can't say what is really on her mind. In order to be a good candidate's wife, she must show a stiff upper lip (2) and stick with the standard clichés (3) about her husband, her home, and her children.

Now, for the first time, thanks to a new extrasensory perception process, I can reveal what is really going on in the mind of the wife of the candidate. Her thoughts are in boldfaced type.

"Mrs. Goodfellow, what is the most important role a wife must play in her husband's political career?"

"She must give him moral support when he is discouraged (4). She must be his ears and eyes, and she must be able to make him relax at the end of a hard day's campaigning" (5).

As well as keep him off the bottle and away from all the skirts who think he's God's gift to women.

"You have four children. Do you find they miss their father when he is out making speeches all the time?"

"I imagine they do. But Charlton's a wonderful father, and he always makes time for the children, no matter how many political commitments (6) he has."

Would you believe he hasn't seen them since the Fourth of July?

Do you find the children understand that both of you have to be away from home so much?"

"Oh, yes, they're wonderful about it, and they're as interested in the race (7) as we are."

They've only run away from home twice – the second time they asked to be placed in an orphanage (8).

"Do you get upset at the terrible things that are said about your husband during the campaign?"

"Oh, no. One must understand that politics is a rough business, and I'm used to it."

But if I ever see the wife of the candidate Charlton is running against, I'll scratch her eyes out (9).

"Mrs. Goodfellow, do you find it is tiring to be constantly in the lime-light (10) on your best behavior?"

"I love it. When we first got married, Charlton indicated he wanted to go into politics, and I knew that although it would place me in the spotlight (11), our lives would be exciting, thrilling, and rewarding. I wouldn't change my life for anything."

Except to be married to a plumber or somebody else with a respectable job.

"How do you manage to keep so beautifully dressed all the time?"

"I make do (12) on Charlton's salary. You just have to know where the bargains (13) are."

If it weren't for the money Daddy left me, I'd be in rags right now.

"Mrs. Goodfellow, do you ever get any time alone with your husband?"

"Oh, yes. We spend many hours together and talk about the children and the funny things that have happened during the campaign and the intimate day-to-day happenings of our lives."

The only other people present are his political campaign manager, his press man, his finance chairman, and forty-three other volunteer workers.

"Mrs. Goodfellow, if your husband wins his race for office, will you change your living habits in any way?"

"Oh, no. I'm going to be the same person I was before."

I'll just take more tranquilizers (14) instead.

Notes:

- (1) someone running for public office – кандидат на государственную должность
- (2) must show a stiff upper lip – должна иметь самообладание
- (3) stick with the standard clichés – использовать стандартные клише
- (4) is discouraged – разочарован
- (5) campaigning – политическая кампания
- (6) political commitments – политические дела
- (7) race – ход кампании
- (8) orphanage – сиротский приют
- (9) I'll scratch her eyes out – я выцарапаю ей глаза
- (10) to be constantly in the limelight – быть постоянно на виду
- (11) spotlight – центр внимания
- (12) I make do – я все покупаю
- (13) bargains – выгодные покупки
- (14) tranquilizers – успокоительные таблетки

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. What can't the wife of someone running for public office say?
2. What words must she use while speaking about her husband, her home, and her children?
3. Does the wife of the candidate play an important role in her husband's political career?"
4. Must she give him moral support when he is discouraged?
5. Are their children interested in the race?
6. Do their children miss their father?
7. Do Mrs. Goodfellow and her husband spend much time together?
8. Does Mrs. Goodfellow want to change anything in her life?
9. Is Mrs. Goodfellow going to be the same person after the campaign?
10. What is really going on in the mind of the wife of the candidate?

Exercise 3. Summarise the text.

YOU CAN BUY HAPPINESS (by Art Buchwald)

All my life I've been told you can't buy happiness and I must say I used to believe it. But lately I've changed my mind. Money can buy happiness and usually does.

Take my friends, the Schmicks. They're poor, honest, hard-working people. All they have is each other and they are miserable.

Then take my friends, the Smugs – he's a banker; she inherited money from her father. They live on Park Avenue (1) in the winter and Westhampton in the summer, unless they go abroad. Everything they do costs money (2), and you won't find happier people anywhere.

The Schmicks live in a small apartment in Brooklin (3) in the winter, and they vacation in the same small apartment in Brooklin in the summer. When they really get desperate (4), they got to Far Rockway for a swim.

Once Mr. Schmick said to me, "We may not have all the comforts and pleasures of the rich, but do you think that makes us unhappy? You bet your sweet life it does" (5).

The Smugs, on the other hand, wouldn't have it any other way (6).

Mr. Smug told me, one night when he'd had a few drinks too many (7), "You know, when I was young, I was in love with a poor girl who worked as a secretary. Then I met my wife who was rich, so I decided to marry her. You know something? I bumped into (8) that poor girl a few weeks ago and she had gone all to pieces (9). It takes money for a woman to keep looking young. I was sure glad I married the rich girl."

The Smugs are not happy all the time. Sometimes they fight (10) and then Mrs. Smug flies off to California to visit friends. But the Schmicks fight too. Only, when they get into a quarrel, Mrs. Schmick has no place to go, so they yell (11) at each other until the police come. Last year the Schmicks were fined thirty dollars for disturbing the place (12).

The Smugs entertain (13) a lot of important and influential people who accept their invitations because the Smugs are rich. The Schmicks can only afford to entertain relatives they don't like, who complain afterward about the food and liquor.

When it comes to children, the Smugs and Schmicks also differ. Smug told me, "We have two children. We've given them the best of everything. Private schools, riding lessons, tennis lessons, catered parties (14) – we've bought everything for them that money will buy and they're smart, happy, contented children."

Schmick, on the other hand, told me, "We haven't been able to give our children anything but love and devotion – and they hate us."

Smug told me, "I've tried to impress on the children the importance of being rich and the great benefits that can be derived from having money. They know exactly what I'm talking about and they respect me for my wisdom."

Schmick said, "I tell my kids money isn't everything. There are some values in life that are much more important, such as love, friendship, and family. And you know what they do? They go around the neighborhood and tell everyone, "Our father is nuts" (15).

And so it goes with Smugs and Schmicks – economically, socially, and intellectually, they are poles apart. But because they live in America,

the land of opportunity, the only difference between them is that the Smugs are happy and the Schmicks are not.

Notes:

- (1) Park Avenue – a street in eastern Manhattan, one of New York's most prestigious residential areas
- (2) Everything they do costs money – они тратят много денег
- (3) Brooklin – an industrial and international port area of New York City
- (4) get desperate – доведены до отчаяния
- (5) You bet your sweet life it does. – Конечно ты прав, так оно и есть.
- (6) wouldn't have it any other way – вполне довольны жизнью
- (7) when he'd had a few drinks too many – когда он выпил лишнего
- (8) You know something? I bumped into – Так вот, представляешь? Я неожиданно встретил
- (9) she had gone all to pieces – как же она подурнела
- (10) fight – спорить
- (11) yell – кричать
- (12) for disturbing the place – за нарушение общественного спокойствия
- (13) entertain – приглашать в гости
- (14) catered parties – вечеринки с официантами
- (15) nuts – дурачок

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Did the Smugs and Schmicks differ?
2. Were the Schmicks poor, honest, hard-working people?
3. Where did the Schmicks live?
4. Were the Schmicks happy?
5. What made them unhappy?
6. Did their children love them?
7. Were the Smugs rich?
8. What was Mr. Smug's occupation?
9. Where did the Smugs live?
10. Did the Smugs have all the comforts and pleasures of the rich?

11. Was Mr. Smug glad that he had married the rich girl?
12. Were the Smugs happy all the time?
13. Were their children smart, happy, contented?
14. Did they respect their father for his wisdom?
15. Is it important to be rich?
16. Is money everything?
17. Can the great benefits be derived from having money?
18. Do you believe that one can buy happiness?
19. Are there any values in life that are much more important than money?

Exercise 3. Summarise the text.

THE SCARLET LETTER (by N. Hawthorne)

Now I am going to talk of my three years' work in a Custom House and explain how a large part of the following pages came into my possession. It will also give the reader the proofs of the truthfulness of my narrative.

It happened in my native town of Salem. In those days I was the surveyor (1) of the Custom House.

There was a large room on the second floor of the Custom House. At one end of it bundles of official documents and large quantities of papers lay on the floor.

It was sorrowful to think how many days, and weeks, and months, and years of toil (2) had been wasted on those papers which were then hidden away in the forgotten corner, never more to be glanced at by human eyes.

But one idle and rainy day it was my fortune (3) to make a discovery of some interest. Unfolding one and another document I chanced to lay my hand on (4) a small package. The envelope looked like an official document of some time long past. There was something about it that provoked an instinctive curiosity and made me open it. I found it to be a commission under the hand and seal of (5) the Governor, in favour of (6) a certain Jonathan Pue, as surveyor of the Customs of the port of Salem.

Jonathan Pue was my respected predecessor who had died about fourscore (7) years ago.

On examining other papers of the package I found out that they were documents not official, but of a private nature and apparently written with Mr. Pue's own hand.

The object that most drew my attention in the mysterious package was fine red cloth much worn and faded. There were traces about it of gold embroidery done with wonderful skill. This rag of scarlet cloth, on careful examination, took the shape of a letter. It was the capital letter "A". It had been intended, there could be no doubt, as an ornament of a dress; but how it was to be worn, or what rank or honour in by-past times were signified by it, was a riddle which I saw little hope of solving. And yet it strangely interested me. Certainly, there was some deep meaning in it, most worthy of interpretation.

In the absorbing examination of the scarlet letter I had forgotten about a small roll of paper. Now I opened it and found a complete explanation of the whole affair recorded by the old Surveyor's pen. There were several sheets of paper containing many facts from the life of one Hester Prynne, who appeared to have been rather a noteworthy person in the view of (8) our ancestors. She had flourished between the second quarter and the close of the seventeenth century. Aged people, alive in the time of Mr. Pue, remembered her as a very old woman of a stately and solemn appearance. It had been her habit to go about the country as a kind of voluntary nurse, doing whatever good she might, giving advice in all matters, especially those of the heart. She gained from many people the due reverence (9) and the nickname of an angel.

Thus I found the record of doings and sufferings of the woman about whom the reader will learn in the story entitled 'The Scarlet Letter'.

Notes:

- (1) surveyor – инспектор
- (2) toil – тяжелый труд
- (3) it was my fortune – мне посчастливилось
- (4) I chanced to lay my hand on – мне случайно попал в руки
- (5) under the hand and seal of – за подписью и печатью
- (6) in favour of – на имя

- (7) fourscore – восемьдесят
- (8) in the view of – по мнению
- (9) due reverence – должное уважение

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. What was the author's occupation?
2. How many years did the author work in the Custom House?
3. What happened one idle and rainy day?
4. What did the author find in the Custom House?
5. Were the documents found official or private?
6. What object drew the author's attention?
7. What did Hester Prynne look like?
8. What was she famous for?

Exercise 3. Summarise the text.

LITTLE WHITE FROCK (by Stacy Aumonier)

When their careers are finished, the painter, the author, the architect, the sculptor, may point to this or that, and say "Lo, this is my handiwork (1). Future generations shall remember me." But to the actor and the musician there is nothing left but – memories.

These melancholy thoughts occurred to me on the first occasion when I visited Colin Brancker. I met the old chap in the public library. He had a fine distinguished head with long, snow-white hair. He was slim, and he carried himself with a certain pride. I was a regular visitor to the library, and I always found him reading the magazines and newspapers which I particularly wanted to read myself. A misunderstanding about a copy of 'The Saturday Review' lead on the following day to a few words about the weather, then to a bow on his part, and an inquiry after his health from me. Once we happened to be going out at the same time and I walked to the end of the road with him.

He interested me at once. His clear, precise diction, with its warm emotion, was very unusual.

One day with great tact he invited me to 'his humble abode' (2). He occupied the upper part of a small house in Talbot Road. He lived alone, but was looked after by a thin middle-aged woman.

The rooms were as he expressed it 'humble' but not by any means poor. He had several pieces of old furniture, innumerable souvenirs and photographs. It was then that I realised the peculiar position of the actor. If he had been a painter I could have looked at some of his work and have 'placed' him (3), but what could you do with an old actor who lived so much in the past?

Doubtless in his day he had been a fine and distinguished actor and here was I, who knew nothing about him, and did not like to ask what parts he had played because I felt that I ought to know. Neither was he very informing. I had to understand what he had done by his various implications. There was a signed photograph of himself in the character of Othello and in many other Shakespearian parts. There were also signed photographs of innumerable actors, some of whom were famous and others whose names were unfamiliar to me. Everything in that little room seemed to vibrate with romance.

He spoke of his mother and I understood that his mother had been a famous French actress. He never spoke of his father.

Notes:

- (1) Lo, this is my handiwork. – Смотрите, вот работа моих рук.
- (2) humble abode – скромная обитель
- (3) have "placed" him – определить какой он художник

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. What can the painter, the author, the architect, the sculptor say when their careers are finished?
2. What is left to the actor or the musician?
3. Who did the author meet in the library?
4. What did the man look like?

5. Where did the man live?
6. Did he live alone?
7. Whom was he looked after by?
8. How did he call his house?
9. What was Brancker?
10. What did you know about his life?

Exercise 3. Summarise the text.

ON THE OWNING OF BOOKS **(by William Lyon Phelps)**

The habit of reading is one of the greatest resources of mankind; and we enjoy reading books that belong to us much more than if they are borrowed. A borrowed book is like a guest in the house; it must be treated with punctiliousness (1), with a certain considerate formality (2). You must see that it sustains no damage (3); it must not suffer while under your roof. You cannot leave it carelessly, you cannot mark it, you cannot turn down the pages, you cannot use it familiarly. And then, some day, although this is seldom done, you really ought to return it.

But your own books belong to you; you treat them with that affectionate intimacy that annihilates (4) formality. Books are for use, not for show; you should own no book that you are afraid to mark up, or afraid to place on the table, wide open and face down. A good reason for marking favorite passages in books is that this practice enables you to remember more easily the significant sayings, to refer to them quickly, and then in later years, it is like visiting a forest where you once blazed a trail (5). You have the pleasure of going over the old ground, and recalling both the intellectual scenery and your own earlier self.

Everyone should begin collecting a private library in youth; the instinct of private property, which is fundamental in human beings, can here be cultivated with every advantage and no evils. One should have one's own bookshelves, which should not have doors, glass windows, or keys; they should be free and accessible to the hand as well as to the eye. The best of mural decorations is books; they are more varied in colour and appearance than any wall-paper, they are more attractive in design,

and they have the prime advantage of being separate personalities, so that if you sit alone in the room in the firelight, you are surrounded with intimate friends. The knowledge that they are there in plain view is both stimulating and refreshing. You do not have to read them all. Most of my indoor life is spent in a room containing six thousand books; and I have a stock answer to the invariable question that comes from strangers. "Have you read all of these books?" "Some of them twice." This reply is both true and unexpected.

There are of course no friends like living, breathing, corporeal men and women; my devotion to reading has never made me a recluse (6). How could it? Books are of the people, by the people, for the people. Literature is the immortal part of history; it is the best and most enduring part of personality. But book-friends have this advantage over living friends; you can enjoy the most truly aristocratic society in the world whenever you want it. The great dead are beyond our physical reach, and the great living are usually almost as inaccessible; as for our personal friends and acquaintances, we cannot always see them. Perchance (7) they are asleep, or away on a journey. But in a private library, you can at any moment converse with Socrates or Shakespeare or Dickens or Shaw or Barrie or Galsworthy. And there is no doubt that in these books you see these men at their best. They wrote for you. They "laid themselves out," they did their ultimate best to entertain you, to make a favourable impression. You are necessary to them as an audience is to an actor; only instead of seeing them masked, you look into their inmost heart of heart.

Notes:

- (1) with punctiliousness – аккуратно
- (2) with a certain considerate formality – деликатно
- (3) it sustains no damage – ей не причиняют вреда
- (4) annihilate – исключать
- (5) to blaze the trail – прокладывать путь в лесу, делая зарубки на деревьях
- (6) recluse – затворник
- (7) perchance – возможно
- (8) inmost – сокровенный

Exercise 1. Read the text and translate the part in italics into your native language in writing.

Exercise 2. Answer the following questions:

1. Is the habit of reading one of the greatest resources of mankind?
2. Do we enjoy reading books that belong to us much more than if they are borrowed?
3. What is a 'borrowed book' according to the author?
4. How do you treat books that belong to you?
5. Are books for use or for show?
6. What does marking favorite passages in books enable you to do?
7. Are books your friends?
8. Do you have to read all the books you own?
9. What will be your answer to the question 'Have you read all of your books?'
10. Are books of the people, by the people and for the people?
11. What is literature according to the author?
12. Who do the writers and poets write for?
13. Do you have a library of your own?
14. Should everyone collect a private library?
15. What can you do in a private library?

Exercise 3. Summarise the text.

Часть 3. Устные темы

1. ABOUT MY FAMILY AND MYSELF

Family is one of the oldest and most common human institutions. Since prehistoric times, the family has been an important organization in society. Most people grow up in a family and, as adults, establish a family of their own. Families consist, on the average, of a mother, a father, and one or two children.

Family is a group of people related to each other by blood or by marriage. Families are usually described as either extended (a large group of relations living together or in close contact with each other) or nuclear (a family consisting of two parents and their children).

Let me introduce myself. My family name is Lasakovich and my first name is Oleg. I'm 17 and I'm single of course. I was born in Minsk. This year I've finished secondary school and my dream is to enter the University.

While at school I studied hard and I also took a preparatory course at the University. I go in for sports and I like reading very much. My favourite writer is Jack London. My hobby is music and travelling.

I have a lot of friends. Most of them are my classmates. They say that I am a good mixer (общительный человек) and always have a way with people.

My family and I live in a new flat in one of the residential areas of our city. I am not the only child in our family. I have a small sister and an elder brother. So our family is neither large nor small. We are five: Father, Mother, my brother, my sister and I. We all live together

My father is 47 years old. He is a tall and well-built man with short black hair and grey eyes. He is an engineer. He works at the office of an engineering company. He is always busy. He has very little free time. He likes his job and there are chances of promotion.

My mother is a pleasant woman of forty, with beautiful chestnut hair and dark-brown eyes. She is a teacher of music. Her favourite composer

is Bethoven. She has a lot of work to do too. Nevertheless she finds time to look after the house and to take care of all of us. She manages our household very well. She does most of the cooking and housework. We all are in the habit of helping her to run the house.

My brother is 23 years old. He is a post-graduate student of the Law Faculty of the Belarusian State University. He is not married yet and has no family of his own. He took after our father not only in looks but also in character.

My sister is 12 and studies at school. Every day she attends classes. She gets good and excellent marks in all the subjects. After finishing school she is going to become a doctor.

We are all happy when we are together. In the evenings we often have little gatherings in the kitchen or in the living-room and discuss the events of the day. At week-ends we usually go to the country-side to ski in winter and to walk in the forest in summer. But most of all I like family feasts. We are happy to be together and we wish one another only the best out of the best.

I have two grandmothers and one grandfather. I love them very much and often go to see them. My grandmothers are retired now. They get old-age pensions. One of them was a teacher, the other was a doctor. My grandfather has not retired yet. When he has some free time he likes to work in the garden.

We have many relatives. My aunts, uncles and cousins live in different parts of Belarus. On holidays they often come to our place. We like to spend time together.

Sometimes I have problems with my parents. They do not like the clothes I wear, the music I listen to and the friends I invite home. It is not easy to be a teenager.

I. Answer the following questions:

1. What is your first/last name?
2. Where are you from?
3. How old are you?
4. When were you born?
5. When did you finish school?
6. Are you the only child in the family?

7. How many members are there in your family?
8. What does your father (mother) look like?
9. What does your father (mother) do?
10. Who manages the household in your family?
11. Do you know the history of your family?
12. Do you have any family traditions?
13. What family would you like to have in the future?
14. How would you like to bring your children up?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. It is a wise father that knows his own child (William Shakespeare, English poet and playwright, 1564–1616).
2. Every generation revolts against its fathers and makes friends with its Grandfathers (Lewis Mumford, US urban planner and social critic, 1895–1990).
3. The fundamental defect of fathers, in our competitive society, is that they want their children to be a credit to them (Bertrand Russel, British philosopher, 1872–1970).
4. A mother never realizes that her children are no longer children (Holbrook Jackson, English literary historian, 1874–1948).
5. No matter how old a mother is she watches her middle-aged children for signs of improvement (Florida Scott-Maxwell, US-born British writer, psychologist, playwright, suffragette, and actress, 1883–).
6. The situation of our youth is not mysterious. Children have never been very good at listening to their elders, but they have never failed to imitate them. They must, they have no other models (James Baldwin, US novelist, short-story writer, dramatist, and essayist, 1924–1987).
7. Children should be kept in their right place (Anthony Hope, British novelist, 1863–1933).
8. Grown-ups never understand anything for themselves, and it is tiresome for children to be always and forever explaining things to them (Antoine de Saint-Exupery, French aviator and writer, 1904–1944).
9. Parents learn a lot from their children about coping with life (Muriel Spark, Scottish-born novelist, dramatist, and poet, 1918–).

10. Man is the head of the family, woman the neck that turns the head (Chinese proverb).

2. MY FRIEND

A friend is a person whom one knows, likes, and trusts. A friend is a person known well to another and regarded with liking, affection, and loyalty. Your friends are the people you know well and like spending time with. Close friends usually have similar ideas and beliefs. They understand, respect and trust each other. It is so nice to have a person you can rely on. Your best friend will always help you when you have problems or troubles. Your real friends are those who remain your friends when you are really in need of help.

If you make friends with someone, you begin a friendship with them. The majority of people are deeply involved in friendship. A friendship is a relationship or state of friendliness between two people who like each other. Friendship is a very important thing in people's lives and that's why there are so many proverbs about friendship. I'm sure you remember such proverbs as 'A friend in need is a friend indeed', 'A good friend is as the sun in winter', 'A friend is easier lost than found', 'A friend to everybody is a friend to nobody', 'Success has many friends', 'Prosperity makes friends, adversity tries them', 'When a friend asks, there is no tomorrow' and many others.

The Greeks tended to group both family affection and friendship under one term 'philia'. However, we tend to distinguish friendship from family affection, because we can choose our friends but not our relatives. Unlike the Greeks, we tend to see friendship as a mutual benevolence that is independent of sexual or family love.

The Greek philosopher and scientist Aristotle once said "To have many friends is to have no friends at all." There is also a good proverb "Books and friends should be few but good". People who have too many books often find they haven't any time to read them. In the same way, people with too many friends cannot find enough time to cultivate friendship with all of them. It is therefore better that both friends and books should be few in number and good in quality.

I don't have a lot of friends. My bosom-friend (закадычный друг) is Michael. He is one year older than I. Michael is 18 years old now. We made friends many years ago when we started to go to one and the same school. He was always at the top of the class. His favourite subjects were Mathematics and History and he liked English too.

Michael is a fine fellow. He is good-looking, tall and handsome. His hair is dark, his eyes are brown. He is always well dressed, he is strong and he is very popular among his mates.

Michael is a university student. It wasn't easy for him to enter the University, but Michael is so hard-working and intelligent that I never doubted his success. Every day he attends lectures and classes. In January and June he takes his examinations. He gets good and excellent marks in all the subjects. He is going to become a mathematician.

Michael is a Lion by the sign of the zodiac and he really has some traits of character that remind of this animal. And what I most like about him is that he knows what duty is. If he is to do something, he would do it.

Most of my friends don't like to read books, but I do, and so does Michael. We read different books, though. I like modern psychological literature and love stories. Michael is crazy about science fiction and historical novels. Sometimes we discuss books we've read and after these discussions I often learn something new about the life and the world around us.

We often meet at weekends. We discuss books, listen to the music or visit our friends. Michael knows a lot of interesting things and likes to tell funny stories. Michael has a good sense of humour and is never down-hearted (унывает). He is full of life and energy and is always ready to help people when they are in need. Michael has good manners. He is modest and sincere.

Michael has a driving licence but he is a bad driver. He goes too fast in town and too slowly on the motorway.

I am happy to have such a friend as Michael because he is a true one. I'm sure when I'm in trouble he will be a friend indeed.

My best friend is Helen. She is seventeen. We studied at school in the same class. She is a very serious girl. During the breaks she played games like everybody else, but as soon as the break was over and the bell rang she was in the classroom again listening attentively to everything the teacher said.

Helen is a nice girl with a lovely smile. She's quite tall and slim and she's rather graceful. She has soft features, a round face, blue eyes, long eyelashes and two deep dimples when she smiles. Her hair is long and fair. She wears smart clothes.

Helen is fond of music. She plays the piano very well. She took piano lessons from her music teacher. If you have ever practised a piece on the piano, or any other musical instrument, you know that you have to play it over and over before you play it right. And Helen practised her music for hours. When her mother said: "Helen, why don't you go out and play in the yard?" the girl smiled and continued playing the piano. She is going to become a pianist. We often go to the conservatoire and enjoy the live music. Her favourite composer is Bach.

She is also fond of reading. Her favourite writer is Charles Dickens. "Oliver Twist" is her favourite novel by Dickens.

Together with Helen we go to the museums and art galleries. She likes Russian painters most of all.

I often go to her place to see her. She lives in a big house across the street. Their flat is on the third floor. So you can walk up the stairs or go up in the lift. The lift will take you right to the door of their flat.

Her father is a teacher and her mother is a doctor. Helen has two brothers. They are fine chaps. Michael is a student and Mark is a clerk in a big office. Mark is always very busy. He comes home very late. Her sister is married and doesn't live with them, but she often comes to visit them.

I. Answer the following questions:

1. Is friendship important for you?
2. What's your best friend's name?

3. How long have you known your friend?
4. How old is he/she?
5. What does he/she look like?
6. What is your friend's sign of the zodiac?
7. What's his/her hobby?
8. Does he/she go in for any kind of sports?
9. What qualities do you like (dislike) in your friend?
10. What are his/her strengths (weaknesses)?
11. What are the features of a good friend?
12. What is stronger, friendship or self-interest? If you were in competition with a friend for a job, what would you do?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. True friendship is a plant of slow growth (George Washington, first President of the United States of America (1789–97), 1732–1799).
2. No quality will get a man more friends than a disposition to admire the qualities of others (James Boswell, Scottish diarist, lawyer, and biographer, 1740–1795).
3. I love everything that is old: old friends, old times, old books, old wines (Oliver Goldsmith, Anglo-Irish poet, dramatist, and novelist, 1728–1774).
4. Anybody can sympathize with the sufferings of a friend, but it requires a very fine nature to sympathize with a friend's success (Oscar Wilde, Irish-born British dramatist, 1854–1900).
5. Money lent to a friend must be recovered from an enemy (German proverb).
6. A friend in power is a friend lost (Adam Henry Brooks, US historian and novelist, a grandson of President John Quincy Adams, 1838–1918).
7. One friend in a lifetime is much, two are many, three are hardly possible (Adam Henry Brooks).
8. To find a friend one must close one eye. To keep him – two (Norman Douglas, Austrian-born British novelist and travel writer, 1868–1952).

9. There is little friendship in the world, and least of all between equals (Francis Bacon, English statesman and philosopher, 1561–1626).
10. A man should keep his friendship in constant repair (Samuel Johnson, British lexicographer, poet, critic, and writer, 1709–1784).

3. MY FLAT (HOUSE)

Housing units usually include houses and blocks of flats, or apartment buildings. Good housing provides enough space for every member of the family to have some privacy and freedom. Standard housing includes hot and cold running water and a well-planned sewage disposal system. It also provides electric light at night and lets in plenty of sunlight by day. The houses or flats typically have a living room, kitchen, two or more bedrooms and bathrooms.

Home is a sacred place, it is a place where one lives. No matter how humble it may be, home is the place where one feels happiest. There are many proverbs about home: 'East or west, home is best', 'There's no place like home', 'An Englishman's house is his castle', 'Men make houses, women make homes', 'Home is home though it be never so homely', 'Dry bred at home is better than roast meat abroad' and many others.

I live in one of the new residential areas of our capital. First of all I want to tell you some words about the building where our flat is located. It is a sixteen-storeyed block of flats in the south-west of our city. There is a park with two ponds not far from it.

Our flat is a cosy three-room flat with a balcony on the fourteenth floor. It's very comfortable and well planed. It has all modern conveniences, such as hot and cold running water, gas, electricity, central heating and a telephone.

The sitting room with a wall-size window faces the park. It is the largest one in our flat. In this room there is a furniture unit. You can see a sofa and two armchairs in the room. There is a TV-set, a video-recorder and a tape-recorder there. The walls of our living room are light blue. The

curtains on the window match the walls. On the walls there are three paintings. A thick carpet covers the floor. We spend every evening in this room. We watch TV, listen to the music or discuss the problems of the day. We receive our guests in the sitting room.

My parents' room is rather small. There are two beds, a dressing table and a wardrobe there. On the bedside table there is an alarm-clock, an electric lamp and some books. On one wall there's a big mirror and next to it there's an old armchair that I like very much.

My room is my study. There's a big cupboard next to the door where I put my clothes. I have a lot of books. There are books on the shelves all around the walls. The books are on my desk and some of them are on the floor. My desk is at the window. I work here at my books. The computer is on the little table in the corner of the room. To the left there is a comfortable sofa with a cushion on it. There is an arm-chair and two chairs in my room.

Besides we have a kitchen and a bathroom in our flat. The kitchen is equipped very well. We have got an air conditioner, an automatic dishwasher, a refrigerator, a microwave oven, a coffee maker and a toaster. In the kitchen there is also a gas stove, a sink with two taps over it, a cupboard, a table and six stools. The bathroom is very cosy too. There is a bath, a washbasin with hot and cold water, a shelf for toilet articles, a towel rack and a washing machine there.

My parents are very hospitable. They often invite friends and relatives to our place. And everybody feels at home here.

Every young man wants to live independently. And I'm not an exception. Of course, the time will come, when I will live alone in my flat. I am waiting for this moment with impatience.

1. Answer the following questions:

1. What kind of housing do you have?
2. Is your flat/house a convenient place to live in?
3. What district of the town is your flat/house situated in?
4. How many rooms are there in your flat/house?
5. What can you say about your living-room?
6. Have you got a TV set in your flat?
7. In what room does your mother do her cooking?

8. What do you like (dislike) in your flat?
9. What would you like to change in your flat?

2. *What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.*

1. There is no place more delightful than home (Cicero, Marcus Tullius, Roman orator, statesman, and philosopher, 106–43 B.C.).
2. Houses are built to live in, and not to look on (Francis Bacon, English statesman and philosopher, 1561–1626).
3. An empty house is like a stray (бездомная) dog or a body from which life has departed (Samuel Butler, British novelist and travel writer, 1835–1902).
4. A man travels in the world in search of what he needs and returns home to find it (George Moore, Irish writer and art critic, 1852–1933).
5. What's the good of a home if you are never in it? (George Grossmith, British singer and comedian, 1847–1912).
6. Home is the place we have to leave in order to grow up (M. Ignatieff).

4. MY SCHOOL

People throughout the world attend school. School is one of our most important institutions. Schools teach reading, writing, the use of mathematics, and other basic skills needed in everyday life. Schools increase people's knowledge of the world and themselves and help them understand the rapid changes that take place in modern society. Schools prepare people for jobs and careers and help them develop interests that make their leisure time more rewarding. In schools, students learn their responsibilities and rights as citizens, improve their ability to think critically, and develop such basic values as truth, justice, and equality. Human knowledge is extended through research carried out in schools.

I started school at the age of seven. At first I attended primary school. The primary school curriculum included Belarusian, Russian, maths, drawing, physical training and music. And then after three years of primary school classes I went on to secondary school. Secondary school consisted of eight years of classes, six of which were compulsory. Our curriculum included maths, English, literature, sciences and history.

After the ninth form one must take four examinations. But to enter a University it is necessary to study two years more and take five examinations on finishing the eleventh form.

I want to say that most of schools in Belarus are comprehensive. There are also specialized schools which major in arts, foreign languages or sciences. There are lyceums and gymnasiums in Belarus too. Most of them are affiliated to universities and colleges.

Schools in Belarus are generally supported and controlled by the government. But recently they've got some independence. In general, education is free in our country, but there are some private schools in our country too.

Our school is a typical one. It is a four-storeyed building. On the ground floor one can find administrative offices, a gym and a cloakroom. Two floors are occupied by different specialised classrooms. On the upper floor there are primary school classes and an assembly hall. There is also a large garden and a sports-ground near our school.

Our classes began at eight and were over at half past one in the afternoon as a rule. Each lesson lasted 45 minutes. We had a small break after each lesson. We had very good teachers in all subjects and our lessons were very interesting. English was one of my favourite subjects.

There are a lot of schools in our city, but I think that the school I went to is the best. This year I have finished school and now I am a school leaver.

I. Answer the following questions:

1. What types of schools are there in Belarus?
2. Where is your school situated?
3. When did you leave school?

4. What subjects did you study at school?
5. What foreign language did you learn at school?
6. What were your favourite subjects at school?
7. Which subject were you best at?
8. What subjects were most difficult for you?
9. Did you enjoy your schooldays?
10. Was the final year at school very difficult for you?
11. What can you say about the final year at school?
12. Are you proud of your school?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. Only the educated are free (Epictetus, Phrygian Stoic, philosopher, c. AD 50–135).
2. The educated differ from the uneducated as much as the living from the dead (Aristotle, one of the most celebrated Greek philosophers, 384–322 BC).
3. An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't (Anatole France, French novelist and critic, 1844–1924).
4. Education is a progressive discovery of our ignorance (Will Durant, US teacher, philosopher, and historian, 1885–1982).
5. They know enough who know how to learn (Henry Adams, US historian, essayist, and novelist, 1838–1918).
6. Knowledge is power (Francis Bacon, British painter, 1909–1992).
7. The essence of knowledge is, having it, to apply it; not having it, to confess your ignorance (Confucius, Chinese philosopher, administrator, and moralist, 551 BC–479 BC).
8. Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young (Henry Ford, US industrialist and pioneer in car manufacture, 1863–1947).
9. Learning makes a good man better and an ill man worse (Thomas Fuller, English cleric and historian, 1608–61).

10. The things we know best are the things we haven't been taught (Marquis de Vauvenargues, French soldier and moralist, 1715–1747).

5. MY WORKING DAY

While at school my everyday activities were quite routine. They did not differ much from those of any other pupil of our country. My working day began at 7 o'clock in the morning when I got up.

If it was spring or autumn I jumped out of my bed, ran to the window and opened it wide to let the fresh morning air in. In winter, however, I was not so quick to leave my bed.

Then I did my bed and went to the bathroom where I washed, brushed my teeth and combed my hair. Then I had breakfast. I usually had some sandwiches or fried eggs, corn flakes, tea or milk and some jam for breakfast. While having breakfast I switched on the radio and listened to the news and weather forecast.

After breakfast I quickly put on my coat and hurried to school. I usually left for school at a quarter to eight. It didn't take me much time to get there as the school was not far away. It took me ten minutes to get to school on foot.

I went to school six days a week. At school I usually had six or seven lessons. Our classes began at 8 o'clock. Two times a week we had our English classes. I was very fond of our English lessons and I liked our English teacher.

The lessons were over at two o'clock. I returned home at a quarter past two. I had lunch and took a short rest. Then I went for a walk with my friends. In spring we played football and in winter we played hockey. I came back home at about four o'clock and began to do my homework. It took me usually three hours to do it. On Monday, Wednesday and Friday I attended preparatory courses at the University.

My parents usually returned home at seven o'clock. We had dinner and after dinner we went to the sitting-room. There we read books and watched TV.

At ten o'clock I took a shower, brushed my teeth and went to bed. I fell asleep fast and had no dreams.

I. Answer the following questions:

1. When did your working day usually begin?
2. What did you do when you got up?
3. Did you do your morning exercises every day?
4. Who made breakfast for you?
5. How long did it take you to get to school?
6. When did your classes begin?
7. What did you do after your classes were over?
8. When did you go to bed?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. Work is the grand cure of all the maladies and miseries that ever beset mankind (Thomas Carlyle, Scottish historian, essayist, and political philosopher, 1795–1881).
2. The world is full of willing people, some willing to work, the rest willing to let them (Robert Frost, US poet, 1874–1963).
3. Work brings inspiration, if inspiration is not discernible at the beginning (Igor Stravinsky, Russian composer, 1882–1971).
4. Perfect freedom is reserved for the man who lives by his own work, and in that work does what he wants to do (George Collingwood, British philosopher, historian, and archaeologist, 1889–1943).
5. Work is the greatest thing in the world, so we should always save some of it for tomorrow (Don Herold).
6. Work is love made visible (Kahlil Gibran, Lebanese-born American writer and artist, 1883–1931).
7. I like work; it fascinates me. I can sit and look at it for hours (Jerome K. Jerome, Lebanese-born American writer and artist, 1883–1931).
8. Work is the meat of life, pleasure – the dessert (Bertie Charles Forbes).
9. Business is business (Proverb).
10. Busiest men find the most time (Proverb).
11. All work and no play makes Jack a dull boy (Proverb).

6. SPENDING MY LEISURE TIME. MY HOBBIES

People spend their leisure time in a variety of ways. They pursue hobbies, take part in sports activities, attend sporting and cultural events, watch movies and television, listen to music, and read books and magazines. They enjoy trips to museums, parks, playgrounds, and zoos. They take weekend and vacation trips, eat at restaurants, go on picnics, and entertain friends at home. Films, plays, concerts, operas, and dance performances attract large audiences in our country. Many people enjoy spending their leisure time outdoors. Some people like to spend their leisure time chatting with friends and relatives. These and other activities contribute to the richness and diversity of people's life.

Sports rank as a leading pastime. Millions of people enjoy watching such sports events as automobile races, horse races, and baseball, basketball, and football games – either in person or on television. Many people, especially children and other young people, play volleyball, basketball, and football. People of most ages participate in such sports as bicycle riding, boating, fishing, hunting, running, skiing, swimming, and tennis.

People find entertainment at home, as well. About 98 per cent of all families have a television set. On the average, a TV set is in use in each home for about seven hours a day. Television ranks as a major influence on our life. It affects the way people spend their time and what and how they learn. TV also affects politics, the other media, and sports. A typical adult spends more time watching TV than doing anything else except sleeping and working. Watching television ranks as the most time-consuming leisure activity among adults. It takes time away from other activities, such as reading, conversation, social gatherings, and exercise. Some authorities believe TV has a greater influence on young people than on adults.

Most people spend part of their leisure time travelling. Many take annual vacations, as well as occasional one-day excursions or weekend trips. Some people have vacation homes near lakes or rivers, in the forests, or in other recreation areas. Others own motor homes or trailers, which provide comfortable living and sleeping quarters during trips. Some people enjoy camping in tents. Others prefer to stay in hotels or motels while on trips.

Almost any kind of leisure activity can become a hobby. Hobby is an activity pursued in spare time for pleasure or relaxation. Hobby can be any type of activity that people do during their leisure time. Most people take up a hobby for relaxation, pleasure, or friendships, or to develop new interests. A hobby can also lead to additional income.

Hobbies occupy much of the leisure time of many people. Large numbers of people enjoy raising flower or vegetable gardens or indoor plants. Other popular hobbies include stamp collecting, coin collecting, and photography.

People of almost any age can enjoy hobbies. A hobby offers a way to relax after periods of hard work. Hobbies offer broadened areas of interest and ways to pass the time pleasantly. Hobbies can be important in helping patients recover from physical or mental illness because they provide distractions from the patients' problems. For people who are ill or bedridden, hobbies offer fascinating ways to pass the time. Hobbies can also be an important form of occupational therapy.

In the past, hobbies were largely limited to the wealthy. The average person was too busy earning a living to find time to pursue a hobby. People today generally have more leisure time because of higher incomes and improvements in working conditions. In addition, most people also live longer and retire from their jobs at an earlier age. To fill their free time, they often develop interests in hobbies.

Most hobbies fall into one of four general categories, which may overlap. They are (1) the arts, (2) collecting, (3) handicrafts, and (4) games and sports.

The Arts provide outlets for hobbyists with a special interest in such art forms as dancing, drama, painting, graphic arts, and music. Each art form has many separate possibilities for a hobby. For example, music may include singing or playing an instrument. Painting offers the hobbyist a wide choice of materials, such as oil paints or water colours.

Collecting is probably the most widespread kind of hobby because almost anything can be collected. Stamps and coins are probably the

most popular collected items. Hobbyists also collect such things as autographs, comic books, costumes, and baseball cards.

Handicrafts attract hobbyists who can work skilfully with their hands. Many hobbyists engage in needlework activities, notably crocheting, needlepoint, knitting, and sewing. Hobbyists use kits to make model airplanes, boats, and trains. Using woodworking tools, they can create carvings, furniture, and bowls. Other handicrafts include ceramics, metalworking, jewellery making, weaving, batik, and leatherworking.

Games and sports are popular with many hobbyists who enjoy competition, physical activity, and healthful exercise. Thousands of hobbyists take part in sports, such as bowling, fishing, mountain climbing, skiing, and tennis. These sports give hobbyists the opportunity to display their individual skills and sportsmanship. Popular indoor games include bridge and other card games, backgammon, chess, and Monopoly.

Electronics-related hobbies are becoming increasingly popular. Many hobbyists enjoy flying model airplanes by remote control or assembling and operating ham radios. Both young people and adults have taken up computers as a hobby, frequently assembling computers from kits. Some people raise pets as a hobby. For many people, gardening and photography are rewarding hobbies.

People sometimes choose a hobby without realising they are doing so. A casual interest grows into a fascination as the person learns more about the subject and devotes an increasing amount of time to it. After deciding on a hobby, individuals may gather as much information as they can from reference sources, especially books and magazines. They can also gain information by taking courses in school, attending hobby conventions, and joining hobby clubs. Hobbyists often can study exhibits relating to their hobby in museums and galleries. Clubs and other organisations sponsor tours that allow hobbyists to visit places where they can pursue their hobby and meet people with similar interests.

In most cases, beginning hobbyists should start with a few basic items. As they become more experienced and enthusiastic, they may buy more elaborate materials. Hobby dealers provide information about equipment, supplies, and techniques.

I. Answer the following questions:

1. Is it easy for you to decide how to spend your free time?
2. What do you need if you are engaged in mental work?
3. Does the way of spending your free time greatly depend on the season and weather?
4. What do you like to do in summer?
5. How can you spend your free time in town?
6. How do you usually spend your days off?
7. Do you often go to see your friends?
8. What is 'hobby'?
9. What kinds of hobbies do you know?
10. Can almost any kind of leisure activity become a hobby?
11. Do you have any hobby?
12. Why did you choose such a hobby?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. A big man has no time really to do anything but just sit and be big (Francis Scott Fitzgerald, US novelist and short-story writer, 1896–1940).
2. They spend their time mostly looking forward to the past (John Osborne, British playwright, 1929-94).
3. Man of power have no time to read, yet men who do not read are unfit for power (Michael Foot, British politician and writer, 1913–).
4. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay (Universal Declaration of Human Rights, Article 24).
5. I am interested in leisure in the way that a poor man is interested in money. I can't get enough of it (Attributed to: Prince Phillip Duke of Edinburgh, 1921–).
6. Idle folk have the least leisure (Proverb).
7. Hobbies protect us from passions. One hobby becomes a passion (Marie von Ebner-Eschenbach, Austrian writer).

7. MY FOREIGN LANGUAGE STUDIES

English is one of the most widely spoken languages in the world. It is used as either a primary or secondary language in many countries. During the 1500's, fewer than 2 million people spoke English. All of them lived in what is now Great Britain. Through the centuries, as the result of various historical events, English spread throughout the world. Today, about 400 million people speak English as their native language. The world's primary English-speaking countries today are the United States, the United Kingdom, Canada, Australia, Ireland, South Africa, New Zealand, and Singapore. Another 100 million people, chiefly living in Bangladesh, India, Pakistan, and in many African countries, speak English in addition to their own language. English is also learned as a second language for purposes of education, employment, entertainment, electronic communication, and travel by a rapidly increasing number of people worldwide, approaching between one and two billion people.

Today, English is the international language of science and technology. English is also used throughout the world in business and diplomacy. English has a larger vocabulary than any other language. There are more than 600,000 words in the largest dictionaries of the English language.

English is not only the national or official language of many countries which represent different cultures, but it is also the major international language of communication in such areas as science, technology, business and mass entertainment. English is one of the official languages of the United Nations Organisation and other political organisations. It is the language of literature, education, modern music, international tourism.

The problem of learning languages is very important today. Foreign languages are needed as the main and the most efficient means of information exchange of the people of our planet. Our country is integrating into the world community and the problem of learning English for the purpose of communication is especially urgent today.

So far there is no universal or ideal method of learning languages. Everybody has his own way. Sometimes it is boring to study grammar or to learn new words. But it is well known that reading books in the original, listening to the BBC news, communicating with the English-speaking people will help a lot. When learning a foreign language you learn the culture and history of the native speakers. One must work hard to learn any foreign language.

There are many important reasons for learning a foreign language. Among them are the following:

1) Learning a foreign language increases your range of communication. For example, if you speak only English, you can communicate with over 400 million other persons. If you also learn Spanish, you could speak to any of the 371 million Spanish-speaking people in Latin America, Spain, and other parts of the world.

2) A foreign language can help add to your knowledge of your own language. For example, by studying Latin, you can improve your understanding of many of the thousands of words that have Latin roots.

3) Learning a foreign language helps you add to your general stock of information. A foreign language can be a key that unlocks new fields of knowledge. If you learn German you will be able to read books that are written in German on almost any subject you may wish to study.

Learning any language involves four different skills: 1) speaking, 2) understanding, 3) reading, and 4) writing. If you understand a foreign language, and can make yourself understood in speech and writing, you have mastered it.

I. Answer the following questions:

1. What do you know about the history of the English language?
2. Is English one of the most widely spoken languages in the world?
3. How many people speak English as their native language?
4. What are the world's main English-speaking countries?
5. Is English the international language of science and technology?
6. Is the problem of learning foreign languages very important today?
7. How many languages do you speak?
8. When did you begin to learn English?
9. How well do you speak English?

10. How can learning a foreign language help you?
11. How can one learn English?
12. Is it necessary for every modern specialist to know a foreign language?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. The words you might use to describe English are the same ones you might apply to your wife: charming, exasperating, enchanting, maddening, unreasonable, beloved (Will Stanton, British journalist).
2. If you are learning English and wish to be understood, do not try to speak English perfectly because, if you do, no one will understand you (George Bernard Shaw, Irish dramatist and critic, 1856–1950).
3. The genius who had really mastered all languages would contain within himself the spirits of the whole human race (Friedrich Ruckert, German poet and orientalist, 1788–1866).
4. Language is the dress of thought (Samuel Johnson).
5. The English language is like a woman's wardrobe – full of things she can't use, and yet the one thing she needs she can't find (Will Stanton).
6. Every quotation contributes something to the stability or enlargement of the language (Samuel Johnson, British lexicographer, poet, writer, and critic, 1709–1784).
7. It is one thing to use language: it is quite another to understand how it works (Anthony Burgess, British novelist, critic, and composer, 1917–93).
8. Language is an instrument for communication. The language which can with the greatest ease make the finest and most numerous distinctions of meaning is the best (Clive Staples Lewis, British literary scholar, critic, and novelist, 1898–1963).
9. The perfect use of language is that in which every word carries the meaning that it is intended to, no less and no more (Cyril Connolly, English writer, 1903–1974).

8. PHYSICAL EDUCATION AND SPORTS IN MY LIFE

Physical education is a part of the total school instructional program that deals with sports and other physical activity. It is taught to students of all ages, from kindergarten through college. It involves a wide variety of activities, including elementary games, basic movement skills, fitness and conditioning exercises, individual and team sports, recreational activities, and creative movement.

Physical education programs help students improve such basic motor skills as running, jumping, and throwing. Students in these programs develop physical fitness by increasing their endurance, strength, and flexibility. Physical fitness is a combination of qualities that enable a person to perform well in vigorous physical activities. These qualities include agility, endurance, flexibility, and strength. Physical fitness and good health are not the same, though each influences the other. Healthy people may be physically unfit because they do not exercise regularly. Physically fit people perform their usual tasks easily without tiring and still have energy for other interests.

A person's physical fitness is determined by such factors as age, heredity, and behaviour. Although people cannot control their age or heredity, their behaviour can help them become physically fit and stay that way. Individuals vary greatly in their capacity for physical fitness, but almost anyone can improve by exercising regularly.

Sports is the activity pursued for exercise or pleasure, performed individually or in a group, often involving the testing of physical capabilities and usually taking the form of a competitive game.

Sports provide entertainment for people throughout the world. Large crowds attend sporting events in person. Millions of sports fans also follow their favourite teams and athletes by listening to play-by-play accounts of games on radio or watching competition on television.

Games and sports are popular with many people who enjoy competition, physical activity, and healthful exercise. Thousands of people take part in sports, such as bowling, fishing, mountain climbing, skiing, and tennis. These sports give people the opportunity to display their individual skills and sportsmanship. Olympic games bring together thousands of the world's finest athletes to compete against one another. No other

sports event attracts so much attention. Several million people attend the games, and hundreds of millions throughout the world watch them on television.

Physical education and sports play an important role in my life because if you want to feel fit you must go in for one kind of sports or another. Every morning all the year round I do my morning exercises. I used to do them on the radio or TV but now I've got my own set of exercises. Almost every day I do some training. In summer I go swimming or rowing and in winter I ski or skate. I also go in for track-and-field athletics.

In our Republic we have got a lot of sports facilities at our disposal: stadiums, gymnasiums, sports grounds, swimming-pools, skating-rinks, skiing centres. People in our Republic go in for different kinds of sports, such as water sports, gymnastics, fencing, wrestling, boxing, basket-ball, volley-ball, tennis, football, ice hockey, etc. All kinds of competition take place in our Republic.

Of all outdoor games I prefer football. I don't play it but I like to watch football matches at the stadium or on TV. I never miss a single match played by my favourite football team, for I am a football fan. I also take a great interest in chess. I follow closely all the tournaments and especially those for the world championship.

Answer the following questions:

1. Do many people in our Republic go in for sports?
2. What are the reasons for the wide and varied interest in sports?
3. What sports do you consider typically national and why?
4. Is sports an essential part of your life?
5. Did sports help you in your studies at school?
6. What sports facilities are at the disposal of our people?
7. Do athletes of our Republic take part in competitions abroad?
8. Do sports contacts play an important part in promoting international friendship and mutual understanding?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence; in other words it is war minus the shooting (George Orwell, British writer, 1903–1950).
2. Winning isn't everything, but wanting to win is (Vince Lombardi, U.S. football coach, 1913–1970).
3. He who has health, has hope; and he who has hope, has everything (Arabian proverb).
4. There's a lot of people in this world who spend so much time watching their health that they haven't the time to enjoy it (Josh Billings, pseudonym of Henry Wheeler Shaw, US humorous writer, 1818–85).
5. To become a thoroughly good man is the best prescription for keeping a sound mind and a sound body (Francis Bowen).
6. Wisdom is to the soul what health is to the body (De Saint-Real).
7. Your body is the baggage you must carry through life. The more excess baggage the shorter the trip (Elen Glasgow, US novelist, (1873–1945).
8. If you want to live, you must walk. If you want to live long, you must run (J. Navik).
9. The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not (Mark Twain (Samuel Clemens), US novelist, lecturer, and essayist, 1835–1910).

9. MY SHOPPING

When you go shopping you visit shops to look at or to buy things. Shopping facilities range from single street-market stalls to large purpose-built malls, housing high-street chain stores, boutiques and speciality shops.

People must have such necessities as food, clothing, and shelter. They also want many other things that make life convenient and pleasant. They want such goods as cars, books, and television sets.

When I need some food or clothes I usually go to department stores, supermarkets or shopping centres.

Department store is a large shop that sells many kinds of goods in separate departments. Department stores occupy several floors and offer a great variety of merchandise. In a typical department store, perfumes, jewellery, clothing, footwear, furniture, appliances and many other articles are sold. It also provides a variety of services. Early department stores differed from those of today in a number of ways. Originally, department stores provided a high level of personal service to their customers in all departments. Many modern shops, however, have some departments that are largely self-service. Many department stores now sell merchandise through direct-mail activities and other methods.

Supermarket is a large shop that sells food and various other products. Supermarkets differ from other grocery shops chiefly in their volume of sales. Supermarkets have changed greatly since they began operating. Early supermarkets sold only food, offered few services, and displayed merchandise in shipping containers. Today's supermarkets still sell a variety of food products, including baked goods, canned goods, dairy products, frozen foods, fruit, meat, and vegetables. However, many also stock cleaning products, cooking utensils, greeting cards, and other non-food items. They use shelving and special cases to display products. Some also have banking facilities and offer different services. Today, there are thousands of supermarkets in our country.

Large shopping centres are becoming popular nowadays. Shopping centre is a group of shops built as a unit with on-site parking. In large shopping centres, the shops may be arranged around an open pedestrian area called a mall. Some malls are enclosed so that people can shop comfortably in any kind of weather. Large shopping centres may also contain such places as hotels, restaurants, a library, banks, a post office, medical clinics, theatres, and parks.

In modern shops you can pay for purchases not only by cash but by credit cards too. Credit cards allow people to charge goods and services at business places that accept the card. Many types of firms issue credit cards. To obtain one, a person must have a record of paying bills on time. Each credit card has the cardholder's name and account number. The cardholder presents the card when making a purchase.

If you don't like going out you can shop by phone and mail, or you can shop on the Internet. With a few key strokes and the click of a mouse you can shop at home from your computer. You can visit your favorite boutique in cyberspace. Online shopping or cybershopping can give new meaning to convenience and choice.

I. Answer the following questions:

1. Why do people go shopping?
2. What shopping facilities do you know?
3. What is a department store?
4. What can you buy at a supermarket?
5. What is a mall?
6. Where can you use a credit card?
7. Is it convenient to shop by phone and mail?
8. What do you think of cybershopping?
9. Who usually does shopping in your family?
10. Where do you usually go shopping?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. The customer is always right (H. Gordon Selfridge, U.S. businessman, 1857–1947, slogan followed by staff at his shops).
2. Years ago a person, he was unhappy, didn't know what to do with himself – he'd go to church, start a revolution – something. Today you're unhappy? Can't figure it out? What is the salvation? Go shopping (Arthur Miller, U.S. playwright and writer, 1915–).
3. This famous store needs no name on the door (H. Gordon Selfridge, U.S. businessman, 1857–1947).
4. England is a nation of shopkeepers (Napoleon I, French emperor, 1769–1821).
5. Marrying a man is like buying something you've been admiring in a shop window. You may love it when you get home, but it doesn't always go with everything else in the house. (Attributed to: Jean Kerr, U.S. playwright and humorist, 1923–).

10. MY FAVOURITE SEASON

Season is one of the four periods of the year. Each season – spring, summer, autumn, and winter – lasts about three months and brings changes in temperature, weather, and the length of daylight.

During the spring, the days are warm in middle parts of the Northern Hemisphere, the northern half of the earth. Summer follows with hot days and warm nights. In autumn, the days become cooler, leading to the cold of winter. The four periods are called climatic seasons when based on these temperature and weather changes. In the Southern Hemisphere, the climatic seasons differ by about six months. This hemisphere has summer when the Northern Hemisphere has winter.

Some regions do not have all four climatic seasons. In parts of the tropics, for example, temperatures change little. But the amount of rainfall varies greatly, so that these regions have a wet season and a dry season. The polar regions, on the other hand, have a light season and a dark season. In these parts of the world, the sun shines almost all the time in summer and almost never during the winter.

Winter is the coldest season of the year. The Northern Hemisphere has winter weather during December, January, February, and early March. During winter, the polar region is especially cold because the sun does not rise there for weeks or months at a time. Cold, dry air moves south from this region, bringing cold weather. Storms move from west to east along the southern edge of the cold air. Winter storms produce large snowfalls in some areas. Many winter storms bring rain to warmer southern areas. The lowest winter temperatures usually occur in the middle of all continents.

Spring is the season between winter and summer. The Northern Hemisphere has spring weather during late March, April, May, and early June. Spring weather begins throughout much of North America with the melting of winter snow. In the polar regions, spring weather begins later and does not last as long as it does in the middle parts of the Northern Hemisphere. Tropical regions do not have great seasonal changes. The number of daylight hours increases during spring, and most spring days have higher temperatures than winter days. Nature awakens in spring,

when flowers bloom and hibernating animals leave their winter sleeping places. In many countries, the people have festivals celebrating spring.

Summer is the warmest season of the year. The Northern Hemisphere, the northern half of the earth, has summer weather during late June, July, August, and early September. In summer, warm southern winds bring warm, humid weather. Thunderstorms often develop in and along the northern boundary of this warm, moist air. The highest summer temperatures usually occur in the middle of the continent.

Autumn is the season between summer and winter. The Northern Hemisphere has autumn weather during late September, October, and November. Autumn weather does not last so long in the polar region, where extremely cold winter weather begins earlier. In tropical regions, seasonal changes are not great. Many people call this season fall because it is the period of falling leaves. Autumn is also harvest time for many crops. Early autumn days are generally warm and nights are cool. As winter approaches, the air becomes chillier and frost often occurs at night. The end of autumn is marked by the freezing of lakes and streams, southern migration of birds, and pre-winter snowstorms.

The mild, pleasant weather of Indian summer follows the autumn's first period of cold days. It comes in late October or early November while the leaves are turning colour and falling from the trees. Indian summer has no definite dates to begin or end. It is not a separate season, but a part of autumn. Indian summer lasts from a week to 10 days, and sometimes for two weeks. Then winter begins.

I like all the seasons of the year but my favourite season is spring.

I. Answer the following questions:

1. How many seasons are there in the year?
2. What are they?
3. What does the climate of the country depend on?
4. What makes the climate warmer?
5. What brings mild weather?
6. Which season is a good time for sports?
7. What is the weather like in summer?
8. Which season comes after summer?
9. Which is your favourite season?

10. What can you say about the season you like best?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. When two Englishmen meet, their first talk is of the weather (Samuel Johnson, British lexicographer and writer, 1709–1784).
2. People who don't even notice whether it's summer or winter are lucky! (A. P. Chekhov, Russian dramatist and short-story writer, 1860–1904).
3. It's never too late to have a fling, For Autumn is just as nice as Spring (Sandy Wilson, English songwriter, 1924–).
4. We should expect the best and the worst from mankind, as from the weather (Marquis de Vauvenargues, French soldier and moralist, 1715–1747).
5. Spring is as changeable as a stepmother's face (Chinese proverb).
6. Some are weather-wise, some are otherwise (Benjamin Franklin, U.S. statesman and scientist, 1706–1790).
7. The poet may be used as the barometer, but let us not forget he is also part of the weather (Lionel Trilling, U.S. literary critic, 1905–1975).
8. Make hay while the sun shines. Anonymous. Proverb.
9. March comes in like a lion and goes out like a lamb (Proverb).
10. March winds and April showers bring forth May flowers (Proverb).

11. MY IMPRESSIONS ON VISITING A THEATRE (CINEMA, CONCERT, EXHIBITION)

Minsk has long been a centre of Belarusian culture. There are a lot of theatres in Minsk. Belarus's opera and ballet companies have long-standing reputations. Their primary venue, the Opera and Ballet Theatre (founded in 1932) in Minsk, holds regular and well-attended performances. The popular Theatre of Musical Comedy (1970) is also located in the capital, as is the Belarusian Musical Academy (1932). Of the many orchestras in the country, the most prominent are the Belarusian State Philharmonic Orchestra and the Belarusian State Symphony Orchestra.

The leading drama theatre in Belarus is the Yanka Kupala Belarusian State Academic Theatre (1920), located in Minsk. Other major theatres include the Gorkiy Russian Theatre (1932) in Babruysk, and the Yakub Kolas Belarusian State Academic Theatre (1925) in Minsk. The avant-garde Minsk theatre Vol'naya Stsena (Free Stage) opened in 1990 to focus on Belarusian drama and classics.

The word 'theatre' comes from a Greek word meaning 'a place for seeing'. In this sense, the word refers to the space where performances are staged. The theatre is one of the most complex of the arts. It requires many kinds of artists for its creation. These specialists include the playwright, performers, director, scene designer, costumer, lighting designer, and various technicians. For many productions, composers, musicians, and a choreographer (creator of dances) are needed. The theatre is sometimes called a mixed art because it combines the script of the playwright, the environment created by the scene designer, and the speech and movement of the performers.

The building of a theatre has three basic parts: 1) the auditorium, 2) the stage, and 3) the behind-the-scenes spaces. The auditorium is where the audience sits. The stage is the raised platform where actors perform. The theatre also includes such facilities as the box office, lobby, entrances and exits, rest rooms, exhibition areas, and refreshment stands.

A well-designed auditorium allows every person in the audience to see and hear without strain. It also permits the spectators to reach and leave their seats easily. The interior is decorated in a pleasing fashion that does not distract attention from the stage. Auditoriums may be large or small, and they vary in their basic characteristics. The seats are either all on the main floor, or on the main floor and in one or more balconies. In some older auditoriums, box seats are available on one or more levels close to the stage.

The main kinds of theatrical art are drama, opera and ballet. Drama is an art form that tells a story through the speech and actions of the characters in the story. Most drama is performed by actors who impersonate the characters before an audience in a theatre. Opera is a drama in which the characters sing, rather than speak. Ballet is a form of dancing performed for theatre audiences.

* * *

I can't say that I went to the theatre very often when I was at school. I did it two or three times a year. But I remember well my last visit to the National Academic Bolshoi Ballet Theatre of the Republic of Belarus. It was in May. As soon as I came home after classes and had dinner I began doing my homework at once. Then I changed my clothes and rang my friend up as we were going to the theatre together.

My friend and I met at the theatre. The famous ballet 'Carmen-suite' by Bizet was on that night. We bought our tickets at the box-office of the theatre. We knew that the best and most expensive seats were in the stalls and the dress-circle. The seats in the upper circle, pit and gallery were cheaper. The seats in the stalls were sold out. We took box number six in the dress-circle. So we could have a good view of the stage.

Leaving our coats in the cloakroom, we passed on to the lobby. We bought a programme and occupied our seats. The theatre was full. There was hardly any vacant seat.

At seven o'clock the curtain rose and the ballet began. The Bolshoi Theatre is famous for its excellent performances. Its productions are always a success and have a very long run. A successful theatrical event is an exciting and stimulating experience. Spectators as well as those involved in the production feel this excitement. We enjoyed the ballet. We liked everything we saw. All aspects of production, including scenery, costumes, lighting, sound effects, music, and dancing were perfect. As for the actors and their dancing they were first-class. The ballet was a great success. At the end of the acts the audience applauded the dancers.

During one of the intervals we had a little walk in the lobby, looked through a display of portraits of the actors and bought some sweets in the refreshment room. When the ballet was over, my friend and I were so impressed that we decided to see it again some day.

Not all performances may undergo the test of time and become classics. The ballet 'Karmen-suite' is one of those unique performances. For almost thirty years it has been included in the repertoire of the National Academic Bolshoi Ballet Theatre of the Republic of Belarus.

There are not many images in world music similar to Karmen. Perhaps only Don Juan may compete with her in terms of popularity and the

number of works dedicated to it. Prosper Merime, a writer, created the image of Karmen and George Bizet immortalised her in his ballet. At the beginning of the 19th century Alexander Block, a poet, dedicated a series of verses to Karmen. The ballet was staged by Cuban choreographer Alberto Alonso in the Bolshoi Theatre in Moscow.

Shops, restaurants, cafes, dishes and even flowers are named after Karmen. The image of Karmen was created in the cinema by Spaniard Karlos Saura, Frenchman Jean-Luck Godar and the Italian Franchesco Rossi. In the middle of the 1980's there was a well-known and popular ballet 'Karmen' staged by the famous Spanish choreographer and dancer Antonio Gades. A few years later, Khoze Tamayo, a director, staged his version of this ballet at the bullring in Seville including a scene of real corrida.

This passionate Spanish woman has played an outstanding role in the history of Belarusian music. It was 'Karmen' by J. Bizet that was the first in the chronicles of the Belarusian Opera and Ballet Theatre on May 25, 1933. The 'Karmen-suite' ballet became the first performance of Valentin Elizariiev, the artistic director of the Belarusian Ballet in Minsk. This 26-year old choreographer created his own, very original, image of Karmen. Karmen for him was not only a singular woman and a symbol of love. She was a hymn to love – clear, sincere, fastidious, love as an incarnation of a genuine feeling. No man she met in her life was able to understand and value her love. After the new production of 'Karmen-suite' critics underlined that this was a real transition for the Belarusian ballet into a qualitatively new position. Today, we may definitely say that it was the 'Karmen-suite', which opened a new era for Elizariiev in the history of the Belarusian ballet, which discovered the names of Brzhozovskaya, Pavlova, Yershova, Dushkevich and Fadeyeva. Each one of them has created her own inimitable image of Karmen on the Belarusian stage.

There have been 350 performances since the premiere took place in 1974. The performance has been shown in the theatres of Hungary, Poland, Bulgaria, Syria, Spain, Thailand, France, Great Britain, India, Yugoslavia, Vietnam and Switzerland.

I. Answer the following questions:

1. Do you often go to the theatre?
2. What is your favourite theatre?
3. Which kind of theatrical art do you like best (ballet, opera, drama)?
4. What is 'drama'?
5. Is Ballet a form of dancing performed for theatre audiences?
6. Where can one buy theatre tickets?
7. What seats are the most expensive?
8. What seats are cheap?
9. When was your last visit to the theatre?
10. Whom did you go to the theatre with?
11. What was on that night?
12. How did you like the actors and their dancing?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. Theatre director: a person engaged by the management to conceal the fact that the players cannot act (Attributed to: James Agate, British theater critic, 1877–1947).
2. You know, I go to the theatre to be entertained... I don't want to see plays about rape, sodomy and drug addiction... I can get all that at home (Peter Cook, British writer, actor, and comedian, 1937–1995).
3. In the theatre, spoken language can be defended and expanded (Howard Barker, British playwright, 1946–).
4. Farce is the essential theatre. Farce refined becomes high comedy: farce brutalized becomes tragedy (Edward Gordon Craig, British actor, director, and stage designer, 1872–1966).
5. Rehearsing a play is making the word flesh. Publishing a play is reversing the process (Peter Shaffer, British playwright, 1926–).
6. A good play needs no epilogue (William Shakespeare, English poet and playwright, 1564–1616).
7. A novel is a static thing that one moves through; a play is a dynamic thing that moves past one (Kenneth Tynan, British theater critic and producer, 1927–80).

12. MY FAVOURITE WRITER

Reading plays an essential role in the daily lives of most people. Besides reading in the classroom and on the job, people read books, magazines, and other printed materials for personal information and recreation. Many people read to learn more about their special interests, such as sports, science, current events, history, health, flowers, or painting. Millions of people read novels, adventure stories, biographies, and other books for fun. Recreational reading helps people understand others, takes readers on journeys to unknown parts of the world, and enables them to share the experiences of people throughout history. Book texts and illustrations can be stored on disks and read on a computer terminal.

As for me I like reading very much. My favourite writer is Mark Twain.

Mark Twain (1835-1910) was the pen name of Samuel Langhorne Clemens, one of the major authors of American fiction. Twain is also considered the greatest humorist in American literature. Twain's varied works include novels, travel narratives, short stories, sketches, and essays. His writings about the Mississippi River, such as 'The Adventures of Tom Sawyer', 'Life on the Mississippi', and 'Adventures of Huckleberry Finn', have been especially popular among modern readers.

Born in Florida, Clemens moved with his family to Hannibal, Missouri, a port on the Mississippi River, when he was four years old. There he received a public school education. After the death of his father, Clemens was apprenticed to two Hannibal printers and later began setting type for and contributing sketches to his brother Orion's 'Hannibal Journal'. Subsequently he worked as a printer in New York City, Philadelphia, and other cities. Later Clemens was a steamboat pilot on the Mississippi River until the American Civil War brought an end to travel on the river. In 1862 he became a reporter on the 'Territorial Enterprise' in Virginia City, Nevada, and began signing his articles with the pseudonym 'Mark Twain', a Mississippi River phrase meaning two fathoms deep.

After moving to San Francisco, Twain met American writers Artemus Ward and Bret Harte, who encouraged him in his work. In 1865 Twain reworked a tale he had heard in the California gold fields, and within months the author and the story, 'The Celebrated Jumping Frog of Calaveras County', had become national sensations.

In 1867 Twain lectured in New York City, and in the same year he visited Europe and Palestine. He wrote of these travels in 'The Innocents Abroad'.

'The Adventures of Huckleberry Finn' (1884), the sequel to Tom Sawyer, is considered Twain's masterpiece. The book is the story of the title character, known as Huck, a boy who flees his father by rafting down the Mississippi River with a runaway slave, Jim. The pair's adventures show Huck (and the reader) the cruelty of which men and women are capable. Another theme of the novel is the conflict between Huck's feelings of friendship with Jim, who is one of the few people he can trust, and his knowledge that he is breaking the laws of the time by helping Jim escape. Huckleberry Finn, which is almost entirely narrated from Huck's point of view, is noted for its authentic language and for its deep commitment to freedom. Huck's adventures also provide the reader with a panorama of American life along the Mississippi before the Civil War. Twain's skill in capturing the rhythms of that life help make the book one of the masterpieces of American literature.

In Twain's later years he wrote less, but he became a celebrity, frequently speaking out on public issues. He also came to be known for the white linen suit he always wore when making public appearances. Twain received an honorary doctorate from the University of Oxford in 1907. When he died he left an uncompleted autobiography, which was eventually edited by his secretary, Albert Bigelow Paine, and published in 1924.

1. Answer the following questions:

1. Who is your favourite writer?
2. When and where was Mark Twain born?
3. What is his real name?
4. What family did he come from?
5. Where did he study?

6. When did writing become his profession?
7. What works by Mark Twain do you know?
8. Which of them have you read?
9. Was his career prospering?

2. *What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.*

1. A classic is something that everybody wants to have read and nobody wants to read (Mark Twain (Samuel Clemens), US novelist, lecturer, and essayist, 1835–1910).
2. A room without books is a body without soul (Cicero, Marcus Tullius, Roman orator, statesman, and philosopher, 106–43 B.C.).
3. There are books of which the backs and covers are by far the best parts (Charles Dickens, British novelist, 1812–70).
4. Read the best books first, or you may not have a chance to read them at all (Henry Thoreau, US poet and essayist, 1817–62).
5. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested (Francis Bacon, English statesman and philosopher, 1561–1626).
6. There is a great deal of difference between the eager man who wants to read a book, and the tired man who wants a book to read (Gilbert Chesterton, British essayist, novelist, and poet, 1874–1936).
7. Books must be read as deliberately and reservedly as they were written (Henry Thoreau, US poet and essayist, 1817–62).
8. The man who reads nothing at all is better educated than the man who reads nothing but newspapers (Thomas Jefferson, third President of the USA (1801–9), 1743–1826).
9. Reading is to the mind what exercise is to the body (Richard Steele).
10. What is written without effort is in general read without pleasure (Samuel Johnson, British lexicographer, poet, writer, and critic, 1709–1784).
11. The books that help you most, are those which make you think the most (Theodore Parker, U.S. Unitarian clergyman, 1810–60).
12. Books are sepulchres of thought (Henry Longfellow, US poet, 1807–82).

13. A man ought to read just as inclination leads him; for what he reads as a task will do him little good (Samuel Johnson).
14. Life being very short and the quiet hours of it few, we ought to waste none of them in reading valueless books (John Ruskin, influential British critic and art theorist, 1819–1900).
15. All books are divisible into two classes: the books of the hour, and the books of all time (John Ruskin).
16. The book is a vehicle of learning and enlightenment. Man's thoughts and dreams, his knowledge and his aspirations, are stored in books .
17. Literature is the art of writing something that will be read twice; journalism what will be read once (Cyril Connolly, English writer, 1903–74).

13. CHOOSING A CAREER

Many people use the term 'career' to mean the job, occupation, or vocation a person has. However, a career involves much more than does a job, an occupation, or a vocation. A career is the pattern of work and work-related activities that develops throughout a lifetime. It includes the job or series of jobs a person has until retirement. It also involves the way a person's work roles affect other life roles, such as being a student, a parent, or a community leader. There are as many kinds of careers as there are people. They vary greatly in the type of work involved and in the ways they influence a person's life.

Almost every adult has a career of some kind. Most people build a career to help them satisfy certain goals. Such goals might include earning a living or helping others. The best-known career pattern develops around work for pay. Most workers in such a career hold a job to support themselves and their family. However, some people build a career around activities for which they receive no money. For example, many people work to create a comfortable home life for their family. Others spend much of their time on charitable projects.

The kind of career you have can affect your life in many ways. For example, it can determine where you live and the friends you make. It can reflect how much education you have and can determine the amount

of money you earn. Your career can also affect the way you feel about yourself and the way other people act toward you. By making wise decisions concerning your career, you can thus help yourself build the life you want.

Important career decisions include choosing a career field and deciding how you want your career to develop. Other decisions involve selecting the educational and job opportunities that will advance your career. Knowing your abilities, interests, and goals gives you a foundation on which to base your career decisions. In addition, a broad knowledge of the world of work can help you find job possibilities that suit your abilities, interests, and goals.

To make wise career decisions and plans, you need as much information as possible. The more you know about yourself and career opportunities, the better able you will be to choose a satisfying career.

People differ in what they want from a career. Many people desire a high income. Some hope for fame. Others want much leisure or adventure. Still others want to serve people and make the world a better place.

Before you begin to explore career fields, you should determine 1) your values, or goals in life; 2) your interests; and 3) your abilities. Most people are happiest in jobs that fit their values, interests, and abilities.

Your performance in schoolwork, in aptitude tests, and in games, sports, and other activities can help you identify your abilities. An honest examination of your strengths and weaknesses can help you choose a career that suits your abilities.

Other personal characteristics, such as friendliness, dependability, and honesty, contribute to success in a career. They may even be essential elements of a career in accounting, sales, banking, management, or other fields. These kinds of characteristics are difficult to measure. However, a serious look at your past behaviour can help you find out if you have such qualities.

By carefully examining various occupations, you should find the elements of a career that best suits your needs. But it would be hard to study every kind of career opportunity. You can limit the number of occupations you consider by identifying and exploring only those that most interest you. Many students begin to explore career fields when they are

in school. Such exploration helps them select courses that relate to their career interests.

Career preparation involves learning a variety of skills. Some skills, such as being able to accept supervision and knowing how to get along with others, are learned through everyday experiences in school and in the community. Others require specialised training.

1. Answer the following questions:

1. What does the term 'career' mean?
2. Do most people build a career to help them satisfy certain goals?
3. How can the kind of career you have affect your life?
4. Is it very important to choose the right career?
5. Is it easy to do?
6. What do people want from a career?
7. What careers can young people choose?
8. How can one choose a career?
9. Where can you study to get this career?
10. Will you need a foreign language in your career?

2. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. The best careers advice to give to the young is "Find out what you like doing best and get someone to pay you for doing it." (Katharine Whitehorn, British journalist and writer, 1926–).
2. A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. What one can be, one must be (Abraham Maslow, U.S. psychologist, 1908–1970).
3. Choose a job you love, and you will never have to work a day in your life (Confucius, Chinese philosopher, administrator, and moralist, 551 BC–479 BC).
4. How can I take an interest in my work when I don't like it? (Francis Bacon, Irish-born British painter, 1909–92).
5. What's the need of working if it doesn't get you anywhere? (Marita O. Bonner, U.S. short-story writer and playwright, 1899–1971).

6. When work is a pleasure, life is a joy! When work is a duty, life is slavery (Maksim Gorky, Russian novelist, playwright, and short-story writer, 1868–1936).
7. Writing is the only profession where no one considers you ridiculous if you earn no money (Jules Renard, French writer, 1864–1910).
8. Every man to his trade (Proverb).
9. If a job's worth doing, it's worth doing well (Proverb).
10. Jack of all trades, master of none (Proverb).

14. MY NATIVE TOWN

My native town is Moguilev. It was founded in 1267 and it one of the most ancient towns in Belarus. Founded as a fortress in the 13th century, Moguilev was held by Lithuania, Poland, and Sweden before passing to Russia in 1772. The town's beneficial location provided for its rapid growth and development. It became a link between Muscovite Russia and Western Europe.

From 1941 to 1944, during World War II, it was occupied by Nazi Germany. The town was heavily destroyed during the war. The pre-war population of 100,000 dropped to a mere 10,000 in 1944.

Today Moguilev is one of the six regional centers of Belarus with the third-largest economy after Minsk and Gomel.

Moguilev is situated two hundred kilometres east of the capital of the Republic. You can get there by air, by train or by bus. Although it takes a while, the town is not very difficult to reach. The best way to get there is by bus, which runs from Vostochny bus station in Minsk. The journey will take approximately four hours.

Moguilev is a political and cultural centre of the region bearing its name. About 370 thousand people live in it. The town has two theatres, an art gallery, eight museums, including the museum of Byalynitsky-Birulya, a world-famous artist born in Moguilev. The town has preserved two pieces of architecture dating back to the XVII century, namely the magnificent Catholic church of St. Stanislav and an Orthodox church in Podnikolye.

Mogulev is situated in a very picturesque place. The landscape in this part of the country is very beautiful – a wide river with sandy banks and large forest areas stretching for many kilometres. There are many wide squares and fine streets in the town. They are lined with trees and there is a large and beautiful park in the centre. Most of the offices, shops, a theatre and a museum are situated in the main street or in the square near the park.

Mogulev is an industrial town, a railway centre and a port on the Dnieper River. The main industries include chemicals, machinery, metal goods, building materials. The town has enterprises that produce chemical fibers for textile and technical use, lifts, electric engines, shoes, leather goods, fabric, etc.

Mogulev has become a well-built town with industrial districts apart from living areas. New major civic buildings are being constructed in the suburbs of the town.

Today Mogulev is one of most beautiful towns of Belarus. It continues to be growing fast and becoming ever more attractive. I am proud that I live in this town. I think that there is no better town in the whole world.

I. Answer the following questions:

1. What is your native town?
2. When was your town founded?
3. Where is it situated?
4. What does your town look like nowadays?
5. Is your town large or small?
6. Is it ancient or modern?
7. Is there a river in your town?
8. What is the main street in your town?
9. Which is the largest square in your town?
10. Are there a lot of theatres, cinemas, concert halls in your town?
11. What is your town famous for?
12. Are there any monuments in your town?
13. What places of interest are there in your town?
14. Do you like your native town?

2. *What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.*

1. Every man has a lurking (тайное) wish to appear considerable in his native place (Samuel Johnson, British lexicographer, 1709–84).
2. A man travels the world over in search of what he needs and returns home to find it (George Moore, Irish writer and art critic, 1852–1933).
3. I had rather be the first in this town than second in Rome (Plutarch, Greek historian, biographer, and philosopher, 46–120).
4. Seek home for rest, for home is best (Thomas Tusser, English farmer, 1524–80).
5. What's the good of a home, if you are never in it? (George Grossmith, British singer and comedian, 1847–1912).
6. East, west, home's best (Proverb).
7. Home is where the heart is (Proverb).

15. THE REPUBLIC I LIVE IN

The Republic of Belarus is a country in eastern Europe, bordered in the north and east by Russia, in the south by Ukraine, in the west by Poland, and in the northwest by the Baltic republics of Lithuania and Latvia. The capital and largest city is Minsk, located in the center of the country.

The total area of Belarus is 207,600 sq km. Belarus is divided administratively into six provinces, or oblasts, which have the same names as their largest cities: Minsk, Brest, Gomel, Grodno, Moguilev, and Vitebsk.

The population of Belarus is over 10 mln. Nearly 80 percent of its people are ethnic Belarusians. Russians make up 12 percent. Smaller groups include Poles and Ukrainians. About two-thirds of Belarus' people live in urban centres. The official state languages are Belarusian and Russian. In the early 1900's, two Belarusian poets, Yanka Kupala and Yakub Kolas, helped promote the use of the Belarusian language in literature. Formerly, most literary works were written in Russian or Polish. About 215 daily newspapers are published in Belarus, 130 in Belarusian. Most Belarusians finish secondary school, and many receive higher education.

Belarus has many universities. The Belarusian State University in Minsk is the largest one.

Belarus has a temperate continental climate, with cool temperatures and high humidity. Belarus has a generally flat terrain with many forests, lakes, and marshes. There are thousands of rivers and lakes in the country, the largest of which are the river Dnieper and Lake Naroch. About one-third of the country is covered with forests, mostly coniferous and birch. There is a rich variety of wildlife, including such rare animals as the European bison in the primal forest reserve of Belaya Vezha.

Belarus was long thought to be poor in minerals, its natural resources limited to peat, gravel, sands, and clays. Recent surveys, however, have uncovered major deposits of coal, oil, and potassium salts.

Belarus has a well-developed economy. Manufacturing contributes most of the country's industrial output. The most important manufactured products are tractors, transport vehicles, trucks, agricultural machinery, metal-cutting machines, as well as consumer goods such as motorcycles and bicycles, clocks and watches, refrigerators, television sets, and others.

Agriculture accounts for about a fourth of Belarus' economic output. The principal crops are potatoes, barley, rye, flax and sugar beet. Nearly 60 percent of the country's total land area is cultivated. Livestock (cattle, hogs, sheep, and goats) accounts for more than half the value of agricultural output in Belarus.

Belarus exports transport equipment, machinery, chemicals, and foodstuffs. The major Belarusian exports include tractors to Australia, Canada, New Zealand, and the United States. Imports include fuel, natural gas, industrial raw materials, textiles, and sugar. Fuel is Belarus' largest import expenditure. Russia, which supplies most of the country's fuel imports, is the most important trading partner. Belarus also conducts trade with Ukraine, Germany, Poland, Lithuania, Poland, and other countries.

Belarus has an extensive transportation system, including railroad and highway networks connecting its cities with other major European cities. The major railroad, which was built in the 1860s to connect Moscow and Warsaw, runs through Belarus via Minsk and Brest. The best-

quality road in Belarus is that which links Moscow with Warsaw. Buses provide most of the transportation within cities.

Belarus has several international airports, the largest of which is located about 50 km east of Minsk. The airport in Minsk serves airlines from Germany, Austria, Poland, Scandinavia, and other countries.

The Dnepr-Bug Canal and other canals improve water transportation by linking many of the rivers with ports on the Baltic and Black seas.

In 1945, Belarus became a founding member of the United Nations. Now Belarus is a member of over 60 international organizations, most notably the United Nations, the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and the World Health Organization. In 1992 Belarus became a member of the International Bank for Reconstruction and Development, the International Monetary Fund, and the European Bank for Reconstruction and Development.

Belarus is a presidential republic. Under the constitution a president is the head of state of Belarus and directs domestic and foreign policy. The president creates a Council of Ministers, whose chairman is the country's prime minister. The legislature is a bicameral National Assembly. The judicial system of Belarus consists of three high courts: the Supreme Court, the Supreme Economic Court, and the Constitutional Court. The latter court is charged with protecting the constitution, and its decisions are not subject to appeal. It has the power to review the constitutionality of presidential edicts and the regulatory decisions of the other two high courts.

The name Belarus is derived from the words Belaya Rus (White Russia). The Belarusians trace their history to Kievan Rus, a state founded by East Slavs in the 800's. Belarus made up the northwestern part of Kievan Rus. Belarus became part of Lithuania in the 1300's. It passed to Poland in the 1500's and to Russia in the late 1700's.

Belarus as a sovereign state was established in 1919. In 1922 the Belarusian Soviet Socialist Republic became one of the four founding republics of the Union of Soviet Socialist Republics. In August 1991 Belarus declared its independence.

Nazi Germany occupied Belarus from 1941 to 1944, during World War II. By the summer of 1942 the republic became the location of an extensive partisan movement, which played a major role in undermining

the Nazi regime. In 1944 the Soviet Red Army drove out Nazi forces. As a principal theatre of World War II, Belarus suffered enormous devastation and lost one-quarter of its population. Minsk was almost entirely destroyed.

Postwar reconstruction was followed by a period of considerable economic development and rapid industrialization. In the postwar years, Belarus became the major center for the production of tractors and automobiles and an important base for chemicals and other products. Concurrently, the postwar years were marked by rapid urbanization. Minsk developed as the major center of economic, cultural, and political life and the largest urban center with a quarter of the republic's urban residents.

I. Answer the following questions:

1. Where is the Republic of Belarus situated?
2. What is the territory of the Republic?
3. How is Belarus divided administratively?
4. What is the population of the country?
5. What can you say about the natural resources in the Republic?
6. What is the Republic's industry characterized by?
7. What is the economic situation in the Republic now?
8. Did Belarus suffer enormous devastation during World War II?

2. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. A man should know something of his own country, too, before he goes abroad (Laurence Sterne, Irish-born British writer, 1713–68).
2. Ask not what your country can do for you – ask what you can do for your country (John Fitzgerald Kennedy, US statesman, thirty-fifth President of the USA (1961–3), 1917–63).
3. It is a sweet and seemly thing to die for one's country (Horace, Roman poet, 65–8 BC).
4. I only regret that I have but one life to lose for my country (Nathan Hale, US revolutionary hero, 1755–76).
5. I would die for my country... but I would not let my country die for me (Neil Kinnock, British politician, 1942–).

6. What pity is it that we can die but once to serve our country! (Joseph Addison, British essayist, 1672–1719).
7. A nation is a thing that lives and acts like a man and men are the particulars of which it is composed (Josiah Gilbert Holland).
8. Territory is but the body of a nation. The people who inhabit its hills and valleys are its soul, its spirit, its life (James A. Garfield, twentieth President of the USA (1881), 1831–81).
9. A nation, like a person, has a mind – a mind that must be kept informed and alert, that must know itself, that understands the hopes and needs of its neighbors – all the other nations that live within the narrowing circle of the world (Franklin Delano Roosevelt, thirty-second President of the USA (1933–45), 1882–1945).
10. No nation is fit to sit in judgment upon any other nation (Woodrow Wilson, twenty-eighth President of the USA (1913–21), 1856–1924).
11. The nation's honor is dearer than the nation's comfort; yes, than the nation's life itself (Woodrow Wilson).
12. A nation is a totality of men united through community of fate into a community of character (Otto Bauer).

16. MINSK – THE CAPITAL OF THE REPUBLIC OF BELARUS

Minsk was first mentioned as a trading settlement in 1067, and by the early 12th century it had become the centre of an independent principality.

Minsk is the capital and largest city of the Republic of Belarus and the country's leading political, cultural, economic, and transportation centre. Minsk lies on the Svisloch River in the central part of Belarus and has a population of 1.8 million.

Minsk is the largest industrial centre in Belarus. The city's manufacturing industries, which account for one-third of Belarus's total industrial output, produce heavy trucks, tractors, motorcycles, refrigerators, TV sets, radios, and a wide range of machinery products. Other principal manufactures include electronic equipment, processed food, and textiles. More than half of its highly skilled industrial workforce is employed in engineering and metalworking industries.

Minsk has attracted an enormous amount of foreign investment in its retail, wholesale, and construction sectors since Belarus made the transition to a market economy in the early 1990s. State-run enterprises have been largely replaced by joint-venture firms. The city is also the centre of Belarus's banking, insurance, and financial industries.

Minsk's location on the main railroad and highway linking Moscow with Warsaw makes Minsk a gateway for goods entering and leaving Europe and Russia. Railroads provide the most common method of travel between Minsk and other cities.

Minsk has an international airport that serves as the main connection point for routes to and from other parts of Belarus and other countries. Forms of transportation in Minsk include the Metro, trolleys, trams, buses, taxis, and automobiles. The first line of Minsk's Metro was completed in 1984. In the following years the subway system was expanded to serve most of the city. The Metro is known for its ornate stations, often decorated with marble, chandeliers, and columns.

Minsk was heavily damaged in World War II and was then rebuilt. Much of the industrial development dates from the post-war period. Minsk's post-war years were marked by increased migration into the city and steady urban growth.

Minsk is the seat of the Belarusian State University (founded in 1921), the largest and most important educational institution in Belarus. The university is one of more than 40 institutions of higher education in Minsk. The Belarusian National Academy of Sciences and its affiliated research institutions have headquarters in the city.

Minsk has many cultural institutions. A music conservatory, opera and ballet companies, many theatres and museums are also located here. The Belarusian Bolshoi Theater is home to Belarus's oldest ballet and opera companies. Belarus's finest art collections are housed in Minsk's Museum of Fine Arts.

About 30 percent of Minsk's territory is occupied by parks and public gardens, which are important elements of city planning. Gorkiy Park, which provides activities such as amusement rides and boating, sits on the banks of the Svisloch River. The Botanical Gardens, administered by the National Academy of Sciences of Belarus, offers a diverse display of plant life.

I. Answer the following questions:

1. When was Minsk founded?
2. Where is Minsk located?
3. What do the city's manufacturing industries produce?
4. What makes Minsk a gateway for goods entering and leaving Europe and Russia?
5. What forms of transportation are there in Minsk?
6. What institutions of higher education are situated in Minsk?
7. What is the oldest university of the country?
8. What cultural institutions does Minsk have?
9. Are you proud of your city?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. The city is not a concrete jungle, it is a human zoo (Desmond Morris, British biologist and writer, 1928–).
2. Only a madman would choose to live in a large modern city.
3. The automobile has not merely taken over the street, it has dissolved the living tissue of the city... Gas-filled, noisy and hazardous, our streets have become the most inhumane landscape in the world (James M. Fitch).
4. It is not the walls that make the city, but the people who live within them (George VI, King of the United Kingdom, 1895–1952).

17. FAMOUSE PEOPLE OF BELARUS

Speaking about famous people of my native country one can mention a lot of writers and poets, painters and sculptors, musicians and composers, politicians and public figures.

Efrasinnya Polatskaya is one of the most remarkable people in Belarusian history. Being in the centre of spiritual life in Polatsk she united all talented people together and made a great contribution to the development of the Belarusian cultural and spiritual life. Thanks to her the world famous churches and monasteries have been built in Polatsk.

Literary activity in Belarus dates to the 12th century when St. Cyril of Turaw wrote sermons and hymns.

Frantsysk Skaryna was a great enlightener, humanitarian and scholar of the Renaissance period. In the 16th century he translated the Bible into Belarusian and wrote extensive explanatory introductions to each book. His editions, produced in Prague and Vilnius, were the first printed books not only in Belarus but in the whole of eastern Europe. Within three years he published 22 volumes of the Bible. Ideas and views of F. Skaryna influenced social, political and cultural life of Belarus.

In the early 1900s, poets Yanka Kupala and Yakub Kolas promoted the literary use of the Belarusian language, which was banned until 1905. Their works are considered the classics of the Belarusian literature. Many Belarusian writers were prominent in the 1920s, including Mitrofan Donvar-Zapolsky and Ales' Harun. The main literary figures of Belarus today can be demarcated along generational lines. A senior group of writers includes those who experienced the war, including Vasil Bykau, author of numerous novels about that era and a pioneer of the East European variant of literary existentialism. This group also includes Yanka Bryl, an essayist and author whose works focus more on Western Europe. The middle generation includes poets Rygor Borodulin and Nil Guilevich and dramatist Alyaksey Dudarau. The younger group of literary figures includes poet Leonid Dran'ko-Maysyuk, and Uladzimir Arlou and Pyotr Vasyuchenka, who write historical and experimental prose, respectively. The names of such Belarusian writers and poets as Maksim Tank, Pyatrus Brouka, Kuzma Chorny, Uladzimir Karatkevich are known not only in our country but abroad as well.

It's necessary to mention that we have plenty of painters who portray the national beauty of Belarus. The names of Yaughen Zaitsau, Yaughen Krasousky, Mikhail Savitsky are known far beyond the borders of our republic.

Everybody knows the names of our prominent sculptors such as Zair Azgur (his monument to Yakub Kolas has been created in Minsk) and Andrey Bembel who was one of the creators of Brest memorial.

There are many talented musicians and composers in Belarus. Many popular operas and symphonies have been created by our composers Anatol Bagatyrou and Uladzimir Alounikau. The names of Alyaksei Tu-

rankou, Yury Semenyaka and Yaughen Glebau are known all over the country.

It should be mentioned that in the family of cosmonauts there are also two Belarusians: Uladzimir Kavalyonak and Pyotr Klimuk.

And to crown it all I'd like to say that great times are created by great people and their names won't be forgotten.

Yakub Kolas is a classic of Belarusian literature. His real name is Konstantin Mikhailovich Mitskevich. Together with Yanka Kupala he has created a new Belarusian literature and a Belarusian literary language. He is also a national poet.

Yakub Kolas was born in 1882. After graduating from the teachers' seminary in Nesvizh he began working as a teacher in different schools of former Russia. In 1921 he moved to Minsk together with his family. The following ten years were the years of his creative activities not only in literature but also in scientific work. In 1929 he was elected vice-president of the Belarusian National Academy of Sciences.

His first verses appeared in his youth. Many of them were devoted to the Belarusian nature. 'My Native Land' is considered to be one of his best verses. His poem 'New Land' belongs to the classical literary works of the Belarusian poets and writers.

One of the most famous novels by Yakub Kolas is the novel 'Na Rostanyakh'. It consists of three books. The life of the Belarusian people is described in this novel. It has been translated into Russian and some foreign languages.

Nowadays a lot of squares, streets, theatres and schools, the Institute of Linguistics of the Belarusian National Academy of Sciences and many other institutions bear Yakub Kolas's name. To perpetuate the name of Yakub Kolas a literary museum devoted to his life and activity has been opened in Minsk. There are also many monuments to Yakub Kolas. One of them is put in one of the most beautiful squares of Minsk that bears his name.

Yakub Kolas has made a great contribution to the development of the Belarusian literature and culture.

I. Answer the following questions:

1. Are there many well-known people in our country?
2. What role did they play in the history of the country?
3. Is it difficult to become famous?
4. Would you like to gain popularity?
5. What famous Belarusian painters and sculptors do you know?
6. What outstanding Belarusian scientists can you name?
7. What Belarusian writers and poets do you know?
8. Did they make a great contribution to the development of the Belarusian language and literature?
9. What is Yakub Kolas?
10. What is his real name?
11. What kind of family was he born in?
12. What kind of education did he get?
13. What was his first job?
14. When did his career in literature begin?
15. What are the main works by Yakub Kolas?
16. What do they deal with?
17. What is Yakub Kolas noted for?
18. What do people admire Yakub Kolas for?
19. What contribution did he make to the development of the Belarusian literature and culture?
20. How is the name of Y. Kolas perpetuated?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. Every man I meet is in some way my superior (Ralph Waldo Emerson, US essayist, lecturer, and poet, 1803–82).
2. A celebrity is a person who works hard all his life to become known, then wears dark glasses to avoid being recognized (Fred Allen, US comedian, 1894–1956).
3. 'What are you famous for?' 'For nothing. I am just famous.' (Iris Murdoch, Irish-born British novelist, 1919–).
4. I'm never going to be famous...I don't do anything. Not one single thing. (Dorothy Parker, US writer, 1893–1967).

5. The more you are talked about, the more you will wish to be talked about (Bertrand Russell, British philosopher, 1872–1970).
6. I haven't made any friends since becoming famous (Seal, British pop singer, 1963–).
7. There is only one thing in the world worse than being talked about, and that is not being talked about (Oscar Wilde, Irish-born British dramatist, 1854–1900).
8. Popularity is a crime from the moment it is sought; it is only a virtue where men have it whether they will or no (Lord Halifax, English statesman, 1633–95).
9. Reputation is a bubble which bursts when a man tries to blow it up for himself (Emma Carleton. Attrib.).
10. If you wish to reach the highest, begin at the lowest (Publilius Syrus, Roman playwright, 1st century BC).
11. Ambition is so powerful a passion in the human breast, that however high we reach we are never satisfied (Niccola Machiavelli, Italian statesman and political theorist, 1469–1527).
12. Most people would succeed in small things if they were not troubled with great ambitions (Henry Longfellow, US poet, 1807–82).
13. Fame usually comes to those who are thinking about something else (Oliver Wendell Holmes, American physician and writer, 1809–94).
14. Try not to become a man of success but rather try to become a man of value (Albert Einstein, German-born mathematical physicist, 1879–1955).
15. Success is the necessary misfortune of life, but it is only to the very unfortunate that it comes early (Anthony Trollope, British novelist, 1815–82).
16. The secret of success is constancy of purpose (Benjamin Disraeli, British statesman and novelist, 1st Earl of Beaconsfield, 1804–81).

18 WHAT I KNOW OF THE COUNTRY THE LANGUAGE OF WHICH I STUDY

The United Kingdom is a country in northwestern Europe. The nation's official name is the United Kingdom of Great Britain and Northern Ireland. When people refer to the country, most shorten its name to the United Kingdom, the U.K., Great Britain, or Britain. The United Kingdom consists of four political divisions – England, Scotland, Wales and Northern Ireland. London is the capital and largest city.

The United Kingdom occupies an area of over 244,000 sq km and has a population of over 58 million. About 90 percent of the population of the United Kingdom lives in urban areas. The most important cities are London, Birmingham, Liverpool, Manchester, and Leeds.

The United Kingdom covers most of an island group called the British Isles. The British Isles consist of two large islands – Great Britain and Ireland – and thousands of small islands. England, Scotland, and Wales occupy the island of Great Britain. Northern Ireland occupies the northeastern part of the island of Ireland. Britain's longest rivers are the Severn and the Thames. Bristol, Liverpool, London, and other cities are important ports.

The United Kingdom has a mild climate. The climate is influenced by the Gulf Stream, a warm ocean current that flows past the British Isles. Steady southwest winds blow across this current and bring warmth in winter. In summer, the ocean is cooler than the land. Winds over the ocean come to Britain as refreshing breezes. The sea winds also bring plentiful rain. The United Kingdom has rain throughout the year, and rarely is any section of the country dry for as long as three weeks.

The United Kingdom has a rich history. The British started the Industrial Revolution, a period of rapid industrialization that began in the 1700's. They founded the largest empire in history. They have produced some of the world's greatest scientists, explorers, artists, and political leaders.

The United Kingdom is a constitutional monarchy. Queen Elizabeth II is the head of state, but a cabinet of senior politicians called ministers actually governs the country. The prime minister is the head of the government.

The Constitution of the United Kingdom is not one document, as are the constitutions of many other countries. Much of it is not even in writing, and so the country is often said to have an unwritten constitution.

Parliament makes the laws of the United Kingdom. The British Parliament has been called the Mother of Parliaments because many of the world's legislatures have copied features from it. Parliament is the chief lawmaking body. It consists of the monarch, the House of Commons, and the House of Lords.

Of the two houses that make up Parliament, the House of Commons, often called simply the Commons, is by far the more powerful. The House of Commons has 651 members, elected from the four divisions that make up the United Kingdom. A general election must be held at least every five years.

The House of Lords, often called the Lords, was once the stronger house of Parliament, but today it has little power. It can delay, but not defeat, any bill that the Commons is determined to pass. The House of Lords has about 1,200 members. The people do not elect them.

The two largest political parties in the United Kingdom are the Conservative Party and the Labour Party. The Conservative Party developed from the Tory Party, which began in the late 1600's. It has always been one of the main parties in Britain. The Labour Party began in 1900. Much of its support comes from labor unions, called trade unions. For many years, another party, called the Liberal Party, was the Conservative Party's chief opponent. It developed from the Whig Party, which emerged in the late 1600's. But by the mid-1930's, the Liberal Party had become much smaller than either the Conservative or the Labour party.

The Prime Minister is usually the leader of the political party that has the most seats in the House of Commons. The king or queen appoints the prime minister after each general election. The prime minister selects about 100 ministers. From them, the prime minister picks a special group of about 20 ministers to make up the Cabinet.

The largest political party in the House of Commons that opposes the party in power is called Her (or His) Majesty's Opposition. The head of that party is the leader of the opposition. The leader is elected by his or her fellow party members but is paid a salary from government funds. The opposition has the duty of criticizing the government in power and

standing ready to set up a new government. For this reason, the leading members of the opposition party are popularly referred to as the Shadow Cabinet.

The United Kingdom is an important manufacturing and trading nation. In fact, Britain can survive only by manufacturing and trading. The country's farms produce only about two-thirds of the food needed by the people. Except for coal, natural gas, and oil, Britain has few natural resources. The country must import about a third of its food and many of the raw materials it needs for manufacturing.

The country is one of the world's largest producers of tractors. Other products include cranes, earth movers, road graders, harvesters, and drilling machines. British factories also make railway equipment, household appliances, and machine tools.

The Industrial Revolution began in Britain's textile industry. Today, Britain remains an important producer of cotton and woolen textiles.

Many British farmers practice mixed farming – that is, they raise a variety of crops and animals. Britain's most important crops are barley, potatoes, rapeseed, sugar beets, and wheat. Sheep are Britain's chief livestock. Farmers in almost every part of the country raise sheep for meat and wool. British farmers also raise beef cattle, dairy cattle, and hogs. Chickens are raised mainly in special mass-production plants.

Most of the United Kingdom's trade is with other developed countries. France, Germany, and the United States are Britain's leading customers and suppliers. A growing proportion of the country's trade is with members of the European Community, which the United Kingdom joined in 1973. Other trade partners include Canada, Ireland, Japan, Norway, Saudi Arabia, Sweden, and Switzerland.

Answer the following questions:

1. What is the official name of Great Britain?
2. Where are the British Isles situated?
3. What are the four political divisions of the United Kingdom?
4. Why does the United Kingdom have a mild climate?
5. What can you say about the state organisation of the United Kingdom?
6. Why is the British Parliament called the Mother of Parliaments?

7. What are the main political parties in the United Kingdom?
8. What is the ruling political party in Great Britain at present?
9. What is Her (or His) Majesty's Opposition?
10. Who is the prime minister in the United Kingdom nowadays?
11. Who was the first woman to hold the office of prime minister of the United Kingdom?
12. Does the United Kingdom rank among the top industrial countries?
13. In which British industry did the Industrial Revolution begin?
14. Is the United Kingdom rich in energy resources?
15. What are its main mineral resources?
16. What is the role of manufacturing in the country?
17. What are British major manufactured goods?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. When people say England, they sometimes mean Great Britain, sometimes the United Kingdom, sometimes the British Isles, – but never England (George Mikes, Hungarian-born British writer, 1912–87).
2. Everything that is most beautiful in Britain has always been in private hands (Malcolm Rifkind, British politician, 1946–).
3. There are no countries in the world less known by the British than these selfsame British Islands (George Henry Borrow, British writer, 1803–81).
4. But of all nations in the world the English are perhaps the least a nation of pure philosophers (Walter Bagehot, British economist and journalist, 1826–77).
5. England is... a country infested with people who love to tell us what to do, but who very rarely seem to know what's going on (Colin MacInnes, British novelist, 1914–76).
6. The English are busy; they don't have time to be polite (Baron de Montesquieu, French writer, 1689–1755).
7. The English have no respect for their language, and will not teach their children to speak it... It is impossible for an Englishman to open his mouth, without making some other Englishman despise him (George Bernard Shaw, Irish dramatist and critic, 1856–1950).

LONDON

London is the capital of the United Kingdom of Great Britain and Northern Ireland. It ranks as one of the world's oldest and most historic cities. London traces its history back nearly 2,000 years. Over the years, it became the center of Britain's once-enormous overseas empire and the home of many of the world's greatest artists, poets, scientists, and statesmen.

Each year, millions of tourists visit London to see such historic sights as Buckingham Palace, Westminster Abbey, and the Tower of London. Buckingham Palace has long been the London home of Britain's monarchs, including the present queen, Elizabeth II. The nation's kings and queens are crowned in the beautiful church known as Westminster Abbey. Sir Walter Raleigh, Saint Thomas More, and many other famous individuals were imprisoned in the Tower of London. Today, the tower serves as a museum and holds Britain's fabulous crown jewels.

London is a large, lively city as well as a historic one. It is the 9th largest city in the world, with almost 7 million people. London's banks, insurance companies, and shipping firms do business in almost every country. Few other cities have so many outstanding museums and art galleries or offer such a wide variety of plays and other entertainment.

London grew up around two old, historic cities – the City of London and the City of Westminster. Today, they lie at the center of modern London and make up much of its busy downtown section. Downtown London has tall office buildings, noisy traffic, and stores and sidewalks crowded with shoppers. But it also has beautiful parks and gardens nearby where people can escape the crowds and traffic. The rest of London extends 19 to 31 kilometers in every direction from this central section.

London was nearly destroyed twice, by fire in 1666 and by German air raids during World War II. Although each disaster wiped out much of London, many old landmarks were rebuilt.

London covers 1,580 square kilometers near the southeast coast of England, one of the four political divisions that make up the United Kingdom. The River Thames flows in a generally eastward direction

through the heart of London. The river links London with shipping routes throughout the world.

The old City of London and the communities surrounding it form one political unit, with definite boundaries. This area is called Greater London or simply London.

Central London can be divided into three main sections. They are: (1) the City, (2) the West End, and (3) the South Bank. The City and the West End lie on the north side of the Thames. The South Bank lies across the river from these areas. A number of great bridges link the South Bank with the City and West End. These bridges include the new London Bridge, Tower Bridge, and Westminster Bridge.

The City forms London's famous financial district. The City is the oldest part of London. It stands where the walled City of London stood for hundreds of years. The City consists largely of modern bank and office buildings. But it also has some reminders of its colorful past. The great dome of St. Paul's Cathedral, for example, still towers over other buildings in the area.

The West End is the center of Britain's government and London's retail trade and night life. It is also London's most fashionable residential area. Britain's chief government buildings are in the City of Westminster. The Houses of Parliament, perhaps the best known government buildings, tower dramatically along the Thames. From Parliament, the government buildings extend northward along a broad avenue called Whitehall. Number 10 Downing Street, which is the home of Britain's prime minister, is located just off Whitehall. Buckingham Palace lies a short distance to the southwest of the prime minister's home.

The South Bank is one of London's fastest-growing sections. It is the site of a large, modern cultural center that includes a number of theatres, concert halls, and art galleries.

London is so large that many Londoners think of themselves mainly as residents of a particular district, such as Chelsea, Soho, or Hampstead. The various districts were once separate communities, and many have kept their special character. Chelsea, for example, is known for its artists and entertainers, and Soho for its restaurants.

London has long been Britain's chief centre for advanced study and research. The University of London, with about 65,000 students, is the

nation's largest traditional university. Only the British Open University, which has no classrooms and offers instruction through radio, television, and written correspondence, has more students.

London ranks as one of the world's leading cultural centers. It has many professional theaters, whose programs range from musical comedies to the plays of the great English dramatist William Shakespeare.

I. Answer the following questions:

1. When was London founded?
2. What are London's main historic sights?
3. What are some of London's famous landmarks?
4. What is Greater London?
5. Into what three main sections can central London be divided?
6. What are the main London bridges?
7. What is the City noted for?
8. What is the West End famous for?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. London is a splendid place to live in for those who can get out of it (Lord Balfour of Burleigh, British financier, 1884–1967).
2. I don't know what London's coming to – the higher the buildings the lower the morals (Noul Coward, British dramatist, 1899–1973).
3. It is not the walls that make the city, but the people who live within them. The walls of London may be battered, but the spirit of the Londoner stands resolute and undismayed (George VI, King of the United Kingdom, 1895–1952).
4. When a man is tired of London, he is tired of life; for there is in London all that life can afford (Samuel Johnson, British lexicographer, 1709–84).
5. Hell is a city much like London – A populous and smoky city (Percy Bysshe Shelley, British poet, 1792–1822).
6. Nobody is healthy in London, nobody can be (Jane Austen, British novelist, 1775–1817).
7. The streets of London are paved with gold (Proverb).

19. OUTSTANDING PEOPLE OF THE COUNTRY THE LANGUAGE OF WHICH I STUDY

The United Kingdom has a rich history. The British started the Industrial Revolution, a period of rapid industrialization that began in the 1700's. They founded the largest empire in history. They have produced some of the world's greatest scientists, explorers, artists, and political leaders.

Horatio Nelson (1758-1805) was Great Britain's greatest admiral and naval hero. In 1805, he defeated the combined French and Spanish fleets at Trafalgar in the greatest naval victory in British history. His victory broke France's naval power and established Britain's rule of the seas for the rest of the 1800's.

Nelson was born in the English county of Norfolk in 1758. He fell in love with the sea early in life and made up his mind to be a sailor. He spent much time piloting small boats on the river near his home. When he was 12 years old, his uncle, Captain Suckling, planned a voyage to the Falkland Islands. Nelson begged his family for permission to go along, and he was finally allowed to do so. He owed much of his early training to Captain Suckling, who had him transferred from time to time to ships engaged in different types of service. Suckling also encouraged him to study navigation and to practice boat sailing.

At the age of 15 Nelson joined the Royal Navy. He became a lieutenant at 18. When not yet 21, he was given command of the frigate *Hinchinbrook*. He was known as a capable officer. His professional ability and his talent for getting along with his men helped him to rise rapidly in the service.

After the outbreak of war with France in 1793, Nelson was placed in command of the *Agamemnon* and sailed to join the British fleet in the Mediterranean Sea. This voyage began seven years of almost continual warfare at sea. Nelson was one of the British commanders who block-

aded Toulon, France, and captured Corsica. He was wounded on the Corsican coast, and lost the sight of his right eye.

Napoleon, victorious in Europe, began to gather a French fleet for an expedition to conquer Egypt. Nelson was sent to watch the French ships at Toulon. A storm came up, and under its cover the French fleet escaped. Nelson followed it in a long and tiresome pursuit. Then he attacked and almost destroyed the fleet. The victory over Napoleon in the Battle of the Nile made Nelson famous. He was made Baron of the Nile and given a large sum of money.

Nelson was made commander in chief of the fleet in 1803. Sailing on the flagship *Victory*, he once more went in search of the French. He found the French fleet at Toulon, but it slipped away from him. Nelson chased the French to the West Indies and back. It was more than two years before Nelson was able to bring the French fleet to battle off Cape Trafalgar on the coast of Spain in 1805. Nelson raised his famous signal, "England expects that every man will do his duty." With only 27 vessels, Nelson attacked the combined French and Spanish fleets. One of the great naval battles of all time followed. Napoleon's fleet, which had 33 warships, was destroyed. Nelson was wounded at the height of the battle. He died during the battle. Nelson's last words were, "Thank God I have done my duty."

One of Nelson's great characteristics as a commander was his willingness to give full credit to his officers and men. After the Battle of Copenhagen, he refused an honour given him by the City of London because he alone was to be honoured. Nelson replied, "Never till the City of London thinks justly of the merits of my brave companions of the second of April can I, their commander, receive any attention from the City of London." The poet Robert Southey wrote of Nelson, "England has had many heroes. But never one who so entirely possessed the love of his fellow countrymen. All men knew that his heart was as humane as it was fearless ... that with perfect and entire devotion he served his country with all his heart, and with all his soul, and with all his strength. And therefore they loved him as truly and fervently as he loved England."

After Nelson's death, he became such a hero in Britain that the government erected a large column topped with a statue of him in Trafalgar

Square, which was named for Nelson's last battle. The monument is one of the most famous landmarks in London.

I. Answer the following questions:

1. Does the United Kingdom have a rich history?
2. Are there many outstanding people in the United Kingdom?
3. What role did they play in the history of the country?
4. What famous British painters and sculptors do you know?
5. What well-known British scientists can you name?
6. What British writers and poets do you know?
7. Who was Great Britain's greatest admiral and naval hero?
8. Why did Nelson make up his mind to be a sailor?
9. When did he join the Royal Navy?
10. What helped him to rise rapidly in the service?
11. What was Nelson's famous signal?
12. What was his greatest naval victory in British history?
13. What were Nelson's last words?
14. How did the British government commemorate his name?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. We may be a small island, but we are not a small people (Edward Heath, British politician and prime minister, 1916–).
2. The attitude of the English... toward English history reminds one a good deal of the attitude of a Hollywood director toward love (Margaret Halsey, US writer, 1910–).
3. I cannot believe that the great British people, in order to protect their identity, would now be cowering on the very island from which they set sail to travel the world (Edouard Balladur, French politician, 1929–).
4. The maxim of the British people is 'Business as usual' (Winston Churchill, British statesman and writer, 1874–1965).
5. The British love permanence more than they love beauty (Hugh Casson, British architect, 1910–).

6. The spread of personal ownership is in harmony with the deepest instincts of the British people. Few changes have done more to create one nation (Nigel Lawson, British Conservative politician, 1932–).

20. ECOLOGICAL PROBLEMS

People have always polluted their surroundings. But throughout much of history, pollution was not a major ecological problem. Most people lived in uncrowded rural areas, and the pollutants, or waste products, they produced were widely scattered. People had no pollution-causing machines or motor vehicles. The development of crowded industrial cities in the 1700's and 1800's made pollution a major ecological problem. People and factories in these cities put huge amounts of pollutants into small areas. During the 1900's, urban areas continued to develop, and automobiles and other new inventions made pollution steadily worse. By the mid-1900's, pollution had affected the water in every major lake and river and the air over every major city in many industrial countries. Since the late 1960's, millions of people have become alarmed by the dangers of pollution, and scientific studies have improved our understanding of the problem.

Nowadays our survival and well-being depend on ecological relationships throughout the world. Even changes in distant parts of the world and its atmosphere affect us and our environment. All parts of the environment are closely related to one another. The study of the relationships among living things, and between living things and other parts of the environment, is called ecology.

Environmental pollution is one of the most serious ecological problems facing humanity today. Environmental pollution is a term that refers to all the ways by which people pollute their surroundings. People dirty the air with gases and smoke, poison the water with chemicals and other substances, and damage the soil with too many fertilizers and pesticides. People also pollute their surroundings in various other ways. Nearly everyone causes environmental pollution in some way.

There are several kinds of environmental pollution. They include air pollution, water pollution, soil pollution, and pollution caused by solid

wastes, noise, and radiation. Air, water, and soil are necessary for the survival of all living things. Badly polluted air can cause illness, and even death. Polluted water kills fish and other marine life. Pollution of soil reduces the amount of land that is available for growing food. In addition, environmental pollution also brings ugliness to our naturally beautiful world.

Everyone wants to reduce pollution. But the pollution problem is as complicated as it is serious. It is complicated because much pollution is caused by things that benefit people. For example, exhaust from automobiles causes a large percentage of all air pollution. But the automobile provides transportation for millions of people. Factories discharge much of the material that pollutes air and water, but factories provide jobs for people and produce goods that people want. Too much fertilizer or pesticide can ruin soil, but fertilizers and pesticides are important aids to the growing of crops.

Thus, to end or greatly reduce pollution immediately, people would have to stop using many things that benefit them. Most people do not want to do that, of course. But pollution can be gradually reduced in several ways. Scientists and engineers can work to find ways to lessen the amount of pollution that such things as automobiles and factories cause. Governments can pass and enforce laws that require businesses and individuals to stop, or cut down on, certain polluting activities. And – perhaps most importantly – individuals and groups of people can work to persuade their representatives in government, and also persuade businesses, to take action toward reducing pollution.

An explosion and fire at the Chernobyl nuclear power plant in Ukraine in 1986 had a major impact on Belarus. The winds caused about 70 percent of the radioactive fallout from Chernobyl to fall on Belarus. The radiation contaminated the republic's food and water supplies and caused many health problems, including increased cancer deaths.

Large numbers of people are now working to reduce environmental pollution. Effective programs to prevent pollution could greatly improve environmental conditions. Several different approaches can be used to control pollution. Waste products can be saved and used again. New technological developments can help prevent pollution from older ones.

Restrictions can be placed on the use of materials that pollute. These approaches may result in less convenience and higher costs, however.

I. Answer the following questions:

1. What does ecology study?
2. What is environmental pollution?
3. What kinds of environmental pollution do you know?
4. Is environmental pollution a side effect of many industrial processes?
5. Does pollution harm the environment and can endanger the health of living things?
6. Is environmental pollution one of the most serious ecological problems facing humanity today?
7. How can industries fight pollution?
8. Does fighting pollution mean higher prices for consumers and lower profits for industry?
9. Do motor vehicles, factories, and other sources pollute the air with fumes that endanger the health of the people in cities?
10. Must citizens, governments, industry, scientists, and business people work together to gradually reduce pollution?
11. Why have many pollution problems developed?
12. What dangers threaten the environment?
13. What are the consequences of an explosion at the Chernobyl nuclear power plant?
14. How can people reduce pollution?
15. What are the solutions to problems concerning the environment?

II. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. The economic and technological triumphs of the past few years have not solved as many problems as we thought they would, and, in fact, have brought us new problems we did not foresee (Henry Ford, US industrialist and pioneer in car manufacture, 1863–1947).
2. Among these treasures of our land is water – fast becoming our most valuable, most prized, most critical resource. A blessing where properly used – but it can bring devastation and ruin when left uncon-

trolled (Dwight D. Eisenhower, US General and thirty-fourth President (1953–61), 1890–1969).

3. How far must suffering and misery go before we see that even in the day of vast cities and powerful machines, the good earth is our mother and that if we destroy her, we destroy ourselves? (Paul Bigelow Sears).
4. The North alone is silent and at peace. Give man time and he will spoil that too (Stephen Leacock, Canadian political scientist, historian, and humorist, 1869–1944).
5. Till now man has been against Nature, from now on he will be up against his own nature (Dennis Gabor, Hungarian-born British scientist who invented holography, 1900–1979).
6. Who lives to Nature rarely can be poor (Edward Young, English poet, 1683–1765).

РЕПОЗИТОРИЙ БГУИМ

Часть 4. Перевод предложений с русского языка на английский

Имя существительное

Падеж, число

- 1 Это клавиатура компьютера.
- 2 Где ключ от машины?
- 3 Вам нравится поэзия Байрона?
- 4 Обложка книги порвана.
- 5 Она – учительница английского языка.
- 6 Библиотека моего брата хорошая.
- 7 Муж моей сестры – врач.
- 8 Комната Мэри очень большая и светлая.
- 9 Сестра Джона живет в Лондоне.
- 10 Рабочий день моего брата начинается в 8 часов утра.
- 11 Знаете ли вы адрес мистера А.?
- 12 Пальто Мэри очень теплое.
- 13 Сад мистера А. очень красивый.
- 14 Где книги девочек?
- 15 Мне нравится голос Мэри.
- 16 Я говорил с секретарем Мистера А.
- 17 Я видел новое пальто Джона.
- 18 Я прочел вчера лучшие рассказы Мистера А.
- 19 Я не знаю решения президента.

Case, Number

- 1 It's the keyboard of the computer. = It's the computer keyboard.
- 2 Where's the car key? = Where's the key of the car.
- 3 Do you like Byron's poetry? = Do you like the poetry of Byron?
- 4 The book cover is torn. = The cover of the book is torn.
- 5 She's an English teacher. = She's a teacher of English.
- 6 My brother's library is good. = The library of my brother is good.
- 7 My sister's husband is a doctor.
- 8 Mary's room is very large and light.
- 9 John's sister lives in London.
- 10 My brother's working day begins at 8 o'clock in the morning.
- 11 Do you know Mr. A's address?
- 12 Mary's coat is very warm.
- 13 Mr. A's garden is very beautiful.
- 14 Where are the girls' books?
- 15 I like Mary's voice.
- 16 I spoke to Mr. A's secretary.
- 17 I saw John's new coat.
- 18 Yesterday I read Mr. A's best stories.
- 19 I don't know the president's decision.

- 20 Я не знаю номера телефона Мистера А. 20 I don't know Mr. A's telephone number.
- 21 – Где ваши деньги? – Они на столе. 21 – Where is your money? – It is on the table.
- 22 – Кому принадлежат эти деньги? – Они принадлежат мистери А. 22 – To whom does this money belong? – It belongs to Mr. A.
- 23 В этом году фрукты очень дешёвые. 23 This year fruit is very cheap.
- 24 Осенью мы едим очень много фруктов. 24 We eat very much fruit in autumn.
- 25 Летом и осенью на юге очень много фруктов. 25 In summer and in autumn there is very much fruit in the south.
- 26 Её волосы совсем светлые. Они очень красивые. 26 Her hair is absolutely light. It is very beautiful.
- 27 Его волосы тёмные? 27 Is his hair dark?
- 28 Когда начинаются ваши летние каникулы? – Они начинаются 1 июля. 28 When does your summer vacation begin? – It begins on the first of July.
- 29 – Сколько времени продолжаются ваши летние каникулы? – Они продолжаются два месяца. 29 – How long does your summer vacation last? – It lasts two months.
- 30 Наши зимние каникулы кончатся 6 февраля. Они очень короткие. 30 Our winter vacation ends on the sixth of February. It is very short.
- 31 Ваши советы были очень хорошие. Спасибо вам за них. 31 Your advice was very good. Thank you for it.
- 32 Я последовал вашим советам; они мне очень помогли. 32 I followed your advice. It helped me very much.
- 33 Были его советы полезны вам? – Да, они были очень мне полезны. 33 Was his advice useful to/for you? – Yes, it was very useful to/for me.
- 34 – Эти сведения полезны вам? – Да, они очень полезны нам. 34 – Is this information useful to you? – Yes, it is very useful to us.
- 35 Мы получили эти сведения несколько дней тому назад. 35 We received this information a few days ago.
- 36 У него достаточно знаний, чтобы сделать эту работу. 36 He has enough knowledge to do this work.
- 37 Его знания по этому предмету очень велики. 37 His knowledge on this subject is very great.

- 38 Я думаю, что у него очень мало знаний. 38 I think that he has very little knowledge.
- 39 Есть ли у нее какие-нибудь знания по этому вопросу? 39 Has she any knowledge on this subject?
- 40 Эти(а) новости(ь) очень интересные(ая). 40 This news is very interesting.
- 41 Эти новости очень для них приятные. 41 This news is very pleasant for them.
- 42 – Когда вы слышали эти новости? – Я их слышал на прошлой неделе. 42 – When did you hear this news? – I heard it last week.
- 43 Он сделал успехи в английском языке. 43 He has made progress in English.
- 44 Ваши успехи вполне удовлетворительные. 44 Your progress is quite satisfactory.
- 45 Его одежда совсем новая. 45 His clothes are quite new.
- 46 – Его одежда была мокрая? – Нет, она была совсем сухая. 46 – Were his clothes wet? – No, they were quite dry.
- 47 Этот товар находится на складе. Они отвезут его на фабрику завтра. 47 These goods are in the warehouse. They will take them to the factory tomorrow.
- 48 Этот товар был получен вчера. 48 These goods were received yesterday.
- 49 Этот товар был очень хорошо упакован. 49 These goods were packed very well.
- 50 Когда был этот товар послан туда? – Он был послан на прошлой неделе. 50 When were these goods sent there? – They were sent last week.
- 51 Ее зарплата очень высокая. 51 Her wages are very high.
- 52 Ваши часы очень хорошие. Когда вы их купили? 52 Your watch (clock) is very good. When did you buy it?
- 53 Ваши часы спешат? – Да, они всегда спешат. 53 Is your watch (clock) fast? – Yes, it is always fast.
- 54 Эти часы очень старые. Им около ста лет. 54 This watch (clock) is very old. It is about one hundred years old.
- 55 Где мои часы? – Они на столе. 55 Where is my watch? – It is on the table.
- 56 Мои часы были на столе. Кто взял их? 56 My watch was on the table. Who has taken it?
- 57 Эти часы очень дорогие. Они 57 This watch (clock) is very expen-

- стоят около шестидесяти долларов.
- 58 Эта организация занимается экспортом (импортом) табака.
- 59 Экспорт (импорт) этих товаров значительно увеличился.
- 60 Они получили лицензию на экспорт (импорт) этого товара.
- 61 В этой статье вы найдете цифры итальянского экспорта и импорта за последние три месяца.
- 62 Экспорт этой страны увеличился, а импорт уменьшился.
- 63 Эта фирма занимается экспортом различных машин.
- 64 Моя жена у доктора.
- 65 Его брюки порваны.
- 66 Сколько стоит хорошая пара брюк?
- 67 Этот перекресток опасен.
- 68 Экономика – это наука, о которой я знаю мало.
- sive. It costs about sixty dollars.
- 58 This organization is engaged in the export (import) of tobacco.
- 59 The exports (imports) of these goods have greatly increased.
- 60 They have received a licence for the export (import) of these goods.
- 61 In this article you will find the figures of Italian exports and imports for the past three months.
- 62 The exports of that country have increased, and the imports have decreased.
- 63 This firm is engaged in the export of different machines.
- 64 My wife is at the doctor's.
- 65 His trousers are torn.
- 66 How much does a good pair of trousers cost?
- 67 This crossroads is dangerous.
- 68 Economics is a science I know little about.

Артикли

- 1 Мэри, поставь чайник на плиту, пожалуйста.
- 2 В кружке молоко.
- 3 В Лондоне много музеев.
- 4 – В прошлое воскресенье мы пошли на концерт джаза. – Вам понравился концерт?
- 5 'Ромео и Джульетта' – пьеса Вильяма Шекспира.
- 6 Восемилетний ребенок может сделать это.
- 7 Всегда есть надежда.

Articles

- 1 Mary, put the kettle on the stove, please.
- 2 There is milk in the cup.
- 3 There are many museums in London.
- 4 – Last Sunday we went to a jazz concert. – Did you like the concert?
- 5 The 'Romeo and Juliet' is a play by William Shakespeare.
- 6 A child of eight can do it.
- 7 There is always hope.

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| 8 – Вчера вечером я видел новый фильм. – Как вам понравился фильм? | 8 – Last night I saw a new movie. – How did you like the movie? |
| 9 Вчера вечером я слушал 'Риголетто', и музыка мне очень понравилась. | 9 Last night I heard 'Rigotetto' and enjoyed the music very much. |
| 10 Вы когда-нибудь были в Британском музее? | 10 Have you ever visited the British Museum? |
| 11 Вы нашли журнал, который вы искали? | 11 Did you find the magazine you were looking for? |
| 12 Вы правы. Питание здесь могло бы быть лучше. | 12 You are right. The food here could be better. |
| 13 Дай мне эту книгу, пожалуйста. | 13 Give me the book, please. |
| 14 Мэри – редактор. | 14 Mary is an editor. |
| 15 Джек – редактор университетской газеты. | 15 Jack is the editor of the University paper. |
| 16 Джон – хороший работник. | 16 John is a good worker. |
| 17 Золото этого кольца очень старое. | 17 The gold of this ring is very old. |
| 18 Золото – драгоценный металл. | 18 Gold is a precious metal. |
| 19 Из-за плохой погоды в субботу мы не смогли поехать в Лондон. | 19 Because of the bad weather on Saturday, we could not go to London. |
| 20 Книга, которую я читаю, (лежит) на столе. | 20 The book that I am reading is on the table. |
| 21 Мэри – дочь известного адвоката. | 21 Mary is the daughter of a well-known lawyer. |
| 22 Лондон – старинный город. | 22 London is an old city. |
| 23 Темза – самая большая река в Великобритании. | 23 The Thames is the largest river in Great Britain. |
| 24 Мне хотелось бы выпить чашку кофе. | 24 I would like to have a cup of coffee. |
| 25 Молоко полезно для здоровья. | 25 Milk is wholesome. |
| 26 Лондон – столица Соединенного Королевства. | 26 London is the capital of the UK. |
| 27 Московское соглашение было подписано 16 августа 2002 г. | 27 The Moscow agreement was signed on August 16, 2002. |
| 28 На полке лежит книга. | 28 There is a book on the shelf. |

- 29 На рисунке вы видите двух мальчиков. 29 You see two boys in the picture.
- 30 На столе (лежит) журнал. 30 There is a magazine on the table.
- 31 Немедленно пришлите нам доктора. 31 Send us a doctor immediately.
- 32 Он дал мне стакан воды. 32 He gave me a glass of water.
- 33 Он окончил Кембриджский университет. 33 He graduated from Cambridge University.
- 34 Он – студент. 34 He is a student.
- 35 Она – новая секретарша. 35 She is the new secretary.
- 36 Она – секретарша. 36 She is a secretary.
- 37 Они каждое лето ездили в Альпы. 37 They went to the Alps every summer.
- 38 Они нам предложили еду и напитки. 38 They offered us food and drink.
- 39 Они – студенты. 39 They are students.
- 40 Очень часто звонит телефон. 40 The telephone rings very often.
- 41 Париж – столица Франции. 41 Paris is the capital of France.
- 42 Джон обычно ходит к зубному врачу два раза в год. 42 John usually goes to see the dentist twice a year.
- 43 Поблизости есть хороший итальянский ресторан. 43 There is a good Italian restaurant nearby.
- 44 Подождите одну минутку. 44 Wait a minute.
- 45 Премьер-министр отправится на будущей неделе в Лондон. 45 The Prime Minister will go to London next week.
- 46 Светило солнце. 46 The sun was shining.
- 47 Сегодня вечером я уезжаю в Лондон. 47 I am going to London tonight.
- 48 Смиты купили новый дом. 48 The Smiths have bought a new house.
- 49 Том собирается купить новый автомобиль. 49 Tom is going to buy a new car.
- 50 Том собирается застраховать автомобиль. 50 Tom is going to insure the car.
- 51 Тот мальчик, что находится справа, Том. 51 The boy to the right is Tom.
- 52 У Вас есть телефон? 52 Do you have a telephone?
- 53 Ученый был награжден Нобелевской премией. 53 The scholar was awarded the Nobel Prize.
- 54 Цена на золото падает. 54 The price of gold is falling.

- 55 Цена на золото повышается. 55 The price of gold is rising.
- 56 Честность нашего бухгалтера не подлежит сомнению. 56 The honesty of our bookkeeper is above question.
- 57 – Что он тебе дал? – Ручку. 57 – What did he give you? – A pen.
- 58 – Что он тебе сказал? – Он задал мне вопрос. 58 – What did he tell you? – He asked me a question.
- 59 Это – ручка, а то – карандаш. 59 This is a pen and that is a pencil.
- 60 Был ясный, теплый и солнечный день. 60 It was a clear, warm and sunny day.
- 61 Я вам показал ручные часы, которые я купил в Швейцарии? 61 Have I shown you the watch I bought in Switzerland?
- 62 Я встретил сестру Мэри. 62 I met Mary's sister.
- 63 Я очень люблю музыку. 63 I like music very much.
- 64 Я увидел (какие-то) письма на столе. 64 I saw letters on the table.
- 65 Я увидел (какое-то) письмо на столе. 65 I saw a letter on the table.
- 66 Я увидел снег на полях. 66 I saw snow in the fields.
- 67 Я читаю интересную книгу. 67 I am reading an interesting book.
- 68 Дайте мне, пожалуйста, тарелку и ложку. 68 Give me a plate and a spoon, please.
- 69 В этом журнале есть интересные рассказы. 69 There are some interesting stories in this magazine.
- 70 Он купил видеомэгнифон, а я купил телевизор. 70 He bought a video cassette recorder and I bought a television-set.
- 71 Это очень простой вопрос. Школьник может на него ответить. 71 It is a very simple question. A schoolboy can answer it.
- 72 Он не любит яблоки. 72 He doesn't like apples.
- 73 Покажите мне статью, которую вам принес Мистер А. 73 Show me the article, which Mr. A. has brought you.
- 74 – Послать ему письмо или телеграмму? – Пошлите ему телеграмму. 74 Shall I send him a letter or a telegram? – Send him a telegram.
- 75 Вот письмо, о котором я вам говорил. 75 Here is the letter I told you about.
- 76 Я познакомился с ним в одном маленьком южном городе. 76 I met him in a small southern town.

- 77 Какой-то человек ждет вас в вестибюле. 77 A man is waiting for you in the entrance-hall.
- 78 Кто принес это письмо? – Какой-то мальчик. 78 Who brought this letter? – A boy.
- 79 Где словарь? – Он в книжном шкафу. 79 Where is the dictionary? – It is in the book-case.
- 80 Кто эта женщина? – Она жена одного инженера, который работает на нашем заводе. 80 Who is that woman? – She is the wife of an engineer who works at our factory.
- 81 Какой-то человек звонил вам по телефону сегодня утром. 81 A man rang you up this morning.
- 82 Есть ли у вас спички? 82 Have you got any matches?
- 83 Я знал их, когда они были студентами. 83 I knew them when they were students.
- 84 У него есть очень хорошие снимки Лондона. 84 He has got some very good pictures of London.
- 85 Он родился в одном маленьком городе недалеко от Минска. 85 He was born in a small town not far from Minsk.
- 86 Дверь открылась, и в комнату вошел молодой человек с чемоданом в руке. 86 The door opened and a young man with a suitcase in his hand entered the room.
- 87 Ребенку легко изучать иностранный язык. 87 It is easy for a child to learn a foreign language.
- 88 Прошлым летом мы жили в деревне, расположенной на берегу Немана, в маленьком домике, окруженном большим садом. 88 Last summer we stayed in a village situated on the Neman bank in a little house surrounded by a large garden.
- 89 Дом, в котором мы жили летом, был окружен большим садом. 89 The house in which we stayed in the summer was surrounded by a large garden.
- 90 Вчера я разговаривал с человеком, который провел несколько лет в Японии. 90 Yesterday I spoke to a man who had spent a few years in Japan.
- 91 Я не помню цифр, которые он упомянул в своем докладе. 91 I don't remember the figures, which he mentioned in his report.
- 92 В своем докладе он упомянул цифры, которые ясно иллюстрируют быстрое развитие на- 92 In his report he mentioned some figures, which clearly illustrate the rapid development of our agricul-

- шего сельского хозяйства.
- 93 Человек, который хочет овладеть иностранным языком, должен работать очень усердно и систематически.
- 94 Я только что прочел рассказ, который мне очень понравился.
- 95 Рассказ, который я только что прочел, очень интересный.
- 96 Вчера я разговаривал с директором, который сказал мне, что он поможет мне в этом деле.
- 97 Люди, которые занимаются физкультурой, обычно очень здоровые.
- 98 Дом, который строится на нашей улице, будет одним из самых высоких домов в Минске.
- 99 Водитель машины в большом городе должен быть очень опытным.
- 100 Крыша дома часто кроется железом.
- 101 Я вижу вдали красную крышу.
- 102 Ручка двери обычно делается из металла.
- 103 Я должен купить ручку для входной двери.
- 104 Секретарь собрания ведет протокол.
- 105 Они ищут секретаря со знанием английского языка.
- 106 Вдали мы увидели вершину горы.
- 107 Когда я вошел, я увидел письмо на письменном столе. Я распечатал его и посмотрел
- ture.
- 93 A person who wants to master a foreign language must work very hard and systematically.
- 94 I've just read a story, which I liked very much.
- 95 The story, which I've just read, is very interesting.
- 96 Yesterday I spoke to the director who told me that he would help me in this business.
- 97 People who have physical training are usually very healthy.
- 98 The house, which is being built in our street, will be one of the highest houses in Minsk.
- 99 The driver of a car in a big town must be very experienced.
- 100 The roof of a house is often covered with iron.
- 101 I see a red roof in the distance.
- 102 The handle of a door is usually made of metal.
- 103 I must buy a handle for the front door.
- 104 The secretary of a meeting takes the minutes.
- 105 They are looking for a secretary with a knowledge of English.
- 106 In the distance we saw the top of a mountain.
- 107 When I came in I saw a letter on the writing table. I opened it and looked at the signature.

- на подпись.
- 108 Трудно управлять машиной в центре большого города. 108 It is difficult to drive a car in the centre of a big town.
- 109 Она – жена известного писателя. 109 She is the wife of a well-known writer.
- 110 Дайте мне, пожалуйста, молока. 110 Give me some milk, please.
- 111 Вскипятите молоко, пожалуйста. 111 Boil the milk, please.
- 112 Молоко необходимо детям. 112 Milk is necessary for children.
- 113 Положите масла в суп. 113 Put some butter into the soup.
- 114 Поставьте масло на стол. 114 Put some (or: the – Если имеется в виду все количество) butter on the table.
- 115 Я не пью молока, я пью чай или кофе. 115 I don't drink milk. I drink tea or coffee.
- 116 Он привез мне чаю из Индии. Чай очень хороший, но я не люблю крепкий чай. 116 He brought me some tea from India. The tea is very good, but I don't like strong tea.
- 117 Я купил вчера очень хороший кофе. Я пошлю кофе матери. Она очень любит кофе. 117 Yesterday I bought some very good coffee. I shall send the coffee to mother. She likes coffee very much.
- 118 Где масло?– Оно на столе. 118 Where is the butter? – It is on the table.

Имя прилагательное

Степени сравнения

- 1 Вы моложе вашей сестры? – Нет, я старше ее.
- 2 Этот рассказ интереснее, чем рассказ, который вы мне дали вчера.
- 3 Февраль – самый короткий месяц в году.
- 4 Это самая интересная книга в моей библиотеке.
- 5 Сегодня жарче, чем вчера.
- 6 Июль обычно самый жаркий

Degrees of Comparison

- 1 Are you younger than your sister? – No, I am older than she (is).
- 2 This story is more interesting than the story that you gave me yesterday.
- 3 February is the shortest month in the year.
- 4 This is the most interesting book in my library.
- 5 Today it is hotter than yesterday.
- 6 July is usually the hottest month in

- месяц в году, а январь – самый холодный.
- 7 Этот диктант легче, чем диктант, который мы писали вчера.
- 8 Этот мальчик самый младший в своем классе.
- 9 Эта улица самая длинная в городе.
- 10 Волга длиннее Днепра.
- 11 Он старше своего брата.
- 12 Он выше своего отца.
- 13 Эти упражнения труднее, чем упражнения, которые мы писали вчера.
- 14 Наш дом выше вашего дома.
- 15 Он умнее своей сестры.
- 16 Этот рассказ самый короткий в этой книге.
- 17 Его доклад был лучше вашего.
- 18 Его комната хуже вашей.
- 19 Ваш диктант самый лучший в классе, а диктант Джона – самый плохой.
- 20 Наш сад меньше вашего.
- 21 Он тратит меньше времени на английский язык, чем я.
- 22 Этот парк больше того парка.
- 23 Теперь я трачу больше времени на английский язык, чем в прошлом году.
- 24 У него меньше работы, чем в прошлом году, а у меня больше работы, чем в прошлом году.
- 25 Его квартира больше вашей, а моя квартира – меньше вашей.
- the year and January is the coldest.
- 7 This dictation is easier than the dictation that we wrote yesterday.
- 8 This boy is the youngest in his class.
- 9 This street is the longest in the town.
- 10 The Volga is longer than the Dnieper.
- 11 He is older than his brother.
- 12 He is taller than his father.
- 13 These exercises are more difficult than the exercises that we wrote yesterday.
- 14 Our house is higher than your house.
- 15 He is more intelligent than his sister.
- 16 This story is the shortest in this book.
- 17 His report was better than yours.
- 18 His room is worse than yours.
- 19 Your dictation is the best in the class and John's dictation is the worst.
- 20 Our garden is smaller than yours.
- 21 He spends less time on English than I (do).
- 22 This park is larger than that park.
- 23 Now I spend more time on English than last year.
- 24 He has less work than last year, and I have more work than last year.
- 25 His flat is larger than yours and my flat is smaller than yours.

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| 26 Она такая же молодая, как моя сестра. | 26 She is as young as my sister is. |
| 27 Эта комната не такая маленькая, как ваша. | 27 This room is not so (or: as) small as yours. |
| 28 Он такой же сильный, как вы. | 28 He is as strong as you (are). |
| 29 Она такая же умная, как ее брат. | 29 She is as clever as her brother (is). |
| 30 Этот рассказ не такой интересный, как рассказ, который вы мне дали вчера. | 30 This story is not so (or: as) interesting as the story that you gave me yesterday. |
| 31 Эта комната не такая светлая, как моя. | 31 This room is not so (or: as) light as mine. |
| 32 Этот рассказ такой же длинный, как тот рассказ, но он не такой интересный. | 32 This story is as long as that story, but it is not so interesting. |
| 33 Сегодня так же холодно, как было вчера. | 33 Today it is as cold as it was yesterday. |
| 34 22-го декабря – самый короткий день в году. | 34 The twenty-second of December is the shortest day in the year. |
| 35 Эта комната самая маленькая в этом доме. | 35 This room is the smallest in this house. |
| 36 Джон такой же старательный, как и Билл. | John is as studious as Bill. |
| 37 Он сильнее своего брата. | 37 He is stronger than his brother. |
| 38 Эта комната светлее вашей. | 38 This room is lighter than yours. |
| 39 Лондон – самый большой город в Англии. | 39 London is the largest city in England. |
| 40 Ваш сад не такой большой, как их сад. | 40 Your garden is not so large as their garden. |
| 41 Этот диктант такой же трудный, как диктант, который мы писали на прошлой неделе. | 41 This dictation is as difficult as the dictation that we wrote last week. |
| 42 У него меньше денег, чем у вас. | 42 He has less money than you (have). |
| 43 Ваш телевизор меньше, чем наш. | 43 Your television-set is smaller than ours. |
| 44 У меня сейчас больше времени, чем в прошлом году. | 44 I have more time now than last year. |
| 45 Этот дом больше нашего. | 45 This house is bigger than ours. |

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| 46 Его результаты лучше, чем ваши. | 46 His results are better than yours. |
| 47 Этот текст самый трудный из всех текстов, которые мы когда-либо переводили. | 47 This text is the most difficult of all the texts that we have ever translated. |
| 48 Ваш брат старше вас? – Нет, он моложе меня. | 48 Is your brother older than you? – No, he is younger than I (am). |
| 49 Ваш чемодан тяжелее моего. | 49 Your suitcase is heavier than mine. |
| 51 Он не такой умный, как его брат. | 51 He is not so (or: as) clever as his brother. |
| 52 Его телевизор такой же хороший, как мой. | 52 His television-set is as good as mine. |
| 53 Это самый важный вопрос, который мы должны обсудить сегодня. | 53 It is the most important question that we must discuss today. |

Местоимение

Местоимение

- 1 Он знает, чего я хочу?
- 2 Вели ему позвонить мне сейчас же.
- 3 Я слышу стук в дверь. По моему, это моя жена.
- 4 Музыка прекратилась. Он не заметил этого.
- 5 Идёт снег.
- 6 В комнате очень холодно.
- 7 Сейчас три часа.
- 8 До станций две мили.
- 9 Сейчас двадцать градусов тепла.
- 10 Это мой брат Джон, а это его жена Мэри и их дети.
- 12 Мужчина сунул руку в карман и вынул бумажник.
- 13 – У меня в саду тоже есть розы. – Я полагаю, что ваши красивее моих.

Pronoun

- 1 Does he know what I want?
- 2 Tell him to call me right away.
- 3 I hear a knock at the door. I think it's my wife.
- 4 The music stopped. He didn't notice it.
- 5 It's snowing.
- 6 It's very cold in the room.
- 7 It's three o'clock.
- 8 It's two miles to the station.
- 9 It's twenty degrees above zero.
- 10 This is my brother John and that is his wife Mary with their children.
- 12 The man put his hand into his pocket and took out his wallet.
- 13 – I have some roses in my garden, too. – I think yours are more beautiful than mine.

- | | |
|--|---|
| 14 Это не моя ручка. Это её. | 14 This is not my pen. It's hers. |
| 15 – Чьи это книги? – Мои. | 15 – Whose books are these? – They are mine. |
| 16 Этот дом высокий. Его окна большие. | 16 This house is high. Its windows are large. |
| 17 – Чьи это вещи? – Наши. | 17 – Whose things are these? – They are ours. |
| 18 Я закончил свой рисунок. | 18 I finished my drawing. |
| 19 Это – дом. Его крыша новая. | 19 It's a house. Its roof is new. |
| 20 Возьмите несколько стаканов на той полке. Налейте в них воду. | 20 Take some glasses from that shelf. Pour some water in them. |
| 21 Не берите книг из шкафа. | 21 Don't take any books from the case. |
| 22 У тебя есть деньги? | 22 Have you got any money? |
| 23 Бери любую кружку, какая тебе нравится. | 23 Take any cup you like. |
| 24 У него нет (никаких) друзей. | 24 He has no friends. |
| 25 Я никого не видел в саду. | 25 I saw nobody in the garden. |
| 26 Он сделает для тебя все, что угодно. | 26 He will do anything for you. |
| 27 Никто ничего не знает об этом. | 27 Nobody knows anything about it. |
| 28 Я не нашел там ничего интересного. | 28 I found nothing interesting there. |
| 29 Никто не отсутствует. Все присутствуют. | 29 Nobody is absent. All are present. |
| 30 – У тебя есть что-нибудь поесть? – Да, есть кое-что. | 30 Have you anything to eat? – Yes, I have something. |
| 31 Он читает что-то интересное в журнале. | 31 He is reading something interesting in the magazine. |
| 32 Она послала письмо кому-то в Лондон вчера. | 32 She sent a letter to somebody in London yesterday. |
| 33 Ты можешь сказать что-нибудь о работе своих родителей? | 33 Can you say anything about your parents' work? |
| 34 Кто-нибудь в твоей семье читал книги Диккенса? | 34 Has anybody in your family read books by Dickens? |
| 35 Никто не любит его. | 35 Nobody likes him. |
| 36 – Он знает что-нибудь о ней? – Да, он знает кое-что о ней. | 36 – Does he know anything about her? – Yes, he does. He knows something about her. |

- | | |
|---|---|
| 37 Он пишет что-то сейчас. | 37 He is writing something now. |
| 38 У них много друзей в Лондоне. | 38 They have many friends in London. |
| 39 У него мало друзей. Он очень одинок. | 39 He has few friends. He is very lonely. |
| 40 Мы тратим много времени на этот эксперимент. | 40 We spend much time on this experiment. |
| 41 У тебя с собой много денег? | 41 Do you have much money on you? |
| 42 У меня очень мало времени. | 42 I have very little time. |
| 43 Не дадите ли вы мне немного воды? | 43 Will you give me a little water? |
| 44 Я купил немного (несколько) яблок. | 44 I bought a few apples. |
| 45 Я мало знаю о живописи. | 45 I know little about painting. |
| 46 Я кое-что знаю о живописи. | 46 I know a little about painting. |
| 47 Мой брат не читает много книг. | 47 My brother doesn't read many books. |
| 48 У нее есть несколько друзей в Минске. | 48 She has a few friends in Minsk. |
| 48 У Джейн мало игрушек. | 49 Jane has few toys. |
| 50 Она умылась. | 50 She washed herself. |
| 51 Они говорили о себе. | 51 They talked about themselves. |
| 32 Я могу позаботиться о себе сам. | 52 I can take care of myself. |

Оборот There is/are

Оборот There is/are

- 1 В моём саду мало (почти нет) цветов.
- 2 В моём саду есть немного цветов.
- 3 На полке несколько книг.
- 4 – На улице много снега? – Да, много.
- 5 В холодильнике мало масла.
- 6 В стакане немного воды.
- 7 В кувшине нет молока.
- 8 В тексте нет (никаких) новых

There is/are

- 1 There are few flowers in my garden.
- 2 There are a few flowers in my garden.
- 3 There are a few books on the shelf.
- 4 – Is there much snow in the street? – Yes, there is.
- 5 There is little butter in the refrigerator.
- 6 There is a little water in the glass.
- 7 There is no milk in the jug.
- 8 There are no new words in the text.

слов.

- | | | | |
|----|--|----|---|
| 9 | В его библиотеке много английских книг. | 9 | There are many English books in his library. |
| 10 | У стола стоит стул. | 10 | There is a chair at the table. |
| 11 | На столе находится словарь и несколько книг. | 11 | There is a dictionary and some books on the shelf. |
| 12 | На столе цветы и коробка шоколадных конфет. | 12 | There are flowers and a box of chocolates on the table. |
| 13 | Для меня есть письма? | 13 | Are there any letters for me? |
| 14 | В кувшине молоко или сок? | 14 | Is there milk or juice in the jug? |
| 15 | Сколько книг в твоей библиотеке? | 15 | How many books are there in your library? |
| 16 | Тебе нет никакой записки. | 16 | There is no note for you. |
| 17 | В её письме нет никаких новостей. | 17 | There isn't any news in her letter. |
| 18 | – В ее комнате есть книжный шкаф? – Да. | 18 | – Is there a bookcase in her room? – Yes, there is. |
| 19 | В столовой часы. | 19 | There is a clock in the dining-room. |
| 20 | В классе нет света. | 20 | There is no light in the classroom. |
| 21 | На улице много деревьев. | 21 | There are many trees in the street. |
| 22 | Во дворе несколько мальчиков. | 22 | There are some boys in the yard. |
| 23 | – Что там на стене? – На стене карта. | 23 | – What is there on the wall? – There is a map on the wall. |
| 24 | Там нет тетрадей. | 24 | There are no (There are not any) notebooks there. |
| 25 | – В вашей комнате есть картины? – Да, есть несколько. | 25 | – Are there any pictures in your room? – Yes, there are some. |
| 26 | – Сколько яблонь в этом саду? – В этом саду 12 яблонь. | 26 | – How many apple-trees are there in this garden? – There are 12 apple-trees in this garden. |
| 27 | – На столе есть мел? – Нет, на столе нет мела. | 27 | – Is there any chalk on the table? – No, there is no chalk on the table. |
| 28 | В твоём портфеле нет бумаги, не так ли? | 28 | There is no paper in your bag, is there? |
| 29 | В парке несколько девочек, не так ли? | 29 | There are some girls in the park, aren't there? |
| 30 | – На твоём столе есть книги? – Да, есть несколько. | 30 | – Are there any books on your table? – Yes, there are some. |

- 31 На тарелке есть немного хлеба.
31 There is some bread on the plate.
- 32 В стакане нет молока.
32 There is no milk in the glass.
- 33 В офисе кто-то есть.
33 There is somebody in the office.
- 34 Дома кто-нибудь есть?
34 Is there anybody at home?
- 35 В газете есть что-то интересное.
35 There is something interesting in the newspaper.
- 36 – В его сумке есть что-нибудь?
– Да, есть что-то.
36 – Is there anything in his bag?
– Yes, there is something.
- 37 – Что там на тарелке? – На ней ничего нет.
37 – What is there on the plate?
– There is nothing on it.
- 38 В комнате кто-то есть.
38 There is somebody in the room.
- 39 – На автобусной остановке есть кто-нибудь? – Нет, там никого нет.
39 – Is there anybody at the bus stop?
– No, there isn't anybody there.
- 40 – Здесь есть кто-нибудь? – Нет, здесь никого нет.
40 – Is there anybody here? – No, there isn't anybody here.
- 41 Существует много способов решения этой проблемы.
41 There are many ways to solve this problem.
- 42 В чашке мало молока.
42 There is little milk in the cup.
- 43 На автобусной остановке есть несколько девочек.
43 There are a few girls at the bus stop.
- 44 – Сколько студентов в зале? – В зале мало студентов.
44 – How many students are there in the hall? – There are few students in the hall.
- 45 – Сколько сахара в чашке? – В чашке мало сахара.
45 – How much sugar is there in the cup? – There is not much sugar in the cup.
- 46 В комнате мало ламп.
46 There are few lamps in the room.
- 47 – На тарелке много хлеба? – Да, много.
47 – Is there much bread on the plate?
– Yes, a lot.
- 48 В шкафу много тарелок, ложек и вилок.
48 There are a lot of plates, spoons and forks in the cupboard.
- 49 – В банке есть немного кофе? – Да, есть немного.
49 – Is there a little coffee in the box?
– Yes, there is a little.
- 50 – В бутылке много молока? – Нет.
50 – Is there much milk in the bottle?
– No, there isn't.
- 51 С ним что-то случилось.
52 There is something wrong with him.

Глагол Simple Tense

Настоящее простое

- 1 Лекции в университете начинаются в 9 часов.
- 2 Я хожу в университет пешком.
- 3 Джон плавает хорошо.
- 4 Земля вращается вокруг Солнца.
- 5 Анна ездит на юг каждое лето.
- 6 Я иногда встречаю твоего отца на станции.
- 7 Мои родители всегда проводят отпуск на море.
- 8 Два раза в году студенты сдают экзамены.
- 9 Мой друг живёт в общежитии.
- 10 Учебный год начинается в сентябре.
- 11 Она водит машину.
- 12 Мои братья живут в Минске.
- 13 Мой брат живёт в Минске.
- 14 Вы играете в шахматы?
- 15 Он хорошо говорит по-английски?
- 16 Останавливаются ли поезда на этой станции?
- 17 Скоро ли прибывает этот поезд?
- 18 Мы не играем в шахматы.
- 19 Студенты не ходят в библиотеку каждый день.
- 20 Он не курит.
- 21 Я не играю в хоккей.
- 22 Компьютер не работает.
- 23 Мой брат читает газеты каждый день.

Present Simple

- 1 The lectures at the University begin at 9 o'clock.
- 2 I go to the University on foot.
- 3 John swims well.
- 4 The Earth goes round the Sun.
- 5 Ann goes to the South every summer.
- 6 I sometimes meet your father at the station.
- 7 My parents always spend their holidays at the seaside.
- 8 Twice a year students take their exams.
- 9 My friend lives in a hostel.
- 10 The school year begins in September.
- 11 She drives a car.
- 12 My brothers live in Minsk.
- 13 My brother lives in Minsk.
- 14 Do you play chess?
- 15 Does he speak English well?
- 16 Do trains stop at this station?
- 17 Does the train arrive soon?
- 18 We do not play chess.
- 19 The students do not go to the library every day.
- 20 He does not smoke.
- 21 I don't play hockey.
- 22 The computer doesn't work.
- 23 My brother reads newspapers every day.

- 24 Она живет в Лондоне, она не живет в Москве. 24 She lives in London, she doesn't live in Moscow.
- 25 – Твой дядя ходит на работу каждый день? – Нет. 25 – Does your uncle go to work every day? – No, he does not.
- 26 Мой папа ужинает не в 10 часов вечера. 26 My father does not have supper at 10 p.m.
- 27 – Она ходит в школу? – Нет. 27 – Does she go to school? – No, she doesn't.
- 28 – Кто помогает твоей матери? – Я. 28 – Who helps your mother? – I do.
- 29 Этот пожилой человек не открывает окна очень часто. 29 This old man doesn't open the windows very often.
- 30 Он любит молоко. Он не любит кофе. 30 He likes milk. He doesn't like coffee.
- 31 – Что делает твой друг после школы? – Он обычно обедает после школы. 31 – What does your friend do after school? – He usually has dinner after school.
- 32 – Ты читаешь английские книги? – Да. 32 – Do you read English books? – Yes, I do.
- 33 Маленькая девочка не играет на улице. 33 The little girl doesn't play in the street.
- 34 – Джон играет в футбол? – Да. 34 – Does John play football? – Yes, he does.
- 35 – Когда твоя мама приходит с работы? – Она приходит с работы в 6 часов вечера. 35 – When does your mother come home from work? – She comes home at 6 p.m.
- 36 – Сколько уроков у нее каждый день? – У нее 5 или 6 уроков каждый день. 36 – How many lessons does she have every day? – She has 5 or 6 lessons every day.
- 37 – Она живет на улице Пушкина? – Нет. 37 – Does she live in Pushkin street? – No, she doesn't.

Прошедшее простое

- 1 Мы начали эксперимент три дня назад.
- 2 Я возвратился домой вчера.
- 3 Джон работал на фабрике.
- 4 Мы отправились в парк, дошли до фонтана и сели на каменную скамью.
- 5 Он сообщил нам о своих пла-

Past Simple

- 1 We began the experiment three days ago.
- 2 I returned home yesterday.
- 3 John worked in a factory.
- 4 We went to the park, walked down to the fountain and sat down on a stone seat.
- 5 He informed us of his plans at

- нах за завтраком.
- 6 – Вы его видели вчера? – Да.
- 7 – Вы слышали новость? – Нет.
- 8 Я не видел его вчера.
- 9 Прошлым летом мы жили в Лондоне.
- 10 Вчера она ехала в школу на автобусе.
- 11 У них не было урока истории вчера.
- 12 Ты не пришел домой вовремя.
- 13 – Ты завтракал в 8 часов? – Да, я завтракал в 8 часов.
- 14 – Ты шел пешком или ехал на автобусе? – Я ехал на автобусе.
- 15 – Что ты видел в зоопарке вчера? – Я видел льва.
- 16 – Когда начался урок музыки? – Он начался в 10 часов.
- 17 – Что вы делали в воскресенье? – Мы остались дома.
- 18 – Кто пел песни вчера? – Девочки.
- 19 Девочки пели песни вчера. Они спали днем.
- 20 – Вчера шел дождь? – Да, вчера шел дождь.
- 21 Она не взяла свою дочь в театр.
- 22 Он говорил по-английски и не делал ошибок.
- 23 – Кому учитель поставил хорошую оценку? – Он поставил хорошую оценку Анне.
- 24 Я не был в школе вчера. Я был болен.
- breakfast.
- 6 – Did you see him yesterday? – Yes, I did.
- 7 – Did you hear the news? – No, I did not.
- 8 I did not see him yesterday.
- 9 Last summer we lived in London.
- 10 She went to school by bus yesterday.
- 11 They didn't have a history lesson yesterday.
- 12 You didn't come home in time.
- 13 – Did you have your breakfast at 8 o'clock? – Yes, I did. I had my breakfast at 8 o'clock.
- 14 – Did you walk or take a bus? – I took a bus.
- 15 – What did you see at the Zoo yesterday? – I saw a lion.
- 16 – When did the music lesson begin? – It began at 10 o'clock.
- 17 – What did you do on Sunday? – We stayed at home.
- 18 – Who sang songs yesterday? – The girls did.
- 19 The girls sang songs yesterday. They slept in the afternoon.
- 20 – Did it rain yesterday? – Yes, it did. It rained yesterday.
- 21 She didn't take her daughter to the theatre.
- 22 He spoke English and didn't make any mistakes.
- 23 – Whom did the teacher give a good mark to? – He gave a good mark to Ann.
- 24 I was not at school yesterday. I was ill.

- | | |
|---|---|
| 25 Она была в больнице в прошлом месяце. | 25 She was at the hospital last month. |
| 26 На улице было много людей. | 26 There were a lot of people in the street. |
| 27 Когда я получил ее письмо, я был очень счастлив. | 27 When I received her letter I was very happy. |
| 28 Его статьи не были интересными. | 28 His articles were not interesting. |
| 29 – На прошлой неделе было тепло? – Да, погода была прекрасная в мае. | 29 – Was it warm last week? – Yes, it was. The weather was fine in May. |
| 30 – Кто отсутствовал вчера? – Джон. Он был нездоров. | 30 – Who was absent yesterday? – John was. He was not well. |
| 31 – Где ты был вчера? – Я был в библиотеке. | 31 – Where were you yesterday? – I was in the library. |
| 32 – Ты был занят вчера? – Нет. | 32 – Were you busy yesterday? – No, I wasn't. |
| 33 – Твой день рождения был в прошлую субботу? – Нет, он был в воскресенье. | 33 – Was your birthday last Saturday? – No, it was on Sunday. |
| 34 – Он был рад увидеть своих друзей? – Да. | 34 – Was he glad to see his friends? – Yes, he was. |
| 35 – Были они счастливы? – Нет. | 35 – Were they happy? – No, they were not. |
| 36 – Она была актрисой? – Да. | 36 – Was she an actress? – Yes, she was. |

Будущее простое

- 1 Я скоро вернусь.
- 2 Она скоро узнает результат.
- 3 Мы закончим эту работу сегодня.
- 4 Самолёт возвратится через два часа.
- 5 Увижу ли я вас завтра?
- 6 Вы возьмёте эту книгу в библиотеке?
- 7 Что мы будем делать завтра?
- 8 Откройте, пожалуйста, окно.
- 9 Я не сделаю этого.
- 10 Джон не пойдёт в театр сего-

Future Simple

- 1 I'll come soon.
- 2 She'll soon know the result.
- 3 We shall finish the work today.
- 4 The plane will return in two hours.
- 5 Shall I see you tomorrow?
- 6 Will you borrow the book from the library?
- 7 What shall we do tomorrow?
- 8 Will you open the window, please?
- 9 I shall not do this.
- 10 John will not go to the theatre to-

- дня вечером.
- | | |
|---|--|
| 11 Я позвоню тебе завтра. | 11 I shall phone you tomorrow. |
| 12 Он поможет тебе сделать домашнюю работу. | 12 He will help you with your homework. |
| 13 У нас будут каникулы в следующем месяце. | 13 We shall have holidays next month. |
| 14 – Ты пойдешь на прогулку? – Да, я пойду на прогулку. | 14 – Will you go for a walk? – Yes, I'll go for a walk. |
| 15 Завтра будет понедельник. | 15 It will be Monday tomorrow. |
| 16 Мы не поедем в деревню на следующее лето. | 16 We shan't go to the country next summer. |
| 17 Концерт не будет проходить в клубе. | 17 The concert will not take place in the club. |
| 18 Я не пойду завтра в школу. Я болен. | 18 I'll not go to school tomorrow. I am ill. |
| 19 – Что ты будешь делать завтра? – Я пойду в библиотеку. | 19 – What will you do tomorrow? – I shall go to the library. |
| 20 – Кто будет петь на концерте? – Моя сестра. | 20 – Who will sing at the concert? – My sister will. |
| 21 – Где он остановится? – Он остановится в гостинице. | 21 – Where will he stay? – He will stay at the hotel. |
| 22 Передайте мне соль, пожалуйста. | 22 Will you pass me the salt, please? |
| 23 – Сколько уроков у вас будет в пятницу? – В пятницу у нас будет пять уроков. | 23 – How many lessons will you have on Friday? – We shall have five lessons on Friday. |
| 24 – С кем ты пойдешь в кино? – Я пойду в кино с моим другом. | 24 – Whom will you go to the cinema with? – I'll go to the cinema with my friend. |

Continuous Tense

Настоящее продолженное

- 1 – Что ты (сейчас) пишешь? – Я пишу (сейчас) письмо моему другу.
- 2 Они не работают (сейчас). Они в отпуске.
- 3 Он читает книгу.

Present Continuous

- 1 – What are you writing? – I am writing a letter to a friend of mine.
- 2 They are not working. They are on their holidays.
- 3 He is reading a book.

- 4 Я жду телефонного звонка. 4 I am waiting for a call.
5 Он читает новую книгу? 5 Is he reading a new book?
6 Мы ждём автобус? 6 Are we waiting for a bus?
7 Они не играют в футбол сейчас. Они очень заняты. 7 They are not playing football now. They are very busy.
8 Тише! Мальчик спит. 8 Hush! The boy is sleeping.
9 Кто-то стучится в дверь. 9 Someone is knocking at the door.
10 Что ты сейчас делаешь? 10 What are you doing now?
11 – Он сидит здесь? – Он не сидит здесь, он сидит там сейчас. 11 – Is he sitting here? – He is not sitting here, he is sitting there.
12 – Ты говоришь по-английски сейчас? – Да, я говорю по-английски сейчас. 12 – Are you speaking English now? – Yes, I am. I am speaking English now.
13 Я работаю в саду сейчас. 13 I am working in the garden now.
14 – Посмотри! Их дети прыгают или бегают? – Они бегают. 14 – Look! Are their children jumping or running? – They are running.
15 – Где она? Она смотрит на картину? – Нет, она не смотрит на картину. 15 – Where is she? Is she looking at the picture? – No, she is not looking at the picture.
16 – Куда ты идешь? – Я иду домой. 16 – Where are you going? – I am going home.
17 – Кому она пишет письмо? – Она пишет письмо своей сестре. 17 – To whom is she writing a letter? – She is writing a letter to her sister.
18 – Ты рисуешь дом? – Нет, я рисую корабль. 18 – Are you drawing a house? – No, I am drawing a ship.
19 – Что ты делаешь? – Я играю на пианино сейчас. 19 – What are you doing? – I am playing the piano now.
20 – Она ждет его? – Да, она ждет его. 20 – Is she waiting for him? – Yes, she is. She is waiting for him.
21 Кто стоит у доски? – Ник. 21 – Who is standing at the blackboard? – Nick is.
22 – Какой журнал ты читаешь? – Я читаю журнал мод. 22 – What magazine are you reading? – I am reading a fashion magazine.
23 – С кем ты играешь в теннис? – Я играю в теннис с моим другом. 23 – Whom are you playing tennis with? – I am playing tennis with my friend.
24 Что ты будешь делать вечером? 24 What are you going to do tonight?
25 Я собираюсь навестить роди- 25 I'm going to visit my parents.

телей.

- | | |
|---|---|
| 26 Я встречаюсь с друзьями завтра. | 26 I'm going to meet my friends tomorrow. (=I'm meeting...) |
| 27 У неё будет ребёнок. | 27 She's going to have a baby. |
| 28 Посмотри на облака. Сейчас будет дождь. | 28 Look at the clouds! It's going to rain. |
| 29 Он собирается посмотреть новый фильм о детях. | 29 He is going to see a new film about children. |
| 30 – Вы собираетесь петь эту песню на уроке? – Нет. | 30 – Are you going to sing this song at the lessons – No, we are not. |
| 31 – Майк собирается стать инженером, не так ли? – Да. | 31 – Mike is going to be an engineer, isn't he? – Yes, he is. |
| 32 – Кем она собирается быть? – Она собирается быть врачом. | 32 – What is she going to become? – She is going to become a doctor. |
| 33 – Девочка собирается писать письмо? – Нет. | 33 – Is the girl going to write a letter? – No, she isn't. |
| 34 – Они собираются жить в деревне? – Да. | 34 – Are they going to live in a village? – Yes, they are. |
| 35 Маленькая девочка собирается играть со своими игрушками. | 35 The little girl is going to play with her toys. |

Прошедшее продолженное

- 1 Он работал вчера утром в десять часов.
- 2 Шёл дождь, когда я вышел на улицу.
- 3 Вошла маленькая Мэри. Она ела мороженое.
- 4 Я видел тебя вчера вечером. Ты ждал автобус.
- 5 Вчера вечером он работал над своей статьей.
- 6 Я уронил сумку, когда бежал за автобусом.
- 7 Моя машина сломалась, когда я ехал на работу.
- 8 Он сломал зуб, когда ел сэндвич.
- 9 Я играл в теннис в три часа вчера.
- 10 Когда я вошел, он говорил с

Past Continuous

- 1 He was working at ten o'clock yesterday morning.
- 2 It was raining when I went out into the street.
- 3 Little Mary came in. She was eating an ice-cream.
- 4 I saw you last night. You were waiting for a bus.
- 5 He was working on his article last night.
- 6 I dropped my bag when I was running for a bus.
- 7 My car broke down when I was driving to work.
- 8 He broke a tooth when he was eating a sandwich.
- 9 I was playing tennis at 3 o'clock yesterday.
- 10 When I came in he was speaking to

- моим другом.
- 11 Они смотрели телевизор, когда мать пришла домой с работы.
- 12 Снег не шел вечером.
- 13 Мы пообедали, когда мой брат пришел.
- 14 Дети ели яблоки. Когда учитель задал им вопрос.
- 15 – Что ты делал вчера, когда он позвонил тебе? – Я завтракал, когда он мне позвонил.
- 16 Что он делал с 10 до 12 в понедельник?
- 17 Они шли в университет, когда Джон встретил их позавчера?
- 18 – Что ты делал в 5 часов вчера? – Я делал мою домашнюю работу.
- 19 – Он спал в то время? – Нет, он не спал в то время.
- 20 – Куда ты шел, когда я увидел тебя? – Я шел в больницу.
- 21 Вчера целый день шел дождь.
- my friend.
- 11 They were not watching TV when mother came home from work.
- 12 It was not snowing in the evening.
- 13 We were having dinner when my brother came.
- 14 The children were eating apples when the teacher asked them a question.
- 15 – What were you doing yesterday, when he rang you up? – I was having my breakfast when he rang me up.
- 16 What was he doing from 10 till 12 on Monday?
- 17 Were they going to the university when John met them the day before yesterday?
- 18 – What were you doing at 5 o'clock yesterday? – I was doing my homework.
- 19 – Was he sleeping at that time? – No, he wasn't. He was not sleeping at that time.
- 20 – Where were you going when I saw you? – I was going to the hospital.
- 21 It was raining all day long yesterday.

Будущее продолженное

- 1 Мы будем ждать вас в 5 часов.
- 2 В следующем месяце они будут ремонтировать школу.
- 3 В это время в воскресенье я буду купаться в море.
- 4 Я буду читать книгу в восемь часов завтра.
- 5 Он будет говорить не более двух часов.
- 6 Мой отец будет работать в

Future Continuous

- 1 We shall be expecting you at 5.
- 2 Next month they will be repairing the school.
- 3 This time on Sunday I'll be bathing in the sea.
- 4 I shall be reading a book at eight tomorrow.
- 5 He will be speaking for not more than two hours.
- 6 My father will be working for a

- течение длительного времени.
- | | |
|---|--|
| 7 – Он будет делать доклад в десять часов? – Да. | 7 – Will he be reporting at ten o'clock? – Yes, he will. |
| 8 Мы будем заниматься иностранным языком, когда ты придешь к нам. | 8 We shall be learning a foreign language when you come to see us. |
| 9 – Вы будете говорить по-немецки все время? – Нет. | 9 – Will you be speaking German all the time? – No, we shan't. |
| 10 Они не будут ждать вас более часа. | 10 They will not be waiting for you for more than an hour. |
| 11 Прибор не будет работать так долго. | 11 The device will not be working for such a long time. |
| 12 Завтра в это время я буду писать статью. | 12 Tomorrow at this time I shall be writing my article. |
| 13 Учитель будет ждать меня. | 13 The teacher will be waiting for me. |
| 14 Я все еще буду работать, когда ты вернешься. | 14 I'll still be working when you return. |
| 15 Не приходите ко мне в четыре часа. У меня будет урок английского языка. | 15 Don't come to my house at four o'clock. I shall be having an English lesson. |
| 16 – Что ты будешь делать в это время завтра? – Я буду просматривать старые газеты и журналы. | 16 – What will you be doing at this time tomorrow? – I'll be looking through old newspapers and magazines. |
| 17 Я буду ждать тебя в 9 часов на автобусной остановке. | 17 I'll be waiting for you at the bus stop at nine o'clock. |

Perfect Tense

Настоящее совершенное

- Мы купили новый телевизор (у нас есть новый телевизор).
- Студенты ушли из комнаты (студентов сейчас в комнате нет).
- Пойди и вымой руки. – Я их вымыл (руки у меня чистые).
- Ты закончил работу? – Да/Нет.
- Они еще не ушли в школу.

Present Perfect

- We have bought a new TV set.
- The students have left the room.
- Go and wash your hands. – I have washed them.
- Have you finished your job? – Yes, I have/ No, I haven't.
- They haven't gone to school yet.

- | | |
|---|--|
| 6 Поезд только что прибыл. | 6 The train has just arrived. |
| 7 Она ещё не закончила контрольную работу. | 7 She hasn't finished the test yet. |
| 8 Вы уже сдали экзамен на право вождения автомобиля? | 8 Have you passed your driving test? |
| 9 Мы не можем войти в эту комнату. Я потеряла ключ. | 9 We can't enter the room. I've lost my key. |
| 10 Он мне всегда нравился (раньше и теперь). | 10 I've always liked him. |
| 11 Я знаю его много лет / с юности / с 1990 года. | 11 I have known him for years / since my youth / since 1990. |
| 12 Он написал около ста романов. | 12 He has written about a hundred novels. |
| 13 Он приходил сегодня утром? | 13 Has he come this morning? |
| 14 Он ещё не звонил сегодня днём. | 14 He hasn't phoned this afternoon. |
| 15 Я еще не был в Лондоне. | 15 I have not been to London yet. |
| 16 – Где молоко? – Она уже выпила его. | 16 – Where is the milk? – She has already drunk it. |
| 17 Сколько книг по истории ты прочел? | 17 How many books on History have you read? |
| 18 Я здесь с понедельника. | 18 I have been here since Monday. |
| 19 Извините, мы не сделали упражнение 27. | 19 Sorry, we have not done exercise 27. |
| 20 Ты уже пообедал, не так ли? | 20 You have already had dinner, haven't you? |
| 21 Что ты только что написал? | 21 What have you just written? |
| 22 Мы не видели его уже в течение трех дней. | 22 We have not seen him for three days already. |
| 23 Спасибо, я уже вытерся вот этим полотенцем. | 23 Thank you. I have already dried myself with this towel. |
| 24 Он уже задал мне несколько вопросов. | 24 He has already asked me some questions. |
| 25 – Где ты был? – Я был в Лондоне. | 25 – Where have you been? – I've been to London. |
| 26 – Кто там вошел? – Мой друг. | 26 – Who has come in? – My friend has. |
| 28 Посмотри! Она такая уставшая. Она не спала всю ночь. | 28 Look! She is so tired. She hasn't slept all night. |

Прошедшее совершенное

- 1 К 9 часам мы закончили работу.
- 2 К полудню она написала только два письма.
- 3 Когда вы прибыли, он только что уехал.
- 4 Он проработал в университете 30 лет, прежде чем ушёл на пенсию.
- 5 Он сказал, что изучает английский язык два года.
- 6 Она сказала, что опубликовала свой первый рассказ 10 лет тому назад.
- 7 Я увидел, что мои друзья ушли.
- 8 К шести часам в воскресенье я уже выучил все слова.
- 9 Я думал, что он написал тебе.
- 10 Мы не знали, что текст изменен.
- 11 Она написала доклад вчера к восьми часам.
- 12 – Кто закончил свою работу к понедельнику? – Я закончил свою работу к понедельнику.
- 13 Она знала, что я говорил с ее отцом.
- 14 Он сказал мне, что видел Джона неделю тому назад.
- 15 Она поблагодарила меня за то, что я сделал для нее.
- 16 Они проснулись после того, как уже прозвенел будильник.
- 17 После того, как ты ушел, я пошел спать.
- 18 Мы спросили его о тех странах, которые он посетил.
- 19 В Англии он вспомнил грам-

Past Perfect

- 1 By 9 o'clock we'd finished the work.
- 2 She had written only two letters by noon.
- 3 When you arrived, he had just left.
- 4 He had worked at the university for thirty years before he retired.
- 5 He said he had studied English for two years.
- 6 She said she had published her first story 10 years before.
- 7 I saw that my friends had gone.
- 8 By six o'clock on Sunday I had already learned all the words.
- 9 I thought he had written to you.
- 10 We didn't know that the text had been changed.
- 11 She had written the report by eight o'clock yesterday.
- 12 – Who had finished his work by Monday? – I had finished my work by Monday.
- 13 She knew I had spoken to her father.
- 14 He told me that he had seen John the week before.
- 15 She thanked me for what I had done for her.
- 16 They woke after the alarm-clock had already rung.
- 17 After you had gone I went to sleep.
- 18 We asked him what countries he had visited.
- 19 In England he remembered all of

матические правила, которые учил.

- 20 Он взял деньги после того, как я попросил его об этом.
- 21 Она назвала мне его имя после того, как он вышел из комнаты.

Будущее совершенное

- 1 К двум часам мы уже обсудим все проблемы.
- 2 Мы посмотрим эти фильмы к концу недели.
- 3 - Они переведут текст к 6 часам? - Да. Они переведут его к шести часам.
- 4 К семи часам я закончу эту работу.
- 5 Наш завод выполнит план к 10 декабря.
- 6 Поезд уже уйдет к тому времени, когда мы приедем на станцию.
- 7 Мы сделаем это упражнение к 3 часам дня.
- 8 Строители построят эту школу к 1 сентября.
- 9 Я напишу ему письмо к тому времени, когда его мать придет.
- 10 К концу семестра мы прочитаем две английские книги.
- 11 Мы покрасим стену к шести часам.
- 12 Ровно через месяц вы уже забудете все ваши нынешние неприятности.
- 13 Я отремонтирую мою машину к субботе.
- 14 Он переведет семь страниц к понедельнику.

the grammar rules that he had learned.

- 20 He took the money after I had asked him to do so.
- 21 She told me his name after he had left the room.

Future Perfect

- 1 We'll have discussed all the problems by two o'clock.
- 2 We'll have seen these films by the end of the week.
- 3 - Will they have translated the text by 6 o'clock? - Yes, they will have translated the text by 6 o'clock.
- 4 I'll have finished this work by 7 o'clock.
- 5 Our plant will have fulfilled the plan by December 10.
- 6 The train will have left by the time we arrive at the station.
- 7 We'll have done this exercise by 3 p.m.
- 8 The builders will have built this school by September 1.
- 9 I will have written him a letter by the time his mother comes.
- 10 By the end of the term we will have read two English books.
- 11 We will have painted the wall by 6 o'clock.
- 12 By this time next month, you will have forgotten all your present troubles.
- 13 I will have repaired my car by Saturday.
- 14 He will have translated seven pages by Monday.

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| 15 Он сделает свои домашние задания к семи часам вечера. | 15 He will have done his homework by 7 p.m. |
| 16 Они сделают это ко вторнику? | 16 Will they have done it by Monday? |
| 17 Я надеюсь закончить это письмо к концу дня. | 17 I hope I have finished this letter by the end of the day. |

Модальные глаголы

Модальные глаголы

- 1 Он умеет плавать.
- 2 Он может плавать (ему разрешено).
- 3 Я должен плавать.
- 4 Ты должен плавать (рекомендация).
- 5 Ей надо плавать (необходимо).
- 6 Я тоже должен прийти?
- 7 Она не может сделать этого сегодня.
- 8 Я умею плавать очень хорошо.
- 9 – Он умеет говорить по-английски? – Да. Он умеет говорить по-английски очень хорошо.
- 10 – Можно войти? – Да, ты можешь войти.
- 11 – Она умеет играть в теннис? – Нет, она не умеет играть в теннис.
- 12 Вам следует говорить по-английски.
- 13 Ты можешь уйти рано.
- 14 Они должны делать упражнение 11 дома.
- 15 – Вы можете разглядеть цветы на этой картинке? – Нет.
- 16 Мы не должны приходить домой поздно.
- 17 – Можно я пойду домой? – Да, ты можешь идти домой.

Modal Verbs

- 1 He can swim.
- 2 He may swim.
- 3 I must swim.
- 4 You should swim.
- 5 She needs to swim.
- 6 Must I come too?
- 7 She cannot do it today.
- 8 I can swim very well.
- 9 – Can he speak English? – Yes, he can. He can speak English very well.
- 10 – May I come in? – Yes, you may. You may come in.
- 11 – Can she play tennis? – No, she can't. She can't play tennis.
- 12 You should speak English.
- 13 You may leave early.
- 14 They must do exercise 11 at home.
- 15 – Can you see flowers in this picture? – No, I can't.
- 16 We must not come home late.
- 17 – May I go home? – Yes, you may. You may go home.

- 18 Нам нужна ваша помощь. 18 We need your help.
- 19 – Не можете ли вы мне помочь? – Конечно, могу. 19 – Can you help me? – Certainly, I can.
- 20 Мне читать или переводить текст? 20 Shall I read or translate the text?
- 21 Кто из вас может ответить на этот вопрос? 21 Who of you can answer this question?
- 22 Вам не следует делать это в будущем. 22 You should not do such things in the future.
- 23 Мы должны изучать экономику. 23 We must study Economics.
- 24 Она умеет хорошо танцевать. 24 She can dance well.
- 25 Ты не можешь увидеть дом с этого места. 25 You can't see the house from this place.
- 26 Ты должен будешь встать рано завтра? 26 Will you have to get up early tomorrow?
- 27 Мы не можем сделать это. 27 We cannot do it.
- 28 Можно я возьму эти яблоки? 28 May I take these apples?
- 29 – Ты умеешь играть в футбол? – Да. 29 – Can you play football? – Yes, I can.
- 30 Ему разрешат прийти сюда. 30 He will be allowed to come here.
- 31 – Можно я задам тебе вопрос? – Да. 31 – May I ask you a question? – Yes, you may.
- 32 Я совсем не могу петь. 32 I can't sing at all.
- 33 Джим умеет играть в баскетбол очень хорошо, а его брат нет. 33 Jim can play basketball very well, but his brother can't.
- 34 Я не мог послать письмо, потому что у меня не было марок. 34 I could not send the letter because I had no stamps.
- 35 Я смогу сделать это завтра. 35 I shall be able to do it tomorrow.
- 36 Они должны были купить эту книгу вчера. 36 They had to buy this book yesterday.
- 37 Мы должны будем навестить его на следующей неделе. 37 We shall have to visit him next week.
- 38 Я должен пойти к врачу. 38 I have to go to the doctor.
- 39 Он должен завтракать в семь часов. 39 He has to have his breakfast at seven o'clock.
- 40 Она не должна была оставаться в школе после уроков. 40 She didn't have to stay at school after lessons.

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| 41 Ты должен будешь надеть свой плащ. | 41 You will have to put your raincoat on. |
| 42 Они должны были ехать на трамвае. | 42 They had to go by tram. |
| 43 Ты должен ложиться спать, Джонни. | 43 You have to go to bed, Johnny. |
| 44 Почему ему пришлось взять такси? | 44 Why did he have to take a taxi? |
| 45 Завтра мне придётся пойти в супермаркет. | 45 I'll have to go to the supermarket tomorrow. |

Вопросы

Вопросы

- 1 – Он счастлив? – Да.
- 2 – Ты знаешь этого человека? – Нет.
- 3 Какие деревья растут в вашем саду?
- 4 Какой его любимый предмет?
- 5 Что вы знаете?
- 6 Он читает эту книгу каждый день?
- 7 Майк очень любит меня?
- 8 Я дал ему книгу?
- 9 Кому он показал картину?
- 10 Что я дал студенту?
- 11 Кому я дал книгу?
- 12 Кто сделал ему подарок?
- 13 Кто принимает решения?
- 14 Кто хочет её видеть?
- 15 Кого она хочет видеть?
- 16 Кто его знает?
- 17 Чей друг живет в этом доме?
- 18 Какой автомобиль ты видишь?
- 19 Какая книга вам нужна?
- 20 Когда ты приходишь домой из школы?
- 21 Почему вы идете туда?
- 22 Как часто вы ездите в город?

Questions

- 1 – Is he happy? – Yes, he is.
- 2 – Do you know the man? – No, I don't.
- 3 What trees grow in your garden?
- 4 What is his favourite subject?
- 5 What do you know?
- 6 Does he read this book every day?
- 7 Does Mike love me very much?
- 8 Did I give him the book?
- 9 Who did he show the picture to?
- 10 What did I give to the student?
- 11 Who did I give the book to?
- 12 Who gave him a present?
- 13 Who makes the decisions?
- 14 Who wants to see her?
- 15 Who does she want to see?
- 16 Who knows him?
- 17 Whose friend lives in this house?
- 18 What car do you see?
- 19 Which book do you need?
- 20 When do you come home from school?
- 21 Why do you go there?
- 22 How often do you go to the city?

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| 23 | Сколько человек работают на этой фабрике? | 23 | How many people work at this factory? |
| 24 | Сколько времени тебе требуется, чтобы приготовить уроки? | 24 | How long does it take you to do your lessons? |
| 25 | Какая река самая длинная в мире? | 25 | Which is the longest river in the world? = Which river is the longest in the world? |
| 26 | Где работает твоя мама? | 26 | Where does your mother work? |
| 27 | Откуда ты приходишь так поздно каждый день? | 27 | Where do you come from so late every day? |
| 28 | Сколько это стоит? | 28 | How much does it cost? |
| 29 | На какой улице ты живешь? | 29 | What street do you live in? |
| 30 | На что вы смотрите? | 30 | What are you looking at? |
| 31 | Что еще ты купил? | 31 | What else have you bought? |
| 32 | Ты уезжаешь сегодня вечером или завтра? | 32 | Are you leaving tonight or tomorrow? |
| 33 | Ты пойдёшь в кино или останешься дома? | 33 | Will you go to the cinema or will you stay at home? |
| 34 | Вы будете чай или кофе? | 34 | Will you have tea or coffee? |
| 35 | Ты играешь в шахматы, не правда ли? | 35 | You play chess, don't you? |
| 36 | Сегодня не очень тепло, не так ли? | 36 | It's not very warm today, is it? |
| 37 | Поезд уходит в 9 часов, не так ли? | 37 | The train leaves at 9 o'clock, doesn't it? |
| 38 | Она слишком молода, не так ли? | 38 | She is too young, isn't she? |
| 39 | У него много книг, правда? | 39 | He has a lot of books, doesn't he? |
| 40 | Мальчики не любят умываться, не правда ли? | 40 | Boys don't like to wash, do they? |
| 41 | Ты можешь пойти на прогулку завтра, правда? | 41 | You can go for a walk tomorrow, can't you? |
| 42 | На столе английская книга, не так ли? | 42 | There is an English book on the table, isn't there? |
| 43 | Дети спят сейчас, не правда ли? | 43 | The children are sleeping now, aren't they? |
| 44 | Ты любишь сахар, правда? | 44 | You like sugar, don't you? |
| 45 | Он не был в школе вчера, верно? | 45 | He was not at school yesterday, was he? |

- 46 Они не капризные дети, не так ли? 46 They aren't naughty children, are they?

Повелительное наклонение

Повелительное наклонение

- 1 Подойди сюда, пожалуйста!
- 2 Принеси мне книгу!
- 3 Проветрите комнату!
- 4 Не курите здесь!
- 5 Не переходите улицу здесь!
- 6 Пусть Джон откроет окно.
- 7 Пусть дети идут домой.
- 8 Пусть Мэри помоеет посуду.
- 9 Пусть она войдёт.
- 10 Пусть он откроет окно.
- 11 Давайте играть в волейбол!
- 12 Пойдёмте сегодня вечером в театр.
- 13 Разрешите мне сделать это самому.
- 14 Пусть мой брат не читает письмо.
- 15 Пусть он здесь не курит!
- 16 Стойте!
- 17 Выпейте еще немного кофе.
- 18 Присаживайтесь.
- 19 Не открывайте окно.
- 20 Животных не кормить!
- 21 Пусть Эндрю закроет дверь.
- 22 Мы опаздываем. Давайте поспешим.
- 23 Не трогай! Это горячее!
- 24 Иди в свою комнату! Не ходи в его комнату!
- 25 Давайте пойдём в кино.
- 26 Не ешь это яблоко!
- 27 Иди сюда! Не ходи туда!
- 28 Напиши это слово на доске.

Imperative Mood

- 1 Come here, please!
- 2 Bring me the book!
- 3 Air the room!
- 4 Don't smoke here!
- 5 Don't cross the street here!
- 6 Let John open the window.
- 7 Let the children go home.
- 8 Let Mary wash up.
- 9 Let her come in.
- 10 Let him open the window.
- 11 Let us play volleyball!
- 12 Let's go to the theatre tonight.
- 13 Let me do it myself.
- 14 Don't let my brother read the letter.
- 15 Don't let him smoke here!
- 16 Stop!
- 17 Have some more coffee.
- 18 Sit down.
- 19 Don't open the window.
- 20 Do not feed the animals!
- 21 Let Andrew shut the door.
- 22 We are late. Let's hurry.
- 23 Don't touch that! It's hot!
- 24 Go to your room! Don't go to his room!
- 25 Let's go to the cinema.
- 26 Don't eat this apple!
- 27 Come here, don't go there!
- 28 Write this word on the blackboard.

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| 29 Не разрешай ему читать эту книгу! | 29 Don't let him read this book! |
| 30 Покажи ей твои фотографии, пожалуйста! | 30 Show her your photos, please! |
| 31 Не давай ему эту карту! | 31 Don't give him this map! |
| 32 Надень свое пальто и шапку, пожалуйста! | 32 Put on your coat and hat, please! |
| 33 Не слушай ее! Слушай меня! | 33 Don't listen to her! Listen to me! |
| 34 Пусть он идет в свою комнату! | 34 Let him go to his room! |
| 35 Не бери это пирожное! | 35 Don't take this cake! |
| 36 Дай мне английскую книгу, пожалуйста! | 36 Give me an English book, please! |
| 37 Возьми свою чашку! Не бери мою чашку! | 37 Take your cup! Don't take my cup! |
| 38 Не покупай ей такое платье! | 38 Don't buy such a dress for her! |
| 39 Разрешите мне пригласить вас в гости. | 39 Let me invite you to my place. |

Страдательный залог

Страдательный залог

- 1 Вчера мне рассказали очень интересную историю.
- 2 Все наблюдения проводились группой знаменитых учёных.
- 3 Нас попросили прийти как можно раньше.
- 4 Много новых домов строят в нашем городе каждый год.
- 5 Мне всегда дарят подарки на день рождения.
- 6 Такие упражнения мы обычно делаем в классе.
- 7 – Новые фильмы демонстрируются каждую неделю? – Да.
- 8 В футбол играют во всем мире.
- 9 Об этом фильме много говорят.
- 10 Театр был построен в 1970

Passive Voice

- 1 I was told a very interesting story yesterday.
- 2 All observations were made by a team of famous scientists.
- 3 We were asked to come as early as possible.
- 4 Many new houses are built in our town every year.
- 5 I am always given presents on my birthday.
- 6 Such exercises are usually done by us in class.
- 7 – Are new films shown every week? – Yes, they are.
- 8 Football is played all over the world.
- 9 This film is much spoken about.
- 10 The theatre was built in 1970.

- году.
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| 11 Письмо было написано им вчера. | 11 The letter was written by him yesterday. |
| 12 – Упражнения были сделаны дома? – Нет. | 12 – Were the exercises done at home? – No, they were not. |
| 13 – Почтовая открытка была получена до праздника? – Да. | 13 – Was the postcard received before the holiday? – Yes, it was. |
| 14 – Кем было написано письмо? – Оно было написано моим другом. | 14 – Whom was the letter written by? – It was written by my friend. |
| 15 Этот интересный фильм будут смотреть во многих странах. | 15 This fascinating movie will be seen in many countries. |
| 16 Билеты для вас будут оставлены в кассе. | 16 The tickets will be left for you at the box office. |
| 17 Вас предупредили. | 17 You have been warned. |
| 18 Исследования были / будут выполнены при помощи ультразвуковых приборов. | 18 The investigations were / will be carried out with the ultrasound devices. |
| 19 В Беларуси книги, газеты и журналы издаются на десятках языков. | 19 In Belarus books, newspapers and magazines are printed in dozens of languages. |
| 20 Его рассказ напечатан в этом журнале. | 20 His story is published in this magazine. |
| 21 Яблоки вымыты. Вы можете их есть. | 21 The apples are washed. You can eat them. |
| 22 Окно разбили вчера вечером. | 22 The window was broken last night. |
| 23 Он проходит сейчас собеседование. | 23 He is being interviewed now. |
| 24 Эта книга будет издана в Лондоне. | 24 The book will be printed in London. |
| 25 Этот мост строился, когда я сюда приехал. | 25 This bridge was being built when I came here. |
| 26 Что обсуждалось, когда вы пришли на конференцию? | 26 What was being discussed when you came to the conference? |
| 27 В нашем районе только что построили новую школу. | 27 A new school has just been built in our region. |
| 28 Почту только что принесли. | 28 The mail has just been brought. |
| 29 Эта работа закончена. Я думаю, что она очень хорошо сделана. | 29 This work has been completed. I think it is done very well. |

- 30 Библиотека обычно закрывается в восемь часов. 30 The library is usually closed at 8 o'clock.
- 31 Библиотека закрыта, так как сегодня воскресенье. 31 The library is closed as today is Sunday.
- 32 Ножи обычно делаются из стали. 32 Knives are generally made of steel.
- 33 Этот нож сделан из стали. 33 This knife is made of steel.
- 34 Парламент избирается на срок в четыре года. 34 The Parliament is elected for a term of four years.
- 35 На нашей улице только что построен новый кинотеатр. 35 A new cinema has just been built in our street.
- 36 Каждый год в Минске строится большое количество домов. 36 A great number of houses are built in Minsk every year.
- 37 Вопрос будет рассмотрен как можно быстрее. 37 The matter will be dealt with as soon as possible.
- 38 Наш завод оборудован современными машинами. 38 Our plant is equipped with up-to-date machinery.
- 39 Большинству людей не нравится, когда их критикуют. 39 Most people don't like being criticized.
- 40 Я дам вам эту статью, как только она будет переведена на русский язык. 40 I'll give you this article as soon as it is translated into Russian.
- 41 Он пойдет туда с удовольствием, если его пригласят. 41 He'll go there with pleasure if he is invited.
- 42 Мы дадим вам знать, как только работа будет закончена. 42 We'll let you know as soon as the work is finished.
- 43 Я хочу показать вам это письмо, перед тем как оно будет отослано. 43 I want to show you this letter before it is sent off.
- 44 Этот вопрос надо обсудить еще раз, до того как будет принято решение. 44 This question must be discussed once more before a decision is taken.
- 45 Они останутся здесь, пока не будет подписано соглашение. 45 They will stay here until the agreement is signed.
- 46 Рабочие не уйдут из порта, пока товары не будут разгружены. 46 The workers will not leave the port until the goods are unloaded.
- 47 Мы будем очень огорчены, если обсуждение этого вопроса будет отложено. 47 We shall be very sorry if the discussion of this question is postponed.

- 48 Он уедет из Минска, когда его работа будет закончена. 48 He will leave Minsk when his work is completed.
- 49 Я думал, что эти журналы издаются в Лондоне. 49 I thought that these magazines were published in London.
- 50 Он сказал, что он будет в библиотеке, пока она не закроется. 50 He said that he would stay in the library until it was closed.
- 51 Мы надеялись, что товары придут в хорошем состоянии, если они будут тщательно упакованы. 51 We hoped that the goods would arrive in good condition if they were carefully packed.
- 52 Он сказал, что этот вопрос не может быть разрешен, пока комиссия не закончит своей работы. 52 He said that this question couldn't be settled until the commission finished its work.
- 53 Они сказали, что дадут нам знать, как только вопрос будет разрешен. 53 They said they would let us know as soon as the question was resolved.
- 54 Нам рассказали о его успехе. 54 We were told about his success.
- 55 Ему предложили помощь, но он отказался. 55 He was offered help but he refused.
- 56 Окно разбили камнем. 56 The window was broken by a stone.
- 57 Нам показали удивительные снимки Лондона. 57 We were shown some wonderful pictures of London.
- 58 Каждому мальчику дали словарь. 58 Each of the boys was given a dictionary.
- 59 Ему обещают интересную работу. 59 He is promised some interesting work.
- 60 Я уверен, что вам покажут новые станки. 60 I am sure that you will be shown the new machine-tools.
- 61 Им предложили товар по низкой цене. 61 They were offered the goods at a low price.
- 62 Если мне предложат эту работу, я соглашусь. 62 If I am offered this work I shall agree.
- 63 Им очень хорошо платят за их работу. 63 They are very well paid for their work.
- 64 Детям показали очень интересный фильм. 64 The children were shown a very interesting film.
- 65 Нам показали ближайший 65 We were shown the nearest way to

- путь на вокзал.
- 66 Нам рассказали эту новость вчера вечером.
- 67 За ним послали, как только пришла телеграмма.
- 68 На них смотрели, когда они вошли в зал.
- 69 Его слушали с интересом?
- 70 За ними надо послать как можно скорее.
- 71 Над ним смеялись, когда он сказал это.
- 72 Я уверен, что против этого плана не будут возражать.
- 73 На этом плане настаивали во время переговоров.
- 74 Я уверен, что на этой цене будут настаивать.
- 75 На эту статью часто ссылаются.
- 76 На эти цифры надо ссылаться.
- 77 Я уверен, что на его слова будут ссылаться.
- 78 Я думаю, что над вами будут смеяться, если вы это сделаете.
- 79 Его слушали с большим вниманием.
- 80 За ним пошлют, как только они придут.
- 81 Преподавателя надо слушать очень внимательно.
- 82 Почему над ним смеялись?
- 83 Почему на них смотрели с таким интересом?
- 84 Когда мальчик заболел, за доктором немедленно послали.
- 85 За телеграммой последовало письмо.
- 86 На это письмо ответят завтра.
- the station.
- 66 We were told this news last night.
- 67 He. was sent for as soon as the telegram arrived.
- 68 They were looked at when they entered the hall.
- 69 Was he listened to with interest?
- 70 They must be sent for as soon as possible.
- 71 He was laughed at when he said it.
- 72 I am sure that this plan will not be objected to.
- 73 This plan was insisted on during the negotiations.
- 74 I am sure that this price will be insisted on.
- 75 This article is often referred to.
- 76 These figures must be referred to.
- 77 I am sure that his words will be referred to.
- 78 I think that you will be laughed at if you do it.
- 79 He was listened to with great attention.
- 80 He will be sent for as soon as they come.
- 81 The teacher must be listened to very carefully.
- 82 Why was he laughed at?
- 83 Why were they looked at with such interest?
- 84 When the boy fell ill, the doctor was sent for at once.
- 85 The telegram was followed by a letter.
- 86 This letter will be answered to-

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| 87 На письма надо сразу отвечать. | 87 Letters must be answered immediately. |
| 88 Наши студенты нуждаются в этих книгах. | 88 These books are needed by our students. |
| 89 В вашем совете нуждаются. | 89 Your advice is needed. |
| 90 У подножия горы к нам присоединилась группа туристов. | 90 At the foot of the mountain we were joined by a group of tourists. |
| 91 Нуждаются ли в его помощи? | 91 Is his help needed? |
| 92 За лекцией последовали прения. | 92 The lecture was followed by a discussion. |
| 93 В этих книгах очень нуждаются. | 93 These books are badly needed. |
| 94 Студентам помог их профессор. | 94 The students were helped (assisted, aided) by their professor. |
| 95 Наши друзья помогли нам. | 95 We were helped (assisted, aided) by our friends. |
| 96 За детьми следила их мать. | 96 The children were watched by their mother. |
| 97 Кем было написано это стихотворение? | 97 Who was the poem written by? |
| 98 За операцией, которую делал известный профессор, наблюдала группа студентов-медиков. | 98 The operation performed by a well-known professor was watched by a group of medical students. |
| 99 На выставке присутствовали сотни людей. | 99 The exhibition was attended by hundreds of people. |

Согласование времен

Согласование времен

- 1 Мы знали, что как-нибудь справимся.
- 2 Я полагал, что мы, как обычно, будем пить кофе после обеда.
- 3 Я надеялся, что она уже готовится ужин к нашему приходу.

Sequence of Tenses

- 1 We knew that we should manage somehow.
- 2 I expected we should be having coffee after dinner as usual.
- 3 I hoped she would have got supper ready by the time we came.

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| 4 | Она сказала, что примет участие в соревновании. | 4 | She said that she would take part in the competition. |
| 5 | Ты надеялся, что встретишь его. | 5 | You hoped that you would meet him. |
| 6 | Я знал, что она опоздает. | 6 | I knew she would be late. |
| 7 | Он сказал, что возьмет книги из библиотеки. | 7 | He said that he would borrow books from the library. |
| 8 | Мы думали, что вы получите удовольствие от этого фильма. | 8 | We thought that you would enjoy this film. |
| 9 | Она знала, что я куплю билеты. | 9 | She knew that I should buy the tickets. |
| 10 | Они сказали, что пойдут в музей завтра. | 10 | They said that they would go to the museum the next day. |
| 11 | Я думал, что получу книгу в библиотеке. | 11 | I thought that I should get the book in the library. |
| 12 | Он не знал, что его отец придет. | 12 | He didn't know that his father would come. |
| 13 | Я думал, что они помогут мне. | 13 | I thought they would help me. |
| 14 | Учитель сказал мне, что следующий урок не будет трудным. | 14 | The teacher told me that the next lesson would not be difficult. |
| 15 | Мы надеялись, что она будет принимать участие в концерте. | 15 | We hoped she would take part in the concert. |
| 16 | Он написал, что не пойдет на выставку. | 16 | He wrote that he would not go to the exhibition. |
| 17 | Пассажиры знали, что поезд опоздает. | 17 | The passengers knew that the train would be late. |
| 18 | Я сказал, что мы будем рады видеть ее завтра. | 18 | I said we should be glad to see her the next day. |
| 19 | Я знал, что он ежедневно играет в теннис. | 19 | I knew (that) he played tennis every day. |
| 20 | Я знал, что он играет в теннис, и мне не хотелось его беспокоить. | 20 | I knew (that) he was playing tennis and I didn't want to disturb him. |
| 21 | Я знал, что Билл ещё не успел прочесть моё письмо. | 21 | I knew (that) Bill had not time to read my letter. |
| 22 | Я знал, что Билл придёт ко мне после 10 часов вечера. | 22 | I knew (that) Bill would come to see me after 10 P.M. |
| 23 | Он сказал, что не может прийти на вечеринку. | 23 | He said (that) he could not come to the party. |

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| 24 Я знал, что она работает на фабрике. | 24 I knew that she worked at the factory. |
| 25 Он сказал, что много путешевствует. | 25 He said that he travelled much. |
| 26 Мы все знали, что она изучала французский в школе. | 26 All of us knew that she had studied French at school. |
| 27 Она сказала, что будет сдавать экзамен в июне. | 27 She said that she would take her exam in June. |
| 28 Мы не знали, где она жила раньше. | 28 We didn't know where she had lived before. |
| 29 Он спросил нас, знаем ли мы его адрес. | 29 He asked us if we knew his address. |
| 30 Он сказал мне, что его отец учитель. | 30 He told me that his father was a teacher. |
| 31 Он сказал мне, что его отец был учителем. | 31 He told me that his father had been a teacher. |
| 32 Джек думал, что я пою итальянскую песню. | 32 Jack thought I was singing an Italian song. |
| 33 Он сказал мне, что поедет на юг летом. | 33 He told me he would go to the South in summer. |
| 34 Сестра написала мне, что она окончила школу. | 34 My sister wrote to me that she had left school. |
| 35 Он сказал мне, что он купил книгу в Лондоне. | 35 He told me that he had bought the book in London. |
| 36 Он сказал, что был в театре два дня назад. | 36 He said that he had been to the theatre two days before. |
| 37 Она сказала, что она живет в Москве. | 37 She said that she lived in Moscow. |
| 38 Он сказал, что вернется сюда завтра. | 38 He said that he would be back the next day. |

Прямая и косвенная речь

Прямая и косвенная речь

- 1 Сэм сказал: "Я потерял мой зонт".
- 2 Сэм сказал, что он потерял свой зонт.
- 3 Она сказала: "Меня зовут Мэ-

Direct and Indirect Speech

- 1 Sam said, "I have lost my umbrella".
- 2 Sam said that he had lost his umbrella.
- 3 She said, "My name is Mary".

- ри".
- | | |
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| 4 Она сказала, что ее зовут Кэйт. | 4 She said that her name was Kate. |
| 5 Джеймс сказал: "Дай мне ложку, пожалуйста". | 5 James said, "Give me a spoon, please". |
| 6 Джеймс попросил меня дать ему ложку. | 6 James asked me to give him a spoon. |
| 7 Мама сказала: "Боб, не открывай окно, пожалуйста". | 7 Mother said, "Bob, please, don't open the window". |
| 8 Мама попросила Боба не открывать окно. | 8 Mother asked Bob not to open the window. |
| 9 Он спросил меня: "Ты говоришь по-французски?" | 9 He asked me, "Do you speak French?" |
| 10 Он спросил меня, говорю ли я по-французски. | 10 He asked me whether I spoke French. |
| 11 Генри спросил Джо: "Твоя команда выиграла или проиграла игру?" | 11 Henry asked Joe, "Did your team win or lose the game?" |
| 12 Генри спросил Джо, выиграла или проиграла игру его команда. | 12 Henry asked Joe if his team had won or lost the game. |
| 13 Тим спросил: "Куда ты идешь?" | 13 Tim asked, "Where are you going?" |
| 14 Тим спросил, куда я иду. | 14 Tim asked me where I was going. |
| 15 Люси спросила: "Что ты ищешь, бабушка?" | 15 Lucy asked, "What are you looking for, Granny?" |
| 16 Люси спросила бабушку, что она ищет. | 16 Lucy asked her Granny what she was looking for. |

Условные предложения

Условные предложения

- 1 Если по воскресеньям погода хорошая, я всегда хожу на прогулку в парк.
- 2 Если в воскресенье будет хорошая погода, я пойду гулять в парк.
- 3 Я часто навещаю Мартина, когда еду в Лондон.

Conditional Sentences

- 1 If the weather is good on Sunday, I always go for a walk in the park.
- 2 If the weather is good on Sunday, I'll go for a walk in the park.
- 3 I often visit Martin when I go to London.

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| 4 Я навещу Мартина, когда поеду в Лондон. | 4 I'll visit Martin when I go to London. |
| 5 Если ты будешь читать в постели, ты испортишь глаза. | 5 If you read in bed, you will ruin your eyes. |
| 6 Расскажи ему всё, если он спросит. | 6 Tell him everything if he asks. |
| 7 Если я увижу Мэри, я приглашу ее на вечеринку. | 7 If I see Mary, I'll invite her to the party |
| 8 Если он попросит меня, я помогу ему. | 8 If he asks me, I'll help him. |
| 9 Когда он просит меня, я всегда помогаю ему. | 9 When he asks me, I always help him. |
| 10 Я лягу спать, когда закончу работу. | 10 I shall go to bed when I finish my work. |
| 11 Если вы не поймете, я повторю. | 11 If you don't understand I'll repeat. |
| 12 Они поедут за город, если погода будет хорошая. | 12 They will go to the country, if the weather is fine. |
| 13 Когда автобус придет, мы будем готовы ехать. | 13 When the bus comes we shall be ready to go. |
| 14 Если у нее будет собрание, она останется в школе. | 14 If she has a meeting she will stay at school. |
| 15 Если погода будет дождливой, ты будешь играть дома. | 15 If the weather is rainy you will play at home. |
| 16 Когда ты придешь домой, будет слишком поздно. | 16 When you come home it will be too late. |
| 17 Если у тебя будет время, мы пойдем гулять. | 17 If you have time we shall go for a walk. |
| 18 Если он побежит, он доберется туда вовремя. | 18 If he runs he will get there in time. |

Сослагательное наклонение

Сослагательное наклонение

- 1 Я предлагаю (предложил) ему обратиться к аудитории.
- 2 Директор приказал, чтобы оборудование было немедленно погружено.

The Subjunctive Mood

- 1 I suggest(ed) (that) he should address the audience.
- 2 The director ordered that the equipment (should) be loaded immediately.

- | | | | |
|----|--|----|---|
| 3 | Важно, чтобы вы присутствовали. | 3 | It is important (that) you (should) be present. |
| 4 | Необходимо, чтобы это оборудование отремонтировали как можно скорее. | 4 | It is necessary (that) the equipment (should) be repaired as soon as possible. |
| 5 | Как бы мне хотелось быть снова молодым. | 5 | I wish I were young again. |
| 6 | Как бы мне хотелось быть сейчас на морском побережье. | 6 | I wish I were now at the seaside. |
| 7 | Я предлагаю (предложил), чтобы он обошел дом и все осмотрел. | 7 | I suggest(ed) that he (should) go round the house and see everything. |
| 8 | Необходимо, чтобы он докладывал нам о результатах своей работы. | 8 | It is (was) necessary that he (should) report to us on the results of his work. |
| 9 | Я хотел бы, чтобы он был с нами. | 9 | I wished he were with us. |
| 10 | Жаль, что я не был там во время Олимпийских игр. | 10 | I wish I had been there during the Olympic games. |
| 11 | Он говорит, как если бы он был специалистом по компьютерам. | 11 | He speaks as if he were an expert in computers. |
| 12 | Они говорят (говорили) о ней, как будто она не существует. | 12 | They speak (spoke) of her as though she did not exist. |
| 13 | В доме (было) так тихо, как будто в нем никого нет. | 13 | The house is (was) so quiet as if there were (was) nobody in it. |

Сложное дополнение

Сложное дополнение

- 1 Я хочу, чтобы он сделал эту работу.
- 2 Он не хочет, чтобы мы помогли ему.
- 3 Он хочет, чтобы я пришла сюда во вторник.
- 4 Он хотел, чтобы ее пригласили туда.
- 5 Я хотел бы, чтобы они были здесь завтра утром.

Complex Object

- 1 I want him to do this work.
- 2 He doesn't want us to help him.
- 3 He wants me to come here on Tuesday.
- 4 He wanted her to be invited there.
- 5 I should like them to be here tomorrow morning.

- 6 Вы хотите, чтобы я пошел туда с вами?
- 7 Я хочу, чтобы вы подождали меня в саду.
- 8 Я хочу, чтобы они пришли ко мне сегодня вечером.
- 9 Моя сестра хочет, чтобы ее дочь стала врачом.
- 10 Я хочу, чтобы ваша статья была опубликована.
- 11 Он хочет, чтобы эта статья была переведена на русский язык.
- 12 Где вы хотите, чтобы мы ждали вас?
- 13 Когда вы хотите, чтобы Джон был здесь?
- 14 Я хочу, чтобы вы пошли в библиотеку и вернули эти журналы.
- 15 Я хотел бы, чтобы он мне сказал адрес мистера А.
- 16 Студенты хотели, чтобы преподаватель объяснил им это правило еще раз и дал им несколько примеров.
- 17 Я хочу, чтобы Мэри пригласили туда.
- 18 Она хочет, чтобы вы разбудили ее в 7 часов.
- 19 Она хочет, чтобы дети играли в саду.
- 20 Мы ожидаем, что соглашение будет подписано на этой неделе.
- 21 Мы ожидаем, что они вернуться через несколько дней.
- 22 Он ожидает, что его брат примет участие в этой работе.
- 23 Вы ожидаете, что работа будет
- 6 Do you want me to go there with you?
- 7 I want you to wait for me in the garden.
- 8 I want them to come to see me tonight.
- 9 My sister wants her daughter to become a doctor.
- 10 I want your article to be published.
- 11 He wants this article to be translated into Russian.
- 12 Where do you want us to wait for you?
- 13 When do you want John to be here?
- 14 I want you to go to the library and (to) return these magazines.
- 15 I should like him to tell me Mr. A's address.
- 16 The students wanted the teacher to explain this rule to them once more and to give them some examples.
- 17 I want Mary to be invited there.
- 18 She wants you to wake her up at 7 o'clock.
- 19 She wants the children to play in the garden.
- 20 We expect the agreement to be signed this week.
- 21 We expect them to return in a few days.
- 22 He expects his brother to take part in this work.
- 23 Do you expect the work to be fi-

	закончена вовремя?		nished in time?
24	Никто не ожидал, что это случится.	24	Nobody expected it to happen.
25	Когда вы ожидаете, что эти товары придут?	25	When do you expect these goods to arrive?
26	Она хочет, чтобы ее пригласили туда.	26	She wants to be invited there.
27	Они не ожидали, что их пошлют туда.	27	They didn't expect to be sent there.
28	Мы не хотим, чтобы нас прерывали.	28	We don't want to be interrupted.
29	Они не ожидали, что их пригласят туда.	29	They didn't expect to be invited there.
30	Я не хочу, чтобы меня приглашали туда.	30	I don't want to be invited there.
31	Он не ожидал, что его спросят об этом.	31	He didn't expect to be asked about it.
32	Она не ожидала, что ее пошлют на конференцию.	32	She didn't expect to be sent to the conference.
33	Я видел, как он открыл окно.	33	I saw him open the window.
34	Я видел, что у дома остановилось такси.	34	I saw a taxi stop at the house.
35	Мы видели, как они вошли в комнату.	35	We saw them enter the room.
36	Никто не заметил, что она вышла из комнаты.	36	Nobody noticed her leave the room.
37	Он не слышал, как я постучал в дверь.	37	He didn't hear me knock at the door.
38	Я видел, как почтальон перешел улицу и вошел в дом.	38	I saw the postman cross the street and enter the house.
39	Я никогда не слышал, как он говорит по-французски.	39	I have never heard him speak French.
40	Мы наблюдали, как дети играли в саду.	40	We watched the children play in the garden.
41	Мы слышали, как она спросила его об этом.	41	We heard her ask him about it.
42	Я видел, как она вошла в комнату, зажгла свет и села за стол.	42	I saw her enter the room, switch on the light and sit down at the table.
43	Я не заметил, как Джон от-	43	I didn't see John open the window.

- крыл окно.
- 44 Он не видел, как я взял газеты со стола. 44 He didn't see me take the newspapers.
- 45 Я не слышал, как он спросил ее об этом. 45 I didn't hear him ask her about it.
- 46 Я слышал, что он вернулся в Лондон. 46 I have heard that he has returned to London.
- 47 Я никогда не слышал, как она говорит по-испански, но я знаю, что она говорит по-испански очень хорошо. 47 I have never heard her speak Spanish, but I know that she speaks Spanish very well.
- 48 Я видел, что она сердится на меня. 48 I saw that she was angry with me.
- 49 Я видел, как товары упаковали в большие ящики. 49 I saw the goods packed in big cases.
- 50 Он видел, что Мэри закрыла окно и легла на диван. 50 He saw Mary close the window and lie down on the sofa.
- 51 Я видел, что текст очень трудный и что мне придется пользоваться словарем. 51 I saw that the text was very difficult and that I shall have to use a dictionary.
- 52 Он заметил, что она очень устала. 52 He noticed that she was very tired.
- 53 Я увидел, что окно открыто. 53 I saw that the window was open.
- 54 Я слышал, как она сказала ему об этом. 54 I heard her tell him about it.
- 55 Никто не слышал, как он сказал мне об этом. 55 Nobody heard him tell me about it.
- 56 Я видел, что он очень удивлен. 56 I saw that he was surprised very much.
- 57 Мы видели, как ящики погрузили на пароход. 57 We saw the cases loaded on the ship.
- 58 Он заметил, что она встала и вышла из библиотеки. 58 He noticed her stand up and go out of the library.
- 59 Мы наблюдали, как они шли вдоль берега реки. 59 We watched them walk along the river bank.
- 60 Несколько лет тому назад я слышал, как она поет. 60 I heard her sing a few years ago.
- 61 Я заметил, что он болен. 61 I noticed that he was ill.

Приложение 1. Существительные

Русский язык	Английский язык
Множественное число	Единственное число (it is/was)
совет(ы)	advice
наличные	cash
шахматы	chess
часы	clock(s)
одежда	clothing
данные, факты	evidence
фрукты	fruit(s)
волосы	hair
сведения, данные	information
драгоценности	jewellery
знания	knowledge
макароны	macaroni
машинное оборудование	machinery
деньги	money
новости(ь)	news
продукты	produce
успех(и)	progress
покупки	shopping
спагетти	spaghetti
каникулы	vacation
часы	watch(es)
Собирательные или парные	Множественное число (they are/were)
бинокль	binoculars
скот	cattle
одежда	clothes
содержание, содержимое	contents
очки	glasses, spectacles
товар(ы)	goods
джинсы	jeans
люди	people
полиция	police
ножницы	scissors
шорты	shorts
лестница	stairs
брюки	trousers
зарплата	wages

Приложение 2. Прилагательные

Степени сравнения прилагательных

Формы	Положительная	Сравнительная	Превосходная
Простые	cold	colder (than)	the coldest
	hot	hotter (than)	the hottest
	easy	easier (than)	the easiest
	clever simple narrow	cleverer (than) simpler (than) narrower (than)	the cleverest the simplest the narrowest
Сложные	interesting	more interesting (than)	the most interesting
Неправильные	little	less (than)	the least
	many / much	more (than)	the most
	good	better (than)	the best
	bad	worse (than)	the worst
Другие	far	farther (than) further (than)	the farthest the furthest
	old	older (than) elder (than)	the oldest the eldest
Другие	as + adjective + as He is as tall as she. Он такой же высокий, как и она. not so / as ... as She is not so/as tall as he. Она не такая высокая, как он.		
Не имеют степеней сравнения	left, single, absent, wooden и другие		

Порядок следования прилагательных в группе существительного

Качество	Размер/возраст/форма	Цвет	Происхождение	Причастие II	Материал	Существительное
clean nice	big old round	white red	English French	handmade	metal plastic	N
beautiful	old	brown	French	handmade	oak	cupboard

Приложение 3. Наречия

Adverbs of Frequency		
<i>How often?</i>		<i>How many times?</i>
always всегда I always go to work by bus. Я всегда езжу на работу на автобусе.	always (all the time)	once a day twice a month three times a year...
often часто Do you see your parents often? Ты часто видишь своих родителей?		I go swimming once a week. Я хожу плавать один раз в неделю.
frequently часто The train stopped frequently. Поезд часто останавливался.		every day every other day every three months...
usually обычно I usually feel nervous before an interview. Я обычно нервничаю перед интервью.		They watch TV every evening. Они каждый вечер смотрят телевизор.
normally обычно Meetings are normally held three of four times a year. Собрания обычно проводятся три или четыре раза в год.		hourly, daily, weekly, monthly, yearly
sometimes иногда I go there sometimes, but not often. Я хожу иногда туда, но не часто.		The post is delivered here twice daily. Почту сюда доставляют дважды в день.
occasionally изредка, временами He visited us occasionally. Он изредка навещал нас.		<i>How long?</i>
seldom редко They are seldom at home. Они редко бывают дома.		I've already done it. Я это уже сделал.
rarely редко. I rarely eat meat. Я редко ем мясо.		He's still asleep. Он еще спит.
never никогда We never saw him again. Мы никогда его больше не видели.		She hasn't answered my letter yet . Она еще не ответила на мое письмо.
	never (at no time)	any more, any longer, no longer
		He doesn't live here any more. He is not a young man any longer. He no longer lives here.

Приложение 4. Модальные глаголы

Глагол	Значение	Примеры
Can (could)	Возможность совершить действие самому или испытать действие на себе.	I can speak English. Я могу говорить по-английски.
May (might)	Просьба, разрешение совершить действие. Предположение с неуверенностью.	– May I come in. – No, <i>don't</i> . – Можно войти? – Нет.
May not	Запрещение, запрет.	You may not do it. Не смей делать этого.
Must	Субъективная, личная необходимость или обязанность. Приказание. Предположение с уверенностью.	I must do it. Я должен сделать это. He must be about 50. Ему должно быть около пятидесяти лет.
Must not	Запрещение, запрет.	You must not do it. Ты не должен делать этого.
Have to	Объективная, вынужденная необходимость (правило, ситуация).	I had to do it. Мне пришлось сделать это. <i>Does he have to go there?</i> Ему нужно туда идти?
Be to	Запланированная необходимость.	He is to do it. Он должен сделать это.
Should	Моральная необходимость – хорошо, правильно сделать это.	You should do it. Тебе следует сделать это.
Ought to	Моральная необходимость.	You ought to do it. Тебе следует сделать это.
Would	Обычное действие («бывало»), вежливая просьба.	He would (usually) do it. Он обычно делал это. <i>Would you repeat your question?</i> Повторите, пожалуйста, свой вопрос.
Needn't	Отсутствие необходимости совершать действие.	You needn't do it. Тебе не следует делать это.

Модальные глаголы и их эквиваленты

	Глагол	Эквивалент	Глагол	Эквивалент
Present	can	am/is/are able to	must	have/has to
Past	could	was/were able to	—	had to
Future	—	shall/will be able to	—	shall/will have to

may might – = be allowed (to), be permitted (to)

Приложение 5. Глаголы говорения say / tell и speak / talk

Тип глагола	Глаголы	Модель	Примеры
Reporting Монолог	say (said, said)	to say (to smb) that...	<i>He said (to me) that it was not true.</i>
		to say smth (to smb):	<i>He said nothing (to) me about it.</i>
		in reported speech	<i>"Please come in", she said.</i>
	tell (told, told)	to tell smb smth about smth	<i>He told me nothing about it.</i>
		to tell smb to do smth	<i>I told him to prepare another re- port.</i>
to tell smb that ...		<i>He told me that he was a student.</i>	
Non- reporting Диалог	speak (spoke, spoken)	to speak (to/with smb) about smth	<i>I spoke to her about it.</i>
	talk (talked, talked)	to talk (to/with smb) about smth	<i>Have you talked to him about it.</i>

Notes:

1. Мы обычно **say** 'что-то', но **tell** 'кому-то' 'что-то'.
2. В следующих выражениях обычно используется глагол **tell**:

tell a lie, tell a story, tell the truth, tell the time.

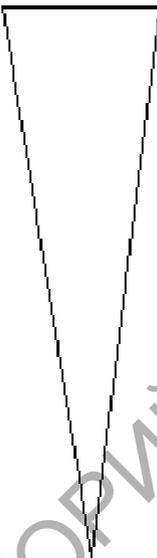
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Местоимения

Личные		Притяжательные		Возвратные (-ся)
Именительный падеж (Кто, Что)	Объектный падеж (Кого, Что, Кому, Чему)	Зависимая форма (Чей – перед N)	Независимая форма (Чей – без N)	
I – я	me – меня, мне	my – мой, моя, мое, мои	mine	myself
you – ты	you – тебя, тебе	your – твой, твоя, твое, твои	yours	yourself
he – он	him – его, ему	his – его	his	himself
she – она	her – ее, ей	her – ее	hers	herself
it – он (-а, -о)	it – его, ее, ему, ей	its – его, ее	its	itself
we – мы	us – нас, нам	our – наш, наша, наше, наши	ours	ourselves
you – вы	you – вас, вам	your – ваш, ваша, ваше, ваши	yours	yourselves
they – они	them – их, им	their – их	theirs	themselves

Количественные местоимения		
Исчисляемые существительные	Перевод	Неисчисляемые существительные
many few (not many and not enough)	много мало	much little
a few (not many but enough)	несколько, немного, небольшое количество	a little

Количество

How many? (с исчисляемыми существительными)	<i>all</i>	How much? (с неисчисляемыми существительными)
<i>Every, all</i> Every student/All the students came to the meeting.		<i>All</i> He ate all the bread.
<i>Most</i> Most of my friends came to the party.		<i>Most</i> He spends most of his time reading.
<i>Many</i> Many people walk to school.		<i>Much</i> Much of what you say is true.
<i>Some, several</i> Some of these apples taste sour. Several people were waiting for the bus.		<i>Some</i> There's some bread in the cupboard.
<i>Not many, only a few, few</i> There are not many/only a few tickets left. There are few children in this area.		<i>A little, not much, little</i> There's only a little/not much room left. Hurry up! There's little time
<i>Not ... any, no, none</i> He couldn't answer any of the exam questions. There are no eggs left; none at all.		<i>none</i> He didn't give me any help. There is no petrol in the car; none at all.
<i>Some and any</i>	<p>Any обычно используется вместо some в вопросах и отрицательных предложениях:</p> <p>Have you got any eggs/milk? No, I haven't got any eggs/milk?</p>	<p>Возможно также использовать some в вопросе, на который ожидается ответ «да»:</p> <p>Have you got some eggs/milk, please? Would you like some more coffee?</p>
<p>Many и much употребляются в вопросительных и отрицательных предложениях. В утвердительных предложениях употребляются перед словами very, too, so, as, how или перед подлежащим.</p> <p>В других случаях в утвердительных предложениях употребляются вместо:</p> <ul style="list-style-type: none"> – Many → a lot of, a great many, a good many; – Much → a lot of, a great deal, a good deal. 		

Приложение 9. Союзы

Подчинительные:

Времени (time): after – после того как as – когда, в то время как as long as – пока as soon as – как только before – до, перед тем как now – когда	since – с тех пор как till – (до тех пор) пока until – пока (не) when – когда whenever – когда бы ни while – в то время как, пока
Места (place): whence – откуда where – где	wherein – где wherever – куда бы ни, где бы ни
Причины (cause or reason): as – так как because – потому что lest – чтобы не	since – поскольку whereas – тогда как, поскольку why – почему
Уступки (concession): although / though – хотя even if / even though – хотя и, даже если	if / whether – ли while – пока
Условия (condition): as – когда, по мере того как except – кроме if – если in case – в случае, если	provided / providing (that) – при условии (что) supposing – если (бы) unless – если ... не
Образа действия (manner or degree): as – так как as ... as – так (же) ... как (и) as if / though – как будто / если бы	how – как not so ... as – не такой как so as – так как, с тем чтобы than – чем
Цели (purpose): in order to / that – для того чтобы lest – чтобы не	so that – чтобы that – чтобы
Следствия (consequence): as – так как for – ибо, так как so – поэтому	so as / that – чтобы, с тем чтобы that – что

Сочинительные:

and – и, а as well as – (а) также как (и) both... and – как... так (и) but – но either... or – или... или for – ибо, так как	neither... nor – ни... ни not only... but also – не только... но и or – или therefore – поэтому, следовательно whereas – тогда как
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Союзные слова:

Относительные местоимения: who – кто, который whose – которого	what – что, который which, that – который
Наречия: when – когда where – где	how – как why – почему

Сравнительные союзы:

than – чем as... as – такой... как	not so... as – не такой... как the... the... – чем... тем...
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РЕПОЗИТОРИЙ БГУКИ

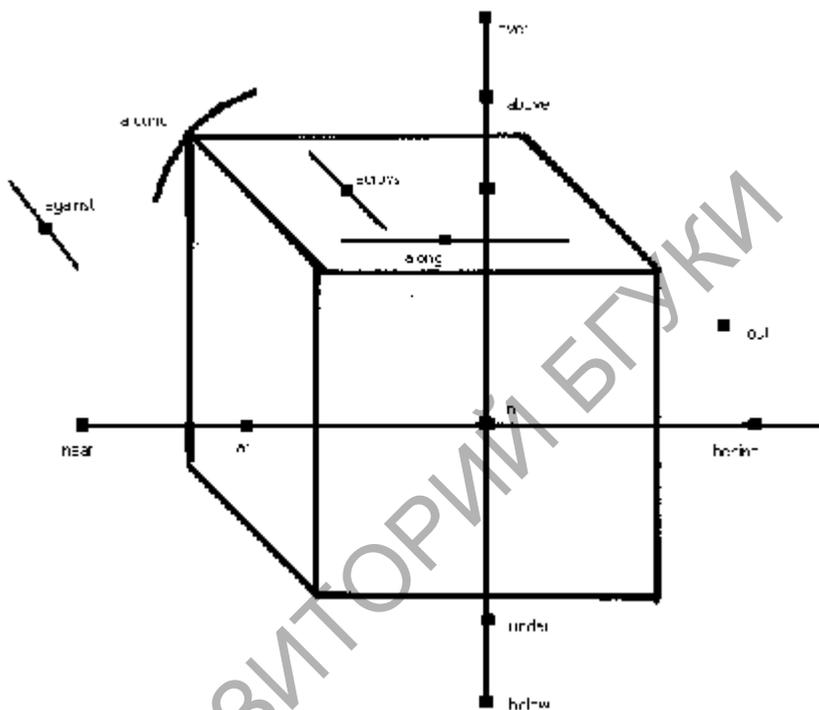
Приложение 6. Предлоги времени

Предлоги		Выражения
at	<i>exact time</i> <i>meal times</i> <i>time points</i> <i>festivals</i> <i>age</i> <i>+ time</i> <i>others</i>	at 8 o'clock, 8 sharp, 10 (minutes) past 8, 14 minutes past 8, a quarter past 8 = 8 fifteen, half past 8 = 8 thirty, a quarter to 9, 14 minutes to 9, 10 to 9, 14.00 (fourteen hundred hours), 8 a.m. (before noon), 8 p.m. (after midday) at lunch (tea, dinner) time at dawn, sunset, noon = midday = 12 a.m., midnight = 12 p.m., night, the beginning (middle, end) of the day (week, month, year, century), the end of May, the weekend at Christmas(-time), Easter, the New Year at the age of 25 = at 25 at this (that, the same) time, "(At) What time do you arrive?" at last, at once = immediately, yesterday (tomorrow) at noon, late at night
on	<i>day parts</i> <i>days of the week</i> <i>dates</i> <i>day + date</i> <i>particular occasions</i> <i>anniversaries</i> <i>festivals</i> <i>other</i>	on Monday morning(s)/evening(s), on the following Monday, on a spring morning on Sunday(s), weekdays on May 1/1st = on 1st May (on the 1st of May, on May the 1st, on May 1st – <i>Am.E.</i>) on Monday, May 1st on that day/evening on your birthday, on your wedding day, on vacation, on holiday(s) on Christmas Day, on New Year's Day on time (at the correct time)
in	<i>day parts</i> <i>months</i> <i>seasons</i> <i>years</i> <i>centuries</i> <i>time periods</i>	in the morning(s), afternoon, evening, in daylight in May, in the month of May in (the) summer in 2003 (twenty oh three), in 2000 (in the year two thousand), in 48 B.C. in the 20th century in time (you are not late), in no time, in that time, in that age, in the holidays, in such a short time, in

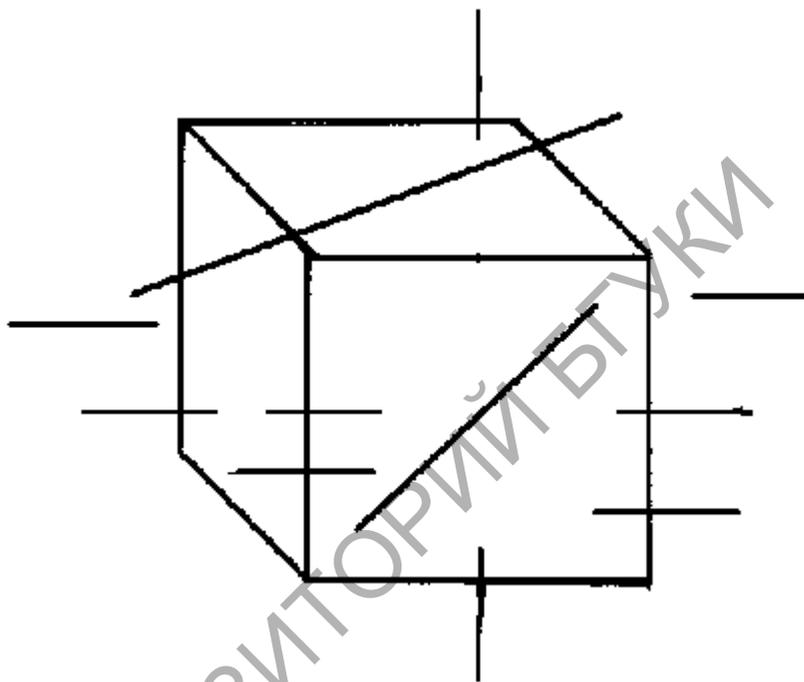
	<i>other</i>	the (near) future/past in five minutes, in an hour and a half, in ten days = in ten days' time, in a year
for		for a moment, for two minutes, for the past two months, for the last several years, for many years, for five days, for some time, for (quite) a long time, for the time being
after before between by during from... to over since till/until within		after 8 o'clock, after midday/noon, after lunch before 8 o'clock, before the beginning of May, before midnight/noon between 8 p.m. and 8 a.m. by 8 o'clock, by the end of the year, by the time, by early 2003, by far – до сих пор during the lesson from Monday to Friday over the weekend, over the past two decades since 2001 till Monday, until 8 o'clock within an hour and a half
—		this / that / last / next → week / month / year / cen- tury / morning (afternoon, evening) / Sunday yesterday (tomorrow) morning (night, evening) last night = yesterday night/evening this evening = tonight this (=next) January, Christmas this coming week, this time next week all the day = the whole day, all day/night long, all the week long, all the while every year, every fortnight once (twice) a day, two times a week the other day, the other morning, every other day, the day before the coming meeting late, of late, later on, recently, early/late this year, earlier this week

Время: частное → общее: time + day + date + year
He was born at 9.15 on Tuesday December 11th, 1984.

Приложение 7. Предлоги места



Приложение 8. Предлоги направления



Приложение 10. Фразы с предлогами

sby = somebody, stg = something

absent from a place
according to
accustomed to
advise against doing stg
afraid of sby/stg
agree about stg
agree to a proposal
agree with sby
aim at/for a target
amazed at/by sby/stg
angry at/about stg
angry with sby
annoyed at/about
annoyed with sby
anxious about/over sby/stg
apologize to sby for stg
apply to sby for stg
approve of sby/stg
arrive at/in
ashamed of sby/stg
ask for sby/stg
aware of sby/stg
awful at (doing) stg
bad at (doing) stg
based on
become of sby
begin with stg/by doing
believe in sby/stg
belong to sby/stg
blame sby for stg
blame stg on sby
bored by/with sby/stg
borrow from sby
busy at or with stg
capable of (doing) stg
careful of/with sby/stg

careless of danger
certain of/about facts
choose between
clever at (doing) stg
combine with
compliment sby on
composed of
confess to sby/to stg
confidence in
consist of
content with stg
contrary to advice
convince sby of stg
curious about sby/stg
deal with shy/a problem
depend on (upon) sby/stg
derive from
differ from sby/stg
different from/to sby/stg
disagree with
disappointed in (with)
dream about/of (doing)
due to
eager for stg
easy (= hot worried) about
emerge from a place
excited about/at/by/over
fail in an exam
faithful to sby/stg
famous for (doing) stg
followed by
fond of sby/stg
free from danger
full of stg
get rid of
glad about stg

good with one's hands
good at (doing) stg
grateful to sby for stg
guess at the truth
happy about/at/over/with
have respect for
identify with sby
independent of
insist on (doing) stg
interested in/by sby/stg
introduce to
invite sby to (some place)
jealous of sby/stg
keen on (doing) stg
kind to sby
knock at the door
know of/about
late for work
laugh at/about sby/stg
lend to
limited to
listen to sby/stg
look after sby/slq
look at sby/stg
look for sby/stg
married to sby
meet with sby
necessity for
nervous of sby/stg
object to sby/stg
obliged to sby/stg
pay for sby/stg
pleased about/with sby/stg
privilege of
proud of
provide for
quarrel with shy/about stg
read about stg
ready for sby/stg

reason with sby
recover from
refer to sby/stg
rely on sby/stg
remind sby of stg
reply to sby
report on sby/stg to sby
resign from a job
retire from one's job
right about sby/stg
sad about sby'stg
safe from stg/for sby
satisfied with sby/stg
search for sby/stg
separate from stg
similar to
slow at (doing) stg
smell of stg
sorry about/for (doing) stg
sorry for sby
substitute for
succeed in (doing) stg
suffer from an illness
superiority of stg
surprised about/at/by
talk to sby about stg
terrible at (doing) stg
thankful to sby for stg
tired of
trade with sby/in stg
translate from (language) into (lan-
guage)
trust in sby/stg
vote for/against sby/stg
wait for sby/stg
wish for
worried about sby/stg
write to sby/about stg
wrong about sby/slq

Фразы с 'at'

at a loss	at least	at + points of time
at a profit	at leisure	at present
at all events	at length	at sea
at all times	at + meals (lunch, etc.)	at sight
at any rate	at most	at table
at best/worst	at once	at the moment
at fault	at pains	at the time
at first	at peace/at war	at times
at first sight	at + place	at... km per hour
at hand	at play/at work	
at last		

Фразы с 'by'

by accident	by design	by post
by air	by far	by right(s)
by all means	by force	by stages
by any/no means	by hand	by surprise
by birth	by heart	by the way
by + bus, etc.	by land/sea/air	by + time
by chance	by luck	by virtue of
by cheque	by marriage	by way of
by credit card	by means of	by + weight
by day/by night	by mistake	
by degrees	by name	

Фразы с 'for' и 'from'

for a change	for sale	from good to bad
for a walk, etc.	for the best	from now on
for ever	for the better	from the first
for once	from A to Z	from the heart
for + period of time	from bad to worse	from then on

Фразы с 'in'

in a hurry	in any event	in comparison
in a minute	in brief	in conclusion
in action	in business	in control
in addition	in case of	in danger
in alt	in cash	in debt
in any case	in comfort	in demand

in depth
in detail
in doubt
in fact
in full
in general
in half/in halves
in ink/in pencil

in love
in no time
in order
in pain
in person
in + place
in practice
in public

in return
in short
in tears
in the circumstances
in the end
in time
in turn
in view of

Фразы 'off'

off duty
off one's head
off school

off the point
off the record
off the road

off work

Фразы с 'on'

on a journey
on a visit
on account
on approval
on average
on behalf of
on business
on condition
on credit
on + day/date
on demand

on display
on duty
on fire
on foot
on guard
on hand
on holiday
on loan
on no account
on offer
on one's own

on purpose
on sale
on strike
on the (tele)phone
on the contrary
on the job
on the radio/TV
on the way
on time

Фразы с 'out of'

out of breath
out of character
out of control
out of danger
out of date
out of debt
out of doors
out of fashion
out of favour
out of focus
out of hand

out of hearing
out of humour
out of love
out of luck
out of order
out of pain
out of place
out of pocket
out of practice
out of reach
out of season

out of sight
out of step
out of stock
out of style
out of the ordinary
out of touch
out of tune
out of turn
out of use
out of work

Фразы с 'past' и 'to'

past belief
past care
past control

past hope
to a great extent
to advantage

to hand
to the point

Фразы с 'under'

under age
under control
under cover
under obligation

under one's feet
under orders
under pressure
under repair

under suspicion
under the impression
under the rules
under the weather

Фразы с 'up to', 'with', 'within', 'without'

up to date
up to mischief
up to much
up to no good
up to one's ears
up to (you)
with regard to

with respect to
with the exception
of
within one's income
within range
within reach
within the law

without a doubt
without bothering
without ceremony
without delay
without exception
without fail
without prejudice

РЕПОЗИТОРИЙ БГУКИ