



АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОБРАЗОВАТЕЛЬНАЯ
ОРГАНИЗАЦИЯ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
«СИБИРСКИЙ БИЗНЕС-КОЛЛЕДЖ»

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**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ УЧЕБНОЙ ДИСЦИПЛИНЫ
СГ.02 «ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ»**

Программа подготовки специалистов среднего звена

Профессия **38.01.02 «Продавец»**

на базе среднего общего образования, **очная** форма обучения

квалификация «продавец-кассир»

Барнаул, 2026

Фонд оценочных средств учебной дисциплины СГ.02 «Иностранный язык в профессиональной деятельности» составлен в соответствии с требованиями ФГОС СПО по профессии 38.01.02 «Продавец», утвержденного приказом Министерства просвещения Российской Федерации от 01.08.2024 № 518, и учебным планом.

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« ____ » _____ 2026 г.

должность

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1. ПАСПОРТ КОМПЛЕКТА ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

1.1 Область применения фонда оценочных средств

Фонд оценочных средств (ФОС) предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины СГ.02 «Иностранный язык в профессиональной деятельности», общеобразовательной программы по профессии СПО 38.01.02. Продавец.

1.2 Результаты освоения учебной дисциплины

В результате освоения учебной дисциплины СГ.02 «Иностранный язык в профессиональной деятельности» обучающийся должен обладать предусмотренными ФГОС следующими умениями и знаниями:

Знать/понимать	Уметь
определять задачи для поиска информации; определять необходимые источники информации, планировать процесс поиска; структурировать получаемую информацию; выделять наиболее значимое в перечне информации; оценивать практическую значимость результатов поиска; оформлять результаты поиска; применять средства информационных технологий для решения профессиональных задач; использовать современное программное обеспечение; использовать различные цифровые средства для решения профессиональных задач.	номенклатура информационных источников, применяемых в профессиональной деятельности; приёмы структурирования информации; формат оформления результатов поиска информации; современные средства и устройства информатизации; порядок их применения и программное обеспечение в профессиональной деятельности, в том числе с использованием цифровых средств.
сформированность умений учитывать исторический, историко-культурный контекст и контекст творчества писателя в процессе анализа художественного произведения;	владеть умением анализировать текст с точки зрения наличия в нем явной и скрытой, основной и второстепенной информации;

<p>организовывать работу коллектива и команды; взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности.</p>	<p>психологические основы деятельности коллектива; психологические особенности личности; основы проектной деятельности.</p>
<p>понимать отдельные фразы и наиболее употребительные слова в высказываниях, касающихся важных тем, связанных с трудовой деятельностью; понимать, о чём идёт речь в простых, чётко произнесённых и небольших по объёму сообщениях (в том числе устных инструкциях); читать и переводить тексты профессиональной направленности (со словарём); общаться в простых типичных ситуациях трудовой деятельности, требующих непосредственного обмена информацией в рамках знакомых тем и видов деятельности; поддерживать краткий разговор на производственные темы, используя простые фразы и предложения; писать простые связные сообщения на знакомые или интересующие профессиональные темы</p>	<p>правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности.</p>

2. ФОРМЫ КОНТРОЛЯ И ОЦЕНКИ РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

Контроль и оценка результатов освоения – это выявление, измерения и оценивание знаний, умений и формирующихся общих и профессиональных компетенций в рамках освоения учебной дисциплины.

В соответствии с учебным планом предусматривается текущий и промежуточный контроль результатов освоения.

Текущий контроль успеваемости представляет собой проверку усвоения учебного материала, регулярно осуществляемую на протяжении курса обучения.

2.1 Типовые задания для оценки освоения учебной дисциплины/ профессионального модуля и критерии результатов их оценивания, эталоны решения заданий, ключи к тестам и т.п.

2.1.1 Практические работы

Практические работы проводятся с целью усвоения и закрепления практических умений и знаний, овладения профессиональными компетенциями. В ходе практической работы студенты приобретают умения, предусмотренные рабочей программой СГ.02 «Иностранный язык в профессиональной деятельности», учатся применять различные методики решения практических задач, анализировать полученные результаты и делать выводы, опираясь на теоретические знания.

Список практических работ (Приложение ПЗ СГ.02 «Иностранный язык в профессиональной деятельности»):

Раздел 1. «Вводно-коррективный курс»

Практическая работа №1. Введение. Знакомство. Речевой этикет

Практическая работа №2. Мой рабочий день.

Раздел 2. «Деловая корреспонденция»

Практическая работа №3. Речевой этикет в деловой корреспонденции

Запрос, предложение. Контракт

Раздел 3. «Экономический иностранный язык»

Практическая работа №4. Экономические особенности стран изучаемого языка

Практическая работа № 5. Регистрация предприятия. Слияния и поглощения.

Практическая работа №6. Управление компанией.

Практическая работа №7. Рынок труда.

Практическая работа №8. Внешняя торговля.

Практическая работа №9. Банки

Практическая работа №10. Источник финансирования предприятия.

2.1.2 Контрольные работы

Контрольная работа проводится с целью контроля усвоенных умений и знаний и последующего анализа типичных ошибок и затруднений студентов в конце изучения темы или раздела. Согласно календарно-тематическому плану СГ.02 «Иностранный язык в профессиональной деятельности» предусмотрено проведение следующих контрольных работ:

Контрольная работа №1

1. My favorite color _____ green.

Be/ are /is /am

2. We get up _____ 7 o'clock

At/ in /of /on

3. There is _____ milk in the fridge.

a /some/ the/ -

4. Are you _____ Italy?

Of/ out /at /from

5. London is the _____ of England.

city /symbol /capital /country

6. Last Sunday I _____ football with my friends.

play /played/ plays /playing

7. This is _____ film I have ever seen.

the best /good/ better /well

8. _____ I have a ticket to London?

Do/ can /should/ will

9. How _____ friends do you have?
often /much /many/long
10. Excuse me, _____ my hat.
that is /those is /that are/ those are
- 11 _____ elephants are very beautiful animals.
— /the/ a /an
- 12 How about going to the cinema? _____
See you there Sounds good. /What's on? /Not a problem /Nice to meet you
13. She is a woman _____ helped me with a job.
which /whose /where/ that
14. They _____ me they would come the next day.
said /spoke /told/talked
15. I hate _____ up early in the morning.
Getting/ get/ got /gotten
16. If I were you, I _____ buy this car.
will /would /should/ can
17. He didn't go to school, _____
so he was ill /because he was there /although he wasn't ill/ but is here
18. It's not a good idea to leave electrical appliance _____ standby.
On/ for/ at /in
19. When I want to relax I put my feet _____
up /on/ down/ off
20. They are usually punished for _____ a teacher.
obey /disobey /obeying /disobeying
21. I _____ her since we were teenagers.
Know/ knew /have known/ have been knowing
22. _____ we came, train had already departed.
When /By the time/ Until/ As soon as
23. I remember _____ him at work and he was tired.
to see/ see/ saw/ seeing
24. You _____ Jack in the gym, because he had gone to France.
couldn't see/ can't see /haven't seen /can't have seen
25. I was frustrated at not having news _____ the interview I had had before.
regarding /relates /comparing with /in order to

1.1.2. Английский язык в профессиональной деятельности. Английский алфавит.

1. Назовите пропущенные буквы.

Aa ___ Cc Dd ___ Gg

2. Допишите пропущенные строчные буквы.

A ___ B ___ C ___ D ___ E ___ F ___ G ___

3. Найдите для каждой буквы звук.

A b c d e f g

[i:], [e] [f] [b] [dʒ], [g] [eɪ],[æ] [d] [s], [k]

4. Расставьте слова в алфавитном порядке.

___ duck

___ go

___ egg

___ cat

___ and

___ frog
___ bag

5. Назовите слово по буквам.

Abc, egg, dad, bad, ad, Ed, af, deg, CED, AC, feed, fed, def, deaf.

Задание № 2

4. Впишите пропущенные буквы.

Hh ___ Jj ___ ___ Mm ___

5 Соедините букву со звуком.

Kk Hh Mm Jj Nn Ll Ii

[aI], [I] [m] [l] [h] [n] [dʒ] [k]

6 Расставь буквы в алфавитном порядке.

Ll Aa Dd Kk Ii Ee Nn Gg Hh Ff

7 Расставь слова в алфавитном порядке.

Kite, big, green, no, fox, Ann, dog, like, clock.

8 Зачеркни лишние буквы и объясни, почему они лишние.

a) Ee Ii Jj Aa

b) Gg Hh Ff Ii Ll

c) Aa Bb Cc Dd Ff Ee Ff Gg

d) Hh Ii Kk Jj Kk Ll Mm Nn

e) Aa Hh Jj Kk Ll

f) Bb Cc Dd Ee Ff Gg

g) Ff Kk Ll Mm Nn

9 Прочитайте слова по буквам.

I, am, jam, Jack, flag, name, glad, game, all, file, fall, lack, hand, Jill, CD, lamb, bee, eagle, big, flea, mean, jag, gang, bang, hi, black, deck.

10 Впишите пропущенные буквы.

___ Bb ___ ___ Ee Ff ___ ___ Ii ___ Kk Ll ___ Nn

11 Напишите букву для каждого звука (пары звуков) и назови её.

[h]

[dʒ], [g]

[eI],[æ]

[s], [k]

[dʒ]

[i:], [e]

[f]

[aI], [I]

[n]

12 Расставьте слова в алфавитном порядке.

Book, ice, mother, fly, do, hello, lamp, jump, glad.

13 Напишите букву для каждого звука (пары звуков) и назови получившиеся буквы в алфавитном порядке.

[s], [z]

[p]

[ou], [ɔ]

[t]

[r]

[k]

14 Скажите каких букв не хватает.

A D I M Q O T
B F G J L P S

3 Дорисуй букву и назови её.

o o l l l l l o o o o o

4 Найди для каждой прописной буквы строчную.

T P K D Q F J B R G C
b j f r d t g k p c q

15 Прочитайте слова по буквам.

Rose, dad, rabbit, help, are, black, cannot, jell, cockerel, friend, green, home, man, pig, Jack, pencil box, its, sing, snake, the, ride, ant, book.

16 Напишите букву для каждого звука (пары звуков) и назови получившиеся буквы в алфавитном порядке.

[aɪ], [I]

[v]

[ks], [gz]

[ju:], [ʌ]

[w]

[z]

17 Впишите недостающие прописные и строчные буквы.

B _, D _, F _, _ g, I _, M _, H _, L _, _ q, R _, T _, _ y.

18 Скажите каких букв не хватает.

B E H L R P U Z
C I G J N S W

19 Расставьте буквы в алфавитном порядке.

Z K A S O W G

20 Зачеркните лишние буквы.

a) K H N J A

b) T E P C K D V B G

c) S L F J M X N

21 Прочитайте слова по буквам.

Well, tennis, rabbit, stupid, funny, you, zoo, box, pupil, zebra, house, merry, book, stand, crocodile, jump, goodbye, queen, wolf, six, live, quick, have, huge, just.

1.1.1. Транскрипция и произношение гласных, двугласных звуков

1. Какие буквосочетания дают звук [ei]?

a. ai+r, ei+r;

b. ee, ea;

c. ai, ei, ay, ey;

2. Какие буквосочетания дают звук [eə]?

a. ai+r, ei+r;

- b. ee, ea;
- c. ai, ei, ay, ey;
- 3. **В какой строке встречаются буквосочетания, которые дают звук [i:]?**
 - a. pain, main, train;
 - b. sea, week, weak;
 - c. ear, dear, deer;
- 4. **В какой строке не встречаются буквосочетания, которые дают звук [iə]?**
 - a. pain, main, train;
 - b. engineer, near, fear;
 - c. ear, dear, deer;
- 5. **Перед какой согласной буквосочетание ea читается как звук [e]?**
 - a. m;
 - b. d;
 - c. f;
- 6. **Соедините буквосочетание с его транскрипцией:**

oo
 oo перед k и d
 oi, ou
 oor
 oa
 [əʊ]
 [ʊ]
 [u:]
 [ɔi]
 [ʊə]

- 7. **Какое буквосочетание дают звук [aʊ]?**
 - a. ai+r;
 - b. ou;
 - c. ai;
- 8. **Укажите слово, транскрипция которого вам дана – [‘aʊə]:**
 - a. out;
 - b. our;
 - c. four;
- 9. **Укажите буквосочетание, которое в конце двусложных слов (слов, состоящих из двух слогов) в безударном положении даёт звук [əʊ]:**
 - a. ou;
 - b. ow;
 - c. old;
- 10. **В каком слове прячется звук [‘aʊə]?**
 - a. cow;
 - b. yellow;
 - c. flower;
- 11. **Как читается буквосочетание ow?**
 - a. [əʊ];
 - b. [ʊə];
 - c. [aʊ]
- 12. **Какая буква перед буквосочетаниями ll, lk, ld, ls, lt читается как звук [ɜ:]?**
 - a. o;
 - b. y;

- c. a;
13. **Найдите транскрипцию следующих слов: palm, half**
- a. [pam], [haf];
- b. [pa:m], [ha:f];
14. **Перед каким буквосочетанием буква o читается как звук [əʊ]?**
- a. ld;
- b. nd;
- c. md;
15. **В какой строке буква i читается как [ai]?**
- a. bring, think, milk;
- b. bird, shirt, third;
- c. light, might, bright;
16. **Перед какими буквами буква o читается как звук [ʌ]?**
- a. d, w, g;
- b. t, b, c;
- c. m, n, v, th;
17. **В какой строке встречаются слова со звуком [a:]?**
- a. large, lake, land;
- b. grass, task, plant;
- c. chair, far, glad;
18. **Какое буквосочетание читается как звук [wɜ:]?**
- a. wa;
- b. ew;
- c. wor;
19. **Укажите слова, в которых слышится звук [wɜ:]?**
- a. war, warm, wand;
- b. work, world, worm;
- c. new, few, dew;
20. **В какой строке все слова читаются как звук [ju:]?**
- a. war, warm, wand;
- b. work, world, worm;
- c. new, few, dew;
21. **Сочетание каких букв дает звук [ɔ:]?**
- a. war, warm, wand;
- b. law, paw, saw;
- c. new, few, dew.

1.1.2. Транскрипция и произношение согласных звуков

- 1) Сколько в английском языке гласных звуков:
- a) 6
- b) 8
- c) 5
- 2) Где звонкие согласные оглушаются лишь частично
- a) в начале слова
- b) в конце слова
- 3) Какой звук имеет и твердую, и мягкую форму:
- a) [I]
- b) [ai]
- c) [ou]

- 4) В английском языке ударными не могут быть:
- существительные
 - глаголы связи
 - прилагательные
- 5) Какие согласные звуки за счет более энергичной подачи воздуха произносятся аспирацией:
- [p]
 - [d]
 - [n]
 - [k]
 - [t]
- 6) Пара слов, которые отличаются только одним речевым звуком, называется:
- фонологическая оппозиция
 - минимальная пара
 - минимальный набор
- 7) Три связующих звука:
- [t,d,h]
 - [r,j,w]
 - [p,t,k]
- 8) Как ещё называют дифтонги:
- гласные
 - согласные
 - двугласные
- 9) Найдите слово с другим гласным звуком:
cow, start, now, house
- cow
 - start
 - now
 - house
- 10) В каком из вариантов правильное ударение:
- EXport
 - expOrt
- 11) Специальные знаки и символы, обозначающие произносимые звуки речи, называют ...
- транскрипция
 - пунктуация
 - специфика
- 12) Словесное ударение - это ...
- выделение одного или более слогов в слове
 - выделение более сильной интонацией
 - выделение интонацией самого важного слова в тексте
- 13) Сочетание букв mn даёт звук ...
- /n/
 - /mn/
 - /m/
 - /mk/
- 14) Как буква имеет звук /kw/
- K
 - Q
 - W
 - Ни один из ответов не является правильным

- 15) Из-за невозможности произносить длинные предложения на одном дыхании, их делят на части, которые называют ...
- смысловыми параграфами
 - смысловой паузой
 - смысловыми отрезками
 - смысловыми передышками
- 16) Сколько звуков дают гласные буквы
- 33
 - 24
 - 12
 - 6
 - 56
- 17) Выбрать правильную транскрипцию слова Cloud
- [claut]
 - [kluat]
 - [klaud]
- 18) Сложными, или составными, словами принято считать слова, имеющие
- два различных корня
 - два и более переводов
 - разное звучание
 - одинаковое звучание
- 19) Выберите взрывные звуки
- [p,i,k]
 - [p,b,k]
 - [g,a,d]
 - [c,t,v]
- 20) Постепенное понижение тона голоса на ударных слогах, называют ...
- нисходящий тон
 - восходящий тон

1.1.5. Глагол -to be- в простом настоящем времени.

Глагол *be*

Ex.1 Вставьте *am, is, are*. Предложения переведите.

- He ... an elephant.
- Fred ... not angry.
- My friend ... kind.
- Her name ... Mary.
- She ... a nice girl.
- We ... pupils.
- His name ... Tom.
- I ... seven.
- Rex ... brave and kind.
- They ... friends.
- You ... happy.
- Her name ... Bess.
- She ... nice and merry.
- Kate ... not lazy.
- Her name ... Jill.
- She ... seven.
- He ... a nice boy.
- His shirt ... nice.
- Tim ... slim and sad.
- He ... happy.
- I and Tom ... friends.
- Nick ... strong.
- Tom ... smart.
- Mr Greenwood ... nice.
- His pet ... funny.
- Bob ... strong.
- It ... black.
- I ... a pupil.
- My friend ... brave.
- You ... sad.
- They ... strong.
- Pete ... nine.
- Our cat ... five.
- She ... seven.
- They ... ten.
- My name ... Kate.
- I ... six.
- I ... not a pupil.
- My dog ... grey.
- His cat ... black and white.
- My pets ... funny.
- I ... Dino.
- My friend ... strong and healthy.
- Billy ... fat.
- We ... in the park.
- Crocodiles ... green.
- Her shirt ... not dirty.
- I ... not big.
- Dino ... not a teacher.
- Pupils ... lazy.
- Tiny ... kind and funny.
- I ... seven.
- You ... a pupil.
- Tom's birthday ... on the 8-th of July.
- Tom ... from Great Britain.
- My pets ... funny.
- The girl's flowers ... nice.

Ex.2 Заполните пропуски и образуйте отрицательные предложения. Предложения переведите.

1. He ... an elephant. 2. My friend ... kind. 3. Her name ... Mary. 4. She ... a nice girl. 5. We ... pupils. 6. His name ... Tom. 7. I ... seven. 8. Rex ... brave and kind. 9. They ... friends. 10. You ... happy. 11. Her name ... Bess. 12. She ... nice and merry. 13. Her name ... Jill. 14. She ... seven. 15. He ... a nice boy. 16. His shirt ... nice. 17. Tim ... slim and sad. 18. He ... happy. 19. I and Tom ... friends. 20. Nick ... strong. 21. Tom ... smart. 22. Mr Greenwood ... nice. 23. His pet ... funny. 24. Bob ... strong. 25. It ... black. 26. I ... a pupil. 27. My friend ... brave. 28. You ... sad. 29. They ... strong. 30. Pete ... nine. 31. Our cat ... five. 32. She ... seven. 33. They ... ten. 34. My name ... Kate. 35. I ... six. 36. My dog ... grey. 37. His cat ... black and white. 38. My pets ... funny. 39. I ... Dino. 40. My friend ... strong and healthy. 41. Billy ... fat. 42. We ... in the park. 43. Crocodiles ... green. 44. Pupils ... lazy. 45. Tiny ... kind and funny. 46. I ... seven. 47. You ... a pupil. 48. Tom's birthday ... on the 8-th of July. 49. Tom ... from Great Britain. 50. My pets ... funny. 51. The girl's flowers ... nice.

Ex. 3 Заполните пропуски и задайте общие вопросы. Предложения переведите.

1. He ... an elephant. 2. My friend ... kind. 3. Her name ... Mary. 4. She ... a nice girl. 5. We ... pupils. 6. His name ... Tom. 7. I ... seven. 8. Rex ... brave and kind. 9. They ... friends. 10. You ... happy. 11. Her name ... Bess. 12. She ... nice and merry. 13. Her name ... Jill. 14. She ... seven. 15. He ... a nice boy. 16. His shirt ... nice. 17. Tim ... slim and sad. 18. He ... happy. 19. I and Tom ... friends. 20. Nick ... strong. 21. Tom ... smart. 22. Mr Greenwood ... nice. 23. His pet ... funny. 24. Bob ... strong. 25. It ... black. 26. I ... a pupil. 27. My friend ... brave. 28. You ... sad. 29. They ... strong. 30. Pete ... nine. 31. Our cat ... five. 32. She ... seven. 33. They ... ten. 34. My name ... Kate. 35. I ... six. 36. My dog ... grey. 37. His cat ... black and white. 38. My pets ... funny. 39. I ... Dino. 40. My friend ... strong and healthy. 41. Billy ... fat. 42. We ... in the park. 43. Crocodiles ... green. 44. Pupils ... lazy. 45. Tiny ... kind and funny. 46. I ... seven. 47. You ... a pupil. 48. Tom's birthday ... on the 8-th of July. 49. Tom ... from Great Britain. 50. My pets ... funny. 51. The girl's flowers ... nice.

Ex.4 Заполните пропуски и задайте специальные вопросы. Предложения переведите.

1. My name ... Tom. – What ...? 2. I ... nine. – How old ...? 3. I ... from Russia. – Where ...? 4. Nikita ... from America. – Where ...? 5. My favourite season ... summer. – What ...? 6. Summer ... bright and nice. – Why...? 7. His birthday ... in January. – When ...? 8. It ... August. – What month...? 9. The children ... in the street. – Where ...?

1.1.6. Порядок слов в простом повествовательном предложении

1. Расставьте слова в предложениях по порядку.

- usually / at 10 o'clock / out of the garage / in the morning / drives / his bike / Fred
- a shower / after dinner / often / Mrs Lewis / takes
- a parking place / near the library / we / find / seldom
- to / I / on / a / night-club / sometimes / Saturdays / go
- fly / my parents / to Australia / sometimes / I / in winter / and
- enjoys / very much / swimming / in the pool / always / Mary
- hardly / last year / could / skate / I
- is / near / house / there / new / a / our / cinema
- got / my / problems / I / with / have / home-task / some
- well / think / your / very / I / don't / sister / drives
- to / parents / once / the theatre / month / my / a / go
- his / car / two / ago / Jim / sold / years

13. necklace / can't / anywhere / Cindy / her / find
14. been / to / India / Mike / has / year / already / this
15. lunch / never / weekdays / she / has / on

2. Переведите.

1. Телевизор я смотрю редко.
2. На улице темно, и я скоро поду спать.
3. Они что-то очень шумно обсуждают в спальне.
4. Он медленно шел вдоль реки.
5. На уроках мы часто поем песни.
6. Я тихо закрыла дверь и сразу же пошла в ванну.
7. Мой дядя очень любит рыбалку.
8. Анна умеет хорошо играть в теннис.
9. Она все время кричит на детей.
10. Твои книги я положу на стол.
11. Я недостаточно хорошо его знаю.
12. По телевизору много хороших фильмов сегодня.
13. В парке есть красивый фонтан.
14. В прошлый вторник было очень ветрено.
15. Эти туфли я купила в Италии.

3. Выберите верный порядок слов в придаточной части предложений.

1. Could you tell us what time ... (it is – is it – does it)?
2. Do you know when ... (our bus leave – our bus leaves – does our bus leave)?
3. I wonder if ... (he is a doctor – is he a doctor – a doctor is he).
4. Do you remember what ... (did Jane wear – Jane wear – Jane wore) yesterday?
5. Do you think ... (she can cook well – can she cook well – she can well cook)?

1.1.7. Глагол –to have- в простом настоящем времени

Задание 1. Insert have or has.

1. I _____ a mouse
2. You _____ a mouse.
3. He _____ a mouse.
4. She _____ a mouse.
5. I _____ no mouse.
6. You _____ no mouse.
7. He _____ no mouse.
8. She _____ no mouse.
9. It _____ a sheep.
10. We _____ a sheep.
11. You _____ a sheep.
12. They _____ a sheep.
13. It _____ no sheep.
14. We _____ no sheep.
15. You _____ no sheep.

Задание 2. Write in have got, has got, haven't got or hasn't got. About you

1. I _____ long fair hair.
2. My mum _____ big blue eyes.

3. My dad _____ short dark hair.
4. I _____ a little mouth.
5. My brother _____ little ears.
6. My friend _____ a big nose.
7. My granny _____ a small face.
8. My teacher _____ short hair.

Задание 3. Вставь have или has.

1. We _____ got a green parrot.
2. She _____ got seven games.
3. They _____ n't got a kite.
4. I _____ got a big bag.
5. _____ you got a blue pen?
6. _____ it got a funny face?
7. He _____ n't got a bike.

Задание 4. What have Ammy and Colin got? What have you got? Look at the information and write sentences about Ammy, Colin and yourself.

	Ammy (she)	Colin (he)	you?
a camera	no	yes	?
a bike	no	no	?
fair hair	yes	yes	?
brothers/sisters	three brothers	one sister	?

1. (Ammy / a camera) – Ammy _____.
2. (Ammy / fair hair) – _____.
3. (Ammy / three brothers) – _____.
4. (Colin / fair hair) – _____.
5. (Ammy / a bike) – _____.
6. (Colin / a sister) – _____.
7. (I / a camera) – _____.
8. (I / brothers / sisters) – _____.
9. (I / a bike) – _____.
10. (Colin/a bike) – _____.

Задание 5. Complete the questions. Use have got or has got.

1. _____ you _____ any brothers or sisters?
2. _____ you _____ any children?
3. How many cousins _____ you _____?
4. _____ you _____ a cat or a dog?
5. _____ your teacher _____ a car?
6. _____ your mother _____ a house or a flat garden?

Задание 6. Write questions with have /has

1. (you/ a bicycle?)
2. (you /a VCR?)
3. (your step-father/a car?)

4. (Molly/many friends?)
5. (Mr Lether/any children?)
6. (what car/Johny?)

Задание7. Измени предложения так, чтобы они стали вопросительными. Запиши краткие ответы на них.

1. Three little chicks have got a kite.
2. The kite has got a funny face.
3. Fred has got a bike.
4. We have got friends.

Задание8. Insert the verb to have in the appropriate form.

1. You _____ beautiful eyes.
2. _____ you _____ any sisters or brothers? Yes, I _____. I _____ two sisters, but I _____ a brother.
3. _____ your mother _____ a good job? Yes, she _____. / No, she _____.
4. We _____ a new car.
5. I _____ any problems.
6. What time _____ you _____ breakfast?
7. She always _____ a cup of tea in the morning.
8. _____ a good time!
9. We _____ a wonderful holiday last summer.
10. When he was young he _____ a car.
11. What time _____ you _____ breakfast this morning?
12. He _____ already _____ a birthday party.
13. _____ you _____ a holiday this year?, No, not yet.
14. We _____ a party tomorrow
15. They _____ a day off tomorrow

1.1.8. Глагол –can- в простом настоящем времени Контрольная работа

Задание1. Write in can or can't.

1. I _____ draw.
2. I _____
3. My friends _____ roller-skate.
4. My granddad _____ sing.
5. I _____ ride a bike.
6. My mum _____ ski.
7. My dad _____ skate.
8. My pet _____ play football.

Задание 2. Answer the questions.

1. Can you roller-skate?
2. Can your mum dance tango?
3. Can your dad draw very well?

4. Can your friends play tennis?
5. Can your granny speak English?
6. Can you sing very well?

Задание3. Постарайся составить как можно больше вопросов. Три из них напиши.

		see that elephant?
	you	take those bears?
Сap	he	play with these toys?
	the horse	jump?
	the hare	run

Задание4. What can or can't you do in these places? Make sentence. Use You can / You can't

buy flowers	butcher's
buy bread and cakes	baker's
buy medicine	florist's
wash your clothes	laundrette
buy meat	chemist's

Задание 5. Underline the correct option.

1. Can/Could Sally learn a long poem by heart when she was four?
2. When Mrs. Rover was a teenager she couldn't/can't play the piano.
3. John says he could/can speak French perfectly well.
4. What can/could Melody do when she was nine?
5. Yesterday Molly couldn't/can't borrow a book from the local library because she hadn't returned another one.
6. Rita said she couldn't/can't learn that because she was busy.

Задание6. Fill in can / can't/ could/ couldn't.

1) You don't need to shout. I _____ hear you perfectly well. 2) We _____ go to safari because the trip was too expensive. 3) He eats in restaurants because he _____ cook. 4) I had an aisle seat on the plane, so I _____ see the landscape below. 5) When we used to live in China, I _____ speak some Chinese, but now I _____ say a word. 6) _____ you play the piano at the age of six? 7) He _____ speak English so fast that I _____ understand him (now). 8) I'm afraid, Nickolas _____ talk to you now. He has to arrive at school in time. 9) I _____ get a good mark in Literature because I didn't know the theme. 10) I _____ retell my friend the whole story because I had read it.

Задание 7. Put the words in the correct order to make sentences.

1. Mark / seven / by / could / speak / foreign / of / age / fifteen / languages / well / the / perfectly.
2. phone / use / mobile / a / you / when / you / were / four / Could?
3. my / girl / mum / swim / was / little / a / well / When / she / could.
4. age / the / is / three / Nobody / to / climb / trees / at / of / able.

Упражнения на can, could и be able to.

Задание 8. Вставьте will be able или won't be able + to

1. When her sight is better, Melody _____ play the guitar again.
2. Max _____ eat sugar when the GP allows him.
3. The couple _____ catch the morning bus if they don't get up much earlier.
4. Sally _____ go out to discos until she is 16.
5. Andy _____ hear better if he sits in the front row.

Задание. 9

Вставьте A) can B) could D) couldn't E) be able to C) can't

1. Mark stepped aside so that Molly _____ go in.
2. Peter and Greg _____ catch fish as they had fish hooks.
3. Sandy used to _____ speak Norwegian well.
4. Megan _____ lie comfortably as the raft was small.
5. Meredith _____ wash her hair as she hadn't bought shampoo.
6. Mary _____ stop crying then.
7. When Megan was an infant, she _____ only cry.
8. In a year, Melody will _____ speak Chinese.
9. The information _____ be true! I don't believe Nickolas.
10. Jane _____ read any of the books she'd borrowed from Greg.
11. Melody's brother _____ understand her ambitions.
12. Why don't you ask Sally? Sally might _____ help you.
13. Benny _____ walk because of sharp pain in his left foot, that's why he got a taxi.
14. Bob wasn't _____ make his decision yesterday.

Задание 10. Вставьте can, could, be able to в нужной форме.

1. Michael _____ now speak Norwegian rather fluently.
2. Michael used to _____ speak Norwegian rather fluently.
3. Nick _____ marry Lisa, but he _____ make her love him.
4. Sally used to _____ eat a kilo of chocolate for lunch.
5. Megan'd like to _____ surf very well.
6. Luckily Melody _____ find a taxi.
7. Jillian _____ drive when she was 12.
8. Megan sighed. Fred _____ feel her hands shaking.
9. The secretary _____ to type 150 words a minute.
10. Children _____ enter this territory. It's highly dangerous!

Задание 11. Translate the words in brackets. Используйте can или be able в нужной форме.

1. Children (нельзя) discuss such things.
2. Certainly, Nick (мог) translate that article.
3. (мог бы) Nick show me that? (polite)
4. Molly (не могла) wait for us.
5. You (можете) get there in 10 minutes.
6. The swimmer (смог) reach the sea shore.
7. Steven (мог) work fifteen hours a day before his illness

Упражнения на can / could + нужная форма инфинитива.

Задание 12. Find the right option.

1. Seventeen people looked at each other and no one _____ words to say.
2. a) could have found b) could find
3. The wind was still blowing but Philip _____ no sound of rain.
4. a) could have heard b) could hear
5. The police were quite sure that nobody _____ house before they got there.
6. a) could leave b) could have left
7. We _____ anything definite out of their neighbors.
8. a) couldn't get b) couldn't have got

Задание 13. Вставьте could + нужную форму инфинитива.

1. If Greg had prepared all the documents, he _____ (get) a credit.
2. Greg _____ (be) there tomorrow.
3. Greg _____ (be) there yesterday.
4. If Molly had told us about her delay, we _____ (cancel) the meeting.
5. Yesterday Greg _____ (crash).

Can / could для выражения вероятности.

Задание 14. Выразите сомнения при помощи can/could.

1. Едва ли Салли была дома.
2. Возможно, он навестит бывшую жену, когда приедет в Сочи.
3. Разве Николас мог такое сказать?
4. Разве Катерина отказалась ехать с тобой?
5. Василий мог бы заехать завтра.
6. Салли не могла так быстро прочесть роман.
7. Не может быть, что Грег попал в аварию.

1.1.9. Простое настоящее время.

Раскройте скобки, употребляя глаголы в простом настоящем времени

1. I (to work) in a bank
2. He (to live) in Moscow
3. Anna (to have) a shower every day
4. I (to like) flowers
5. They (to go) at work by bus
6. Tom (to play) the piano
7. Cats (to drink) milk
8. She (to get up) early

9. I (to love) you
10. Kristina and Mike (to study) English

Составьте предложения, используя простое настоящее время

1. football / play / he / everyday
2. Irina / nice clothes / always / wear
3. my / pen / is / this
4. have / we / breakfast / at 7 o'clock
5. never / I / drink / coffee
6. afraid of / we / spiders
7. she / like / apples
8. London / they / from / are
9. my sister / her / know
10. a doctor / is / my mother

Переведите на английский язык, используя простое настоящее время

1. Я учитель
2. Это красное яблоко
3. Ирина играет на гитаре
4. Они любят животных
5. Она живет в Париже
6. Мой отец никогда не читает газеты
7. Анна всегда врет
8. Это твоя собака
9. Мне нравится ее улыбка
10. Обычно я гуляю в парке

Составьте отрицательные и вопросительные предложения на базе следующих:

11. I am tired
12. Kris speaks English very well
13. His sister is a model
14. I like my phone
15. Masha reads magazines every week
16. They are students
17. Shops open at 9 o'clock
18. She is pretty
19. Tom lies every time
20. Marina wears skirts every day

Составьте специальные вопросы к предложениям:

21. I live in London (Where)
22. Kris speaks English very well (What language)
23. His sister is a model (Who)
24. I like my phone (What)
25. Masha reads magazines every week (How often)
26. This car is black (What color)
27. Shops open at 9 o'clock (What time)
28. She is pretty (who)
29. Tom lies every time (How often)
30. Marina wears skirts every day (what)

Вставьте do, does, don't или doesn't

1. ___ he work in a shop?
2. I ___ lie
3. She ___ watch TV
4. ___ you like bananas?
5. They ___ know Sara
6. Where ___ he live?
7. What ___ they like?
8. Katrine ___ love Alex
9. ___ he eat meat?
10. She ___ wear skirts

Определите в каких из предложений используется время Present simple

1. I love you
2. He doesn't read
3. Do you know?
4. What are you doing?
5. Yes, he does
6. Is he a student?
7. He is walking
8. She is pretty
9. It is my car
10. It is raining

Допишите окончание глаголу используя Present simple tense

1. He read_
2. I play_
3. She lie_
4. They use_
5. He watch_
6. She go_
7. It cost_
8. He do_
9. They walk_
10. You find_

1.10. Настоящее продолженное время.

Задание 1. Раскройте скобки, употребляя глаголы в Present continuous

1. I (to work) now
2. He (eat) an apple
3. Natalia (write) a letter
4. Anna (to have) breakfast
5. They (to go) at work
6. They (listen) to music
7. She (sit) on a sofa
8. Tom (to play) football
9. Cats (to drink) milk
10. She (to read) a book
- 11.

Задание 2. Поставьте глаголы в скобках в настоящем продолженном времени

1. I am ___ now (run)
2. She is ___ (cry)
3. Dog is ___ (bark)
4. My wife is ___ the dinner (make)
5. He is ___ on the chair (sit)
6. They are ___ (stay)
7. Tom is ___ her (help)
8. She is ___ her parents (visit)
9. I am ___ a newspaper (read)
10. I am ___ a car (drive)

Задание 3. Составьте предложения во времени Present progressive

1. football / play / he
2. Irina / trousers / wear
3. rain / it
4. cook / we / breakfast
5. I / drink / coffee
6. The sun / shine
7. wash / I / my hair
8. wait / for a bus / he
9. cry / Anna
10. Marina / have / a shower

Задание 4. Переведите предложения, используя Present continuous tense

1. Я делаю домашнюю работу
2. Она ест яблоко
3. Ирина играет на гитаре
4. Том ведет автобус
5. Я гуляю
6. Он ждет автобус
7. Мы завтракаем
8. Она ведет машину
9. Я сейчас работаю
10. Альбина читает газету

Задание 5. Напишите вопрос и отрицание к предложению

1. They are having lunch
2. She is doing housework
3. He is having a shower
4. They are playing football
5. Dog is barking
6. Masha is reading magazines
7. Marina is wearing skirts
8. They are visiting their parents
9. Kris is working
10. She is sitting on a sofa

Задание 6. Образуйте специальный вопрос к предложению

1. My friends are doing housework (what)
2. He is going to a shop (where)
3. She is cooking a cake (what)

4. She is waiting for a bus (what)
5. Anna is wearing trousers (what)
6. Masha is walking in a park (where)
7. You are waiting for her (who)
8. They are eating bananas (what)
9. Mark is driving a car (what)
10. You are watching TV (what)

Задание 7. Вставьте глаголы из списка в предложения в форме Present continuous
play, wear, use, get up, have, dance, read, watch, go, wait

1. They ___ dinner
2. They ___ early
3. Anna ___ the piano
4. He ___ TV
5. She ___ for a bus
6. Larisa ___ not ___ books
7. She ___ laptop
8. I ___ to the gym
9. She ___ on a scene
10. ___ you ___ a watch?

Задание 8. Допишите окончание -ing глаголу

1. read_
2. play_
3. lie_
4. use_
5. watch_
6. go_
7. cut_
8. do_
9. stop_
10. find_

Задание 9. Дайте краткий положительный и отрицательный ответы на заданный вопрос

1. Are you reading?
2. Is she going to a shop?
3. Are they playing?
4. Is Anna crying?
5. Are Mark and Tom waiting for a bus?
6. Is he working now?
7. Is Marina having a shower?
8. Are children doing housework?
9. Are you listening to music?
10. Are they dancing?

Задание 10. Вставьте am, are или is

1. ___ he working?
2. I ___ lying
3. She ___ watching TV
4. ___ they eating tomatoes?
5. They ___ waiting for Sara

6. Where ___ he going?
7. What ___ they drinking?
8. Katrine ___ crying
9. ___ he cooking soup?
10. She ___ wearing skirts

Задание 11. Какие из этих глаголов не употребляются в настоящем продолженном времени

1. like
2. try
3. wait
4. know
5. to be
6. finish
7. love
8. start
9. see
10. fly

Задание 12. Определите в каких предложениях используется время Present continuous

1. I love you
2. He isn't reading
3. Do you know?
4. What are you doing?
5. Yes, he does
6. Is he a student?
7. He is walking
8. She is pretty
9. It is my car
10. It is raining

1.11. Настоящее простое и продолженное время

Вариант 1

Выберите нужную форму глагола в настоящем простом или в настоящем продолженном времени:

1. Our manager in the office all day.
1. stay b) stays c) is staying
2. As a rule I customers in the evening.
a) meet b) meets c) am meeting
3. We usually our work at 6.
a) finishes b) finish c) are finishing
4. He often to London.
a) go b) goes c) is going
5. They customers in different cities.

1. have got b) has got c) are having

6. We don't out at weekends.

1. goes b) go c) are going

7. After lunch the secretary letters to different companies.

1. write b) is writing c) writes

8. I my chief tomorrow.

a) meet b) am meeting c) meets

9. My boss with your enquiry now but you won't get a rapid answer.

a) is dealing b) deals c) deal

10. The office at 6 p.m. on weekdays.

a) is closing b) closes c) close

Вариант 2

Выберите нужную форму глагола в настоящем простом или в настоящем продолженном времени:

1. I sometimes at home because I have a computer.

a) work b) works c) am working

2. He usually financial control over these projects.

a) take b) takes c) is taking

3. Now he in Libya on a fixed-term contract.

a) is working b) works c) work

4. I Can you tell Rosemary I'll see her tomorrow?

a) am leaving b) leave c) leaves

5. His company profit every year but it isn't very big.

a) is making b) make c) makes

6. Nowadays consumers in the industrialized world increasingly concerned with healthy living.

a) are becoming b) becomes c) become

7. It's not an expensive hotel. It much to stay there.

a) doesn't cost b) don't cost c) isn't costing

8. She's got a new job so shethe firm in October.

a) is leaving b) leaves c) leave

9. Our company in high quality coffee.

a) is specializing b) specializes c) specialize

10. 'Can I speak to John?' – 'Sorry, he's out. No, hold on, he down the corridor'.

a) come b) comes c) is coming

2.1.2.2. Работа со словарем

ИНСТРУКЦИЯ: «Как работать со словарём»

Приступая к работе со словарём, необходимо прежде всего познакомиться с его структурой. Несмотря на то, что существует множество различных типов словарей, большинство из них состоит из нескольких разделов: предисловие, правила пользования словарём, сведения о фонетической транскрипции, список условных сокращений, алфавит, собственно словарь, приложение.

Для успешной работы со словарём необходимы следующие знания и умения:

1. Твердое знание английского алфавита.

Слова в словаре расположены строго в алфавитном порядке, последовательность алфавита соблюдается также и внутри слова.

2. Умение поставить слово в исходную форму.

Слова в словаре даются в исходной форме:

- существительное – в общем падеже, единственном числе: например, **country**;
- глагол – в неопределённой форме, т. е. в инфинитиве: например, **send**;
- прилагательное – в положительной степени: например **good**;
- наречие – в положительной степени: пример - **well**.

Однако в предложениях слова не всегда стоят в исходной форме, поэтому её необходимо уметь образовывать.

Следует помнить:

1) окончание *u* в конце слова и с предшествующей согласной меняется на *i* при образовании:

- множественного числа имён существительных: **city** – **cities**;
- степеней сравнения прилагательных и наречий: - **easy** – **easier**;
- 3-го лица единственного числа в Present Simple: **study** – **studies**, а также при образовании Past Simple и Past Participle;

2) в односложных прилагательных и глаголах с кратким гласным при образовании различных форм конечная согласная удваивается:

big – **bigger** – **biggest**;

to stop – **stopped**;

3) слова, оканчивающиеся на – *ing*, образованные от глаголов, следует искать в словаре, отбросив окончание –*ing*:

discovering – **ing** = **discover**;

reading – **ing** = **read**;

4) для неправильных глаголов формы Past Simple и Past Participle даются в словарях в круглых скобках: **take** (took, taken).

3. Знание правил словообразования.

1. Многие новые слова могут быть образованы с помощью префиксов и суффиксов, знание которых значительно облегчает самостоятельную работу над текстом с использованием словаря.

2. Необходимо помнить значения основных префиксов (Таблица 1)

Таблица 1.

Значения основных префиксов

префиксы

значение

примеры

de-

отрицательное или противоположное значение

merit – заслуга

demerit - недостаток

dis-

отрицательное значение

to appear – появляться

to **dis**appear - исчезать

in-

не-, без-

В словах, начинающихся с букв l, r, m, согласная n в префиксе меняется на начальную букву слова. Если слово начинается с буквы p, то n меняется на m

convenient – удобный

inconvenient - неудобный

legal – законный

illegal – незаконный

moral – нравственный

immoral – безнравственный

resolute – решительный

irresolute – нерешительный

possible – возможный

impossible - невозможный

mis-

неправильно, ложно

to understand – понимать

to **mis**understand – не понимать

over-

сверх-, над-, пере-, чрезмерно

to estimate – оценивать

to **over**estimate – переоценивать

pre-

до-, перед-, впереди, заранее

historic – исторический

prehistoric - доисторический

re-

снова, заново, ещё раз, обратно

to write – писать

to **re**write – переписывать

un-

противоположное значение (в глаголах) *не-, без-(бес-)*

to close – закрывать(ся)

to **un**close – открывать(ся)

to expect – ожидать

unexpected – неожиданный

real – реальный

unreal – нереальный

Наиболее употребляемые суффиксы представлены в Таблице 2.

Таблица 2.

Наиболее употребляемые суффиксы

Суффиксы существительных

-er, -or

-ment

-ness

-hood

-dom

-ship

speaker - оратор, translator – переводчик

agreement – соглашение

business – дело

brotherhood – братство

freedom – свобода

partnership – партнёрство, товарищество

Суффиксы прилагательных, наречий

-less

-ful

-al

-ic

-able

-ive

-ly

helpless – беспомощный

useful – полезный

formal – формальный

economic – экономический

understandable – понятный

active – активный

quickly - быстро

4. Умение понимать различные обозначения при словах в словаре.

1) Следует помнить, что каждое слово (в том числе и сложное слово, пишущееся через дефис или раздельно) со всем относящимся к нему материалом, образует самостоятельную словарную статью.

2) При словах иностранного происхождения, сохранивших своё написание и иногда происхождение, даётся указание на происхождение слова. Например: **vice versa** (*лат.*) *наоборот, напротив*.

3) Слова в словаре помечаются сокращениями (Таблица 3).

Таблица 3.

Сокращения

a

adjective

прилагательное

adv

adverb

наречие

attr

attributive

атрибутивное употребление (в качестве определения)

cj

conjunction

союз

etc

et cetera

и так далее

n

noun

существительное

num
numeral
числительное
pl
plural
множественное число
p. p.
past participle
причастие прошедшего времени
prep
preposition
предлог
pron
pronoun
местоимение
sing
singular
единственное число
v
verb
глагол

5. Умение выбрать в словаре нужное для данного контекста значение слова.

Следует помнить, что поиску слова в словаре должен предшествовать анализ предложения. Чтобы уметь анализировать предложение, необходимо знать:

- а) структуру предложения в английском языке;
- б) формальные признаки различных частей речи.

Старайтесь избегать следующих ошибок:

1) студенты иногда выписывают из словаря значения слов, даже не прочитав до конца предложение. Такая работа часто оказывается безрезультатной, поскольку выписывается, как правило, лишь первое значение слова, которое может не соответствовать значению слова в данном контексте;

2) некоторые студенты сначала отыскивают значения всех слов, а затем пытаются их соединить. При отсутствии предварительного анализа предложения не получится правильного перевода.

При переводе текста с помощью словаря ПОМНИТЕ:

1. Перевод текста не является переводом всех слов в предложении подряд. Необходимо понять смысл данного предложения.

2. Поискам слова в словаре должно предшествовать определение его грамматической функции в предложении.

3. Не следует брать из словаря первое значение слова, не прочитав всю словарную статью.

4. Если в словаре нет значения слова, соответствующего контексту, следует выбрать наиболее близкий синоним или, исходя из общего содержания, самому подобрать наиболее подходящее значение.

5. Если в словаре нет нужного слова, его значение можно установить по строевым элементам на основе правил английского словообразования.

6. При переводе текстов по специальности старайтесь запоминать встречающиеся в них термины, что в последствии значительно облегчит вашу работу над текстом технической направленности.

Короткие тексты для перевода: Прочитайте текст сначала до конца, переведите с помощью словаря выделенный отрывок. (время выполнения 15-20 минут)

What is reality?

The scientific worldview which so dominates our contemporary consciousness is not as innocent as it may at first seem. Arguably, it conceals as much as it illuminates. It gives us a distorted picture of what reality is.

For science, reality is supposed to be made up of objects and events that are entirely independent of the observer. It is assumed to be 100% objective - not shaped in the least by our perceptions of it. But is this what reality really is?

Let's take the example of a tree. What is a tree? To the Druids (a primitive society found in Northern Europe some 2,000 years ago) certain trees were sacred - they were dwelling places of gods. To a child who has a tree house, the tree is a place to play and perhaps also a place of refuge. To the artist it is a thing of beauty. To a lumberjack it is timber, and to the logging company it is a source of profit. To a scientist, by contrast, it is just a living organism capable of both respiration and photosynthesis with a specific place in the botanical taxonomy.

Does the scientist tell us what a tree really is, or does he just give us one possible way of looking at a tree? Must we say that the tree is not really holy or really beautiful - because these concepts are too subjective - and that the only truly objective concept of the tree is the scientific one?

What science does to the significance of things is truly bizarre. Since our ancestral apes rose up on their hind legs we have been trying to grasp the significance of things for us. The bright light shooting across the sky - is it a good or a bad omen? Everything had to have a human significance.

Science now tells us that in truth objects and events like this have no significance whatsoever. Our job is not to interpret them and give them a place in our social lives - rather our job is just to explain their causes and try to predict the future course of events.

Is this the truth about reality? If you found a tribe that still worships trees you would have to admit that trees really can be sacred. Anyone who stubbornly refused to admit this and who proceeded to take a chainsaw to one of the sacred branches would soon appreciate his error.

The point here is not that there are lots of different views about reality. The point is that societies constitute their own reality. Take the example of human rights. From the scientific point of view there is no such thing as human rights - there are individuals with genes and hormones and drives, but no rights. But if a society has the right laws and the right institutions for implementing and upholding those laws then human rights become a social fact. Reality for us is first and foremost a social construction, but all too often we forget that, partly because of a peculiarly scientific view of what is truly objective.

Christian Fundamentalism

We've all heard about Islamic fundamentalism, but have we heard about Christian fundamentalism? According to this branch of the Christian tradition the end of the world is at hand. The signs are clear - we can see the increasing turmoil every day on the evening news. These are the final days of the last fallen epoch in history. We are approaching the Day of Judgment when Jesus will return to Earth.

The Second Coming, though, will only occur if certain preconditions are met. The first of these has already been satisfied: the establishment of the state of Israel. The next involves Israel's occupation of the rest of its "biblical lands" (most of the Middle East), and the rebuilding of the Third Temple on the site now occupied by the Dome of the Rock in Jerusalem – one of the most important Muslim mosques. This will then provoke a war with the legions of the Antichrist, and the final battle will take place in the valley of Armageddon. The Jews will either burn or convert to Christianity, and the Messiah will return to Earth.

The end of the world will be a bloody affair, but convinced Christian fundamentalists can look forward to it safe in the knowledge that they will be spared the suffering. The prediction is that before the final battle all the “true believers” will be lifted out of their clothes and will float up to heaven in an event called the Rapture. Not only will they be able to sit at the right hand of God but they will also be able to watch the action from the best celestial seats and see their opponents get struck down during the seven years of Tribulation which will follow.

Of course the last book of every Christian's bible is the book of Revelation (the Apocalypse), and most Christians see this as a trustworthy prediction of some final Day of Judgment. What makes the fundamentalists different is the emphasis they give to this and their readiness to act to help speed the process up. The bible says Israel must expand before the Second Coming occurs, so let's organise a car boot sale to raise money to send to the Jewish settlements in the West Bank. The bible says the new Temple must be built where the Al-Aqsa mosque is, so let's send a few people over there to blow that damn mosque to pieces. (In 2000 three US Christians were deported from Israel for trying to do precisely this.) If the Second Coming will only occur after a huge war, let's drop all this nonsense about wanting peace – let's get the guns out and start shooting some of these people who deny that Christ was the son of God. Let's get this show on the road. Hallelujah!!

Sounds unbelievable? Click on www.raptureready.com to see just how serious these guys are. They aren't joking.

Other people are taking them seriously. Like airlines in the U.S., for instance. Some US airlines have taken steps to ensure that the pilot and the copilot of a flight are not both Christian fundamentalists. If the Rapture occurs in midflight the company wants to avoid losing both people with their hands on the controls as the chosen ones float up to heaven.

The virtue of idleness

It is a sad fact that from early childhood so many of us are tyrannised by the moral myth that it is right, proper and good to wake at the crack of dawn and immediately leap out of bed in order to set about some useful work as quickly and cheerfully as possible. Parents begin the brainwashing process and then school works yet harder to indoctrinate young people with the necessity of early rising.

The culture has its aphorisms and sayings, and well-meaning parents, teachers and guardians are quick to use them to prick the conscience of the idle:

“The early bird catches the worm.” (Anonymous)

"Early to bed and early to rise makes a man healthy, wealthy and wise," (Benjamin Franklin, 1757)

“The Devil will find work for idle hands to do.”

The propaganda against oversleeping goes back a very long way, more than 2,000 years, to the Bible. In the Old Testament (Proverbs, chapter 6) we read:

“Go to the ant, you slothful people; consider her ways, and become wise: though having no guide, overseer, or ruler, she provides her meat in the summer, and gathers her food in the harvest.”

(Question: was it really a good idea to hold up the ant as an example of how to live? The ant system is an exploitative aristocracy based on the unthinking toil of millions of workers and the complete inactivity of a single queen and a handful of drones.)

A famous Christian preacher, John Wesley, who himself rose every morning at 4am, was fond of preaching the dignity of labour. In 1786 he wrote a sermon called “The Duty And Advantage of Early Rising” in which he claimed that lying in bed was physically unhealthy, comically using quasi-scientific terms to drive home his argument: "By soaking so long between warm sheets, the flesh becomes soft and flabby, and the nerves, in the meantime, become less taut."

One well-known literary figure from 18th century London, Dr Johnson, repeatedly criticised himself for his lazy ways. In his diary at the age of 29 he wrote, “O Lord, save me from sloth.” Twenty years later, things haven't improved, and he resolves "to rise early. Not later than six if I can." The following year, realising that he cannot rise at six, he makes a new resolution: "I propose to rise at eight because though this will not be early it will be much earlier than I now rise, for I often lie till two."

Although the moralising tradition is the one most popular with parents, teachers and preachers, there is a counter tradition which is keen to sing the praises of getting up late. Some have been quick to point out that God himself set a good example. In the book “Right To Be Lazy” Paul Lafargue reminds us that God, after working for six days, rests for all eternity.

Anatomy of Fascism

In today's globalising consumer culture some people are worrying about the loss of their national identity. Life might be easier and more fun now but there are those who feel that they are losing something that they could have felt proud of. It is a fact that international developments are undermining the power of nation-states. For many people who are happy just to carry on shopping this is not much of an issue. For others it is something disturbing.

This issue of nations losing their power and identity is not a new one, and as we consider how best to respond to the challenges posed by today's globalising culture it is important not to repeat the mistakes of the past. This is one reason why it is worth having some familiarity with one of the most forceful and ultimately catastrophic movements for national revival: the German national socialist movement led by Hitler (1889 - 1945) which began just after World War I.

Hitler set out his ideas in a book called "My Struggle" (Mein Kampf) published first in 1933. It was an immensely popular book and with the proceeds its author could have taken early retirement and enjoyed a long and peaceful life in a cottage in the German countryside, but he would have despised such a life.

The Germany that Hitler saw around him in the late 1920's and early 30's was a decadent place. The monarchy and aristocracy were more concerned with wealth than with the state of the nation. There was a huge disparity between the riches of the aristocracy and the poverty of those working on the

land or in the cities. Embittered and discontented, the working class and the unemployed were persuaded to follow a Marxist movement which called all the workers of the world to join forces against those who were exploiting them. No one seemed to be much interested in anything distinctively German.

Behind both of these movements Hitler was convinced he saw a single enemy. The world of international finance that had seduced the aristocracy was apparently dominated by Jews, and Jews could be found among the leaders of the Marxist movement that had seduced the workers. (Although Karl Marx himself had been born into a Jewish family there is nothing in his political philosophy that is specifically Jewish.)

Hitler called for everything to be reorganised to revitalise the German nation so that it could fulfil its historical mission. Germany was not just another nation. It was destined to be the next in a line of Aryan nations that would advance the course of human civilisation. The Hellenes of ancient Greece, the Romans and the Germanic tribes were all Aryans - a race said to be unique in its ability to found culture. The fall of those older glorious civilisations was attributed to a fatal mixing of blood in intermarriage as Aryan conquerors blended with the original inhabitants of newly acquired territories.

As steps towards national regeneration the Nazi movement called for:

New laws of citizenship excluding all those not having German blood from taking part in the political life of the state.

Citizenship to be given only to men who have served in the army and to German women who are married to German citizens.

The prohibition of marriages without a health certificate.

The disabled and those with hereditary diseases to be obliged not to have children.

An end to all non-German immigration.

Political supervision of all economic activity to ensure it is in the national interest.

Central control of the media, outlawing non-German newspapers and eliminating all political "lies" before they can be published.

The legal prosecution of all forms of art and literature considered to be degenerate. (In practice, piles of so-called degenerate books were periodically burnt in public.)

Obligatory gymnastics and sports to raise the health of the nation.

According to Hitler, German supremacy could only be achieved if the race united behind the leadership of the strongest individual. Along with Marxism, democracy was rejected. For Hitler any political system that refused to give undisputed authority to the strongest individual was by definition Jewish. His historical analysis was that the parliamentary principle of rule by the majority only appeared for brief periods in human history - periods which were always decadent.

In a similar vein, the national socialist movement was not supposed to increase its strength by winning allies abroad. The greatness of the movement, Hitler wrote, "lies in the spirit of fanaticism and intolerance with which it attacks all others, being fanatically convinced that it alone is right."

Hitler also had firm views on education. The education system had succeeded in producing civil servants, engineers, lawyers, and men of letters, but it had singularly failed to produce strong German citizens inflamed with the spirit of patriotism. The idea of education as primarily a means of acquiring knowledge had to go: "The youthful brain must not be burdened with subjects ninety percent of which it does not need and promptly forgets." The new priority had to be the cultivation of character - inculcating willpower, the joy of responsibility, national pride, and a spirit of self-sacrifice. Education must train the youthful body and fight against the poisoning of the soul by modern life.

In Germany in the late 1920's sex seemed to be everywhere: in the cinemas and theatres and in advertisements. This was a corrupting influence that had to be stamped out. "The life of the people must be freed from the asphyxiating perfume of our modern eroticism." For the youth this required a rigorous programme of physical and moral education.

"A man of moderate education, but sound in body, firm in character and filled with joyous self-confidence and power of will is of more value to the nation than a highly educated weakling."

It was the responsibility of the state to see that young bodies received the hardening they would require in later life. Every schoolday had to include at least an hour of corporal training, with the ideal sport being boxing. "There is no sport which encourages the spirit of attack as this one does; it demands lightning decision and hardens the body while making it more supple."

To drag the nation out of its abysmal lack of self-confidence, the education system had to ensure that the German youth acquired the conviction that they were superior to others. Through bodily strength, skill and a familiarity with the achievements of their national heroes, the youth would recover its faith in the supremacy of the nation.

To complete his education every boy must enter the army - "the highest school of national instruction." There "the boy shall be transformed into a man... He shall learn to be silent, not only when he is justly blamed, but to bear injustice in silence if necessary."

"Fortified by confidence in his own strength, filled with the fellow feeling of his regiment, the young man shall be convinced that his nation is unconquerable."

For girls, physical training was also of prime importance, not with a view to military service but to ensure that they would become a strong and healthy mothers.

* * *

Hitler liked to think that he was picking up where the Romans had left off and advancing human civilisation. But Hitler reduced civilisation to power and a single principle: the principle of the unquestionable authority of the Fuhrer (i.e. of Hitler himself).

In ancient Greece and Rome - the most noteworthy Aryan predecessors - the political culture placed a high value on reasoned debate between educated members of the ruling classes. Hitler dispensed with debate entirely.

Instead Hitler sought to appeal as forcefully and directly as possible to the hearts of the masses. If Henry Ford was the man who brought the car into the age of mass production, Hitler was one of the first to bring politics into the age of mass production. In effect he produced the modern political mass. He was a gifted orator but he also saw how to organise huge rallies, produce the most effective propaganda and use the new medium of cinema to generate such a forceful political movement that few felt the need to stop and think about what was really going on (and those who did quickly realised their mistake).

Hitler learnt his earliest lessons in mass persuasion from Marxist demonstrations soon after World War I. He saw that a new party needed slogans, flags, badges, banners, emblems, uniforms and music. At a gathering of some 120,000 people he said he realised then how easily "the flock of silly sheep" was impressed by what was really a grandiose piece of street theatre.

A single-minded insistence upon the destiny of the German people would win the masses over to

his cause and save them from the folly of internationalism. All he had to do was deliver what really moved the ordinary man in the street: the victory of the stronger and the destruction of the weaker.

No one with much respect for themselves as a critically minded individual can fail to be horrified by the image of millions ranked in militaristic fashion waiting impatiently to receive their orders from a leader whose ideas no one is allowed to question. The denial of the virtues of our intellectual life is horrific. To reduce the complexities of the political and economic situation into a struggle between one race and another is an insult to the intellect. It is still almost impossible to appreciate how millions of people could have been herded together, spurred on by hatred, and persuaded that the root cause of their problems was the Jews and that that required them to round up the little family living on the corner of the street that didn't celebrate Christmas and to send them off to a concentration camp where they would be gassed.

National feeling and a spirit of self-sacrifice are undoubtedly virtuous. But where is the virtue in eliminating all public debate and in identifying the nation with the will of a single individual? Germany was Hitler and Hitler was Germany. Anyone who had doubts about the Fuhrer was, by definition, an enemy of the state.

For Hitler the elimination of political opposition wasn't just a matter of political practicality, it was also a source of pleasure. At one point in his book he describes his joy at seeing his political opponents being beaten senseless by his stormtroops. With people screaming, bottles flying through the air like shells and chairs being smashed, he describes his pride at seeing his stormtroops, already bleeding from the attack, rushing like wolves again and again at the enemy until they were swept out of the hall. Looking back, he even took pleasure in someone's failed attempt to shoot him: "One's heart almost rejoiced at the revival of old war memories."

Fascism isn't just a matter of giving all authority to a single individual. It is also an identification of politics with war. The mass of the population must be mobilised in a struggle against an enemy, and it must seem that everything can be sacrificed to achieve that final victory. Like soldiers, citizens owe a duty of unquestioning loyalty, and political life becomes a thoughtless execution of the Fuhrer's will. Obviously in times of war certain liberties do need to be compromised, but for fascism this is not an unfortunate temporary measure, it is the way politics ought to be.

It would be a mistake to put all the blame on Hitler for the huge loss of life that followed his rise to power. He may have been pulling the strings, but he could have achieved nothing if an entire nation hadn't been prepared to sacrifice all other political values for the sake of national supremacy and military victory.

There was no work in the garden of Eden. Work is a curse brought on by jealousy and material desire. It is the jealousy of Cain that leads God to decree that "You will earn your bread by the sweat of your brow." If work is a curse, how did it become a virtue? And if we feel we are beyond jealousy and a desire for ever more material things, why should we feel condemned to toil in this way?

For some, greatness and late rising are natural bedfellows. Late rising is for the independent of mind, the individual who refuses to become a slave to work, money, ambition. In his youth, the great poet of loafing, Walt Whitman, would arrive at the offices of the newspaper where he worked at around 11.30am, and leave at 12.30 for a two-hour lunch break. Another hour's work after lunch and then it was time to hit the town.

The lie-in - by which I mean lying in bed awake - is not a selfish indulgence but something essential to the art of living. As that famous fictional detective Sherlock Holmes knew. Reclining in his

smoking jacket, puffing his pipe, Holmes would sit and ponder for hours on a tricky case. In one superb story, *The Man With The Twisted Lip*, Holmes solves yet another case with ease. An incredulous policeman comments: "I wish I knew how you reach your results," to which Holmes replies: "I reached this one by sitting upon five pillows and consuming an ounce of tobacco."

Every child obliged to get up early for school every weekday knows the joy of idleness on those delightful days when they fall ill. You can lie in bed all day, avoid work and be looked after. What a different world from the everyday one of assemblies, lessons, tests and the threat of punishment. Suddenly everyone is very nice to you.

Idleness as a waste of time is a damaging notion put about by the enemies of the intellect. The idle are prone to think, and thinking could be dangerous. The English writer Will Self puts it like this: the Protestant work ethic which demands that people shouldn't be idle is really a taboo on thinking. Introspection could lead to that terrible thing: a clear image of our fragmented and dissonant world.

Four-letter words

Anyone who simply wants to pass an exam in English has no need whatsoever to know any of the hundreds of really awful things English speakers say to each other when they get a bit too angry. But anyone with any plans to live or work in Britain, the US, Australia, Jamaica, Nigeria or South Africa will appreciate how important it could be to have some familiarity with bad language. Misunderstandings do occur from time to time and then the natives are likely to lose their cool and start shouting. Even the normally polite British may resort to one or two of what they call four-letter words, like f*** or sh**. This is not at all nice, but it is undeniably a part of the English language. Can you claim to "know" English without knowing one or two four-letter words? What follows is a brief introduction to the rich store of linguistic artillery for the pissed-off English speaker.

Most of what we call bad language is language that breaks social taboos. There are three taboos that are particularly important for English bad language:

1. the taboo against being disrespectful to religious figures;
2. the taboo against talking about toilet activities;
3. and the one against talking about sex.

1. Religion. Another word for this is blasphemy. It's not commonly used in expressions of anger. Those who are extremely shocked and surprised, though, often let out a long "Jeeesus Chriiist!". Another expression in this category is "hell" which crops up in a peculiar adjectival phrase, as in, "That girl has a hell of a voice - she could be a star." English speakers very rarely tell each other to go to hell, in contrast to Greek speakers, for instance, many of whom do this on an almost daily basis.

2. Toilets. Toilet references are much more common when people start boiling with anger. The overwhelming majority of these references refer to two substances, one solid and one liquid. There can't be anyone who doesn't know the solid reference. This word can function both as a noun and a verb, although at places like building sites the verb is avoided, as in the following sentence: "Oi! John, hang on a sec. I've gotta go for a sh**"

Less well known to foreigners but equally common in Britain is the synonym for the sh** word: crap. Although it literally has the same meaning it doesn't sound quite so violent, and is often used to express just how rubbish you think something is. If you thought the film was a gross waste

of money, you might say to your friend, "John, that film was crap."

The liquid reference may be less well known. The word "piss" is often used on its own as a short and blunt expression of extreme frustration when, for instance, you have been waiting in a queue for two hours, then you finally get to the front only to be told that the office is closing now and you will have to come back the following day. "Piss!" The phrasal verb "piss someone off" is also used when something really gets on that person's nerves. E.g. "It really pisses me off when I try to be polite and hold the door open for people and then they don't even bother to say 'thankyou'." In a passive expression with "get" it means "become drunk", as in: "He drank 10 pints in less than an hour and got totally pissed." Not a nice expression, but it is frequently heard in the vicinity of pubs in working class areas late on a Friday or Saturday evening.

3. Sex. By far the worst expressions have all got to do with sex, but because this is a family page we will avoid dealing with the really disgusting ones. The most common is, of course, the f*** word. In action movies and in real life it is used in a two-word expression that neatly sums up the attitude of the individual who insists on not being accountable to anyone: "Fuck you!" The same people also use the word to warn others not to try to trick them or do anything else that might be to their disadvantage, as in the sentence: "Don't you dare fuck with me, you punk." If you happen to meet one of these guys on your travels, the chances are that they have a knife, so it is probably better to do what they say.

There are a few million people in Britain who seem to be angry almost all the time and have the habit of using the present participle of the f*** word at least twice in every sentence. I remember overhearing the following utterance during a tea-break while working as a porter in a hospital: "I went to see the fuckin manager and he fuckin told me to come back the next fuckin day. The fuckin bastard!" A good concise English dictionary will contain about 100,000 words. It is amazing that some people are able to get by perfectly well with less than 1% of that linguistic abundance.

Adjectives ending in -ing often exist in a pair with their partner ending in -ed. The f*** adjective is no exception. As an example of its partner in use, we have: "I'm fucked if I know what the hell he's on about." In this rather unsophisticated sentence the speaker indicates that he doesn't know what the other person is talking about. With a different meaning the word can be used in this way: "Look, Eddy, if you don't fuckin get it right this time, you're fucked," which let's Eddy know, in no uncertain terms, that if he makes a mess of things again he will be in deep trouble. The use of the f- word in that sentence may seem an admission of a lack of eloquence on the part of the speaker but it does help to make it clear to Eddy that the deep trouble he would be in could easily include some degree of physical violence.

The word is also part of a phrasal verb which is very often used to tell people who irritate you to go away. To get them to leave, all you have to say is, "Fuck off!" Used differently, this phrasal verb can also be synonymous with the one referred to in the liquid toilet section above, although it is much more nasty. E.g. "It really fucks me off that the cops keep stoppin an searchin me jus cos I'm a cool black guy who don't wear no suit." There is a second phrasal verb and this is used in situations where people make a mess of something, as in: "Eddy, you really fucked up on that last bank job. The cops nearly fuckin had us." There is another use of the same phrasal verb meaning something like "mess up a person's psychological balance". As an example we've got the poem by Philip Larkin. Its central idea can be summed up thus: "Phil's parents really fucked him up, and that's why he died a miserable bastard."

There are also lots of words for the parts of people's bodies that are normally concealed beneath their swimming costumes. These really are just too much for a family page so we will only

mention one because of the interesting difference between British and American English. The part of the body on which we sit is referred to on the west side of the Atlantic as the "ass". It appears in the expression, "Let's kick ass", which means something like, "Let's get down to business" or "Let's start working". On the eastern shores of the Atlantic the word "ass" refers to a small horse or mule, and metaphorically to a stupid person. To make the anatomical reference in British English we need the word "arse". For linguistic purists this word is much better than its American equivalent because it is so closely related to the ancient Anglo-Saxon word for the same part of the body.

The words and phrases in these three categories certainly can't be said to exhaust the wide range of colourful expressions English speakers use when they get a bit pissed off. There are quite a few others. One which we shouldn't omit because it is so very common is the word "bloody". If you are angry about exams, you might scowl fiercely and spit out the expression "bloody exams!". It is also used as an adverbial expression as in: "I bloody told you the cops were gonna be there waitin for us." Curiously, English speakers are not aware of any reference whatsoever to the contents of their circulatory systems when they use these expressions, so the words here have no use as words which refer to something in the world. Their value on these occasions is entirely expressive.

These are all interesting expressions, but the foreigner must exercise a high degree of caution when using them. They can lead to misunderstandings with very unpleasant consequences, particularly if the other guy is drunk. To be on the safe side it would be best to avoid swearing at anyone unless they start swearing at you first, or unless the other guy is sitting in an office behind bullet-proof glass, like those guys who work in banks and unemployment benefit offices. But even then we would try to dissuade you from taking this course of action. What's happening in the banks and the unemployment offices or whatever may be really pissing you off, but are the little guys on the front line the ones to blame? They're just doing their job - a job they probably don't even want to do. The world is fucked up enough as it is, and we don't help matters by swearing at each other.

2.1.1. Простое прошедшее время

Контрольная работа

Раскройте скобки, употребляя глаголы в Past Simple.

1. What your neighbours (to do) yesterday?
2. Mr. Smith (to fix) his car yesterday morning.
3. His wife (to water) plants in the garden.
4. Their children (to clean) the yard and then they (to play) basketball.
5. In the evening their boys (to listen) to loud music and (to watch) TV.
6. Their little girl (to cry) a little and then (to smile).
7. Her brothers (to shout) at her.
8. Mrs. Smith (to work) in the kitchen.
9. She (to bake) a delicious apple pie.
10. She (to cook) a good dinner.
11. She (to wash) the dishes and (to look) very tired.
12. The children (to brush) their teeth, (to yawn) a little and (to go) to bed.
13. Their mother (to change) her clothes and (to brush) her hair. Then she (to talk) on the phone.
14. Her husband (to smoke) a cigarette and (to talk) to his wife.
15. They (to wait) for the bus. The bus (to arrive) at 9 o'clock.
16. They (to visit) their friends.
17. They (to dance) a lot there.
18. Mr. and Mrs. Smith (to rest) very well last night. They really (to have) a wonderful time at their friends.

Exercise 5. Заполните пропуски в предложениях, используя was, were, wasn't, weren't.

1. There ____ a lot of people in the fast food restaurant last night. It was very busy!
2. « ____ Katie at school last week? » «No, she ____ . She was sick.»
3. «These flowers are beautiful. ____ they expensive?» » No, they ____ «
4. ____ James and Sharlotte in the florist's? Yes, they ____ .
5. That's a pretty dress. ____ it in the sale? Yes, it ____ .
6. ____ there a toy shop in that shopping centre? No, there ____ .
7. Where ____ you yesterday, Sam? I ____ at the zoo with my mum.
8. We ____ at home last night. We ____ at the cinema with friends.

Exercise 6. Поставьте глаголы в скобках в Past Simple.

1. — ____ (you/play) basketball yesterday afternoon?
— No, I ____ . I ____ (surf) the Net.
2. — ____ (your cousin/visit) Germany last month?
— No, he ____ . He ____ (visit) Prague.
3. — How old was Mozart when he ____ (die)?
— 35 years old.
4. — When ____ (you/finish) work yesterday?
— At 5:00. Then I ____ (walk) home with Jane.
5. — When ____ (your parents/call) you?
— They ____ (call) an hour ago.

Поставьте предложения в отрицательную форму

1. Yesterday my sister **felt sick**, she **didn't** feel good.
2. We **met** Susan yesterday, we _____ Helen.
3. At the lesson we **read** an English book, but we _____ a Russian book.
4. The road **led** to the *theater*, it _____ to the *museum*.
5. The children **slept** in the afternoon and they _____ at night.
6. My boss **left in the afternoon**, he _____ *in the morning*.
7. We **kept no secrets**, we _____ any secret at all.
8. Loran **dreamt** about a new bag, she _____ about new shoes.
9. The children **fed** a cat, they _____ a dog.
10. My granny **swept** the floor, my mother _____ it.
11. He **meant no harm**, he _____ *well*.

Составьте вопросы в простом прошедшем времени

1. in the morning/you/when/get/up/did?
2. for dinner/last night/have/what/you/did?
3. did/by train/last time / you/when/travel?
4. do/what/last Sunday/you/did?
5. did/last summer/go/where/you?
6. visit/you/an art gallery/last time/did/when?
7. go/you/how/to work/did/on Monday?

2.1.2 Неправильные глаголы

Контрольная работа

1 задание.

Заполните пропуски.

To be			быть
	caught	caught	
To eat		eaten	
To find			находить
	arose		
To feel			
			водить
To give			
	bought		
		drunk	

3 задание.

Напишите 3 формы следующих глаголов и перевод.

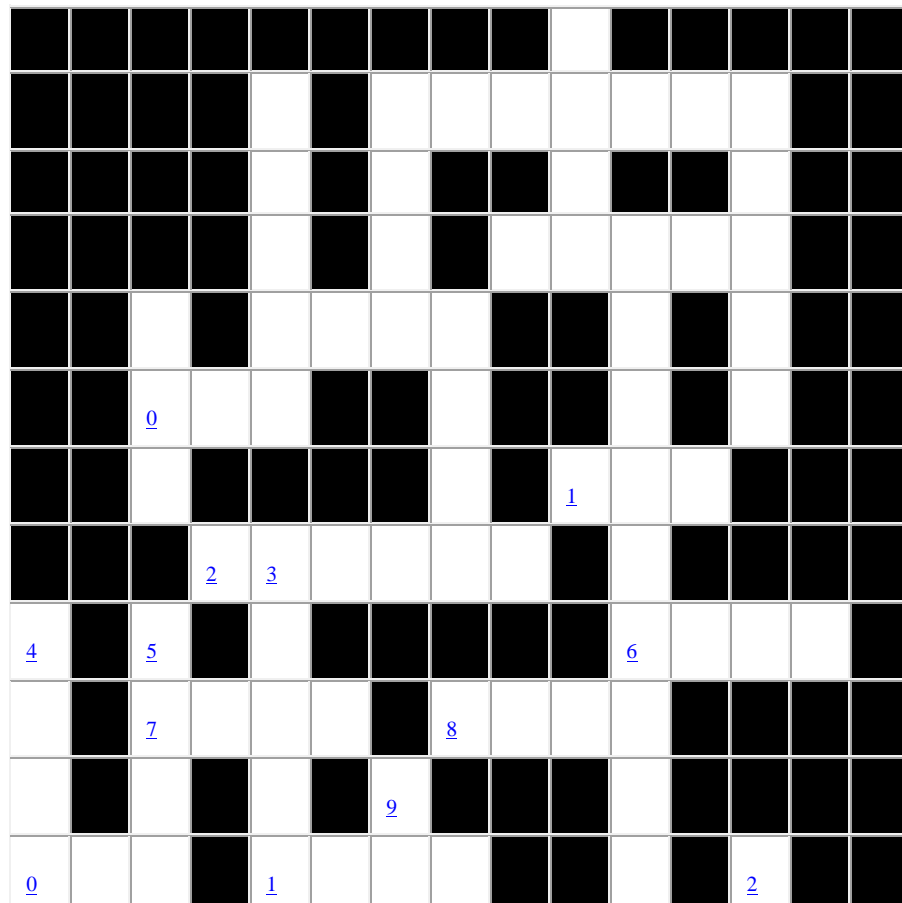
To do _____
 to eat _____
 To drive _____
 To begin _____
 To cost _____
 To blow _____

4 задание.

Напишите 3 формы глаголов.

Приходить - _____
 Выбирать - _____
 Строить - _____
 Ломать - _____

5 задание.



								3		4				
5					6 S									
										7				

Check

Across:

- 3) Simple Past of BRING
- 5) Simple Past of STICK
- 8) Simple Past of SING
- 10) Simple Past of EAT
- 11) Simple Past of FEED
- 12) Past Participle of SHAKE
- 16) Past Participle of SELL
- 17) Past Participle of READ
- 18) Simple Past of LEAVE
- 20) Simple Past of MEET
- 21) Simple Past of DRAW
- 24) Simple Past of DRINK
- 25) Simple Past of FLY
- 26) Past Participle of STAND
- 27) Past Participle of MAKE

Down:

- 1) Simple Past of HURT
- 2) Simple Past of CHOOSE
- 3) Past Participle of BE
- 4) Past Participle of TAKE
- 6) Simple Past of UNDERSTAND
- 7) Simple Past of SIT
- 9) Past Participle of GO
- 13) Simple Past of HEAR
- 14) Past Participle of SWIM
- 15) Past Participle of WRITE
- 19) Simple Past of GO
- 22) Simple Past of PAY
- 23) Simple Past of WIN

2.1.3. Настоящее совершенное время.

Контрольная работа

№1 Use the Present Perfect.

1. The woman (just/ buy) the flowers.
2. The children (already/ go) to the museum.
3. The policeman (not/ find) the robber yet.
4. My father (never/ be) to Spain.
5. They (know) each other since their childhood.

№2. Make sentences from these words. Translate them into Russian.

1. has / Misha / in the sea / swum /.
2. you / met / famous / have / people / ?
3. built / never / has / he / a house /.
4. just / they / have / in the park / walked /.

№3. Use the Present Perfect.

1. They (already/ learn) the poem.

2. It is the most delicious cake I (ever/ taste).
3. He (not/ come) back yet.
4. My uncle (spend) all money, and now he is without them.
5. The postman (just/ bring) the newspapers.

№4. Make sentences from these words. Translate them into Russian.

1. never / has / Misha / football / played /.
2. you / have / money / ever / found / ?
3. Spain / hasn't / he / been to /.
4. we / just / bought / this book / have /.

№ 5. Поставь глаголы в Present perfect и выбери нужное слово (SINCE/FOR)

1. She _____ (live) here _____(since/for) many years.
2. Miss Hill _____ (teach) in this school _____(since/for) 1998.
3. He _____ (work) in the factory _____(since/for) he left school.
4. I _____ (play) tennis _____(since/for) morning.
5. We _____(study) English _____(since/for) five years.
6. I _____ (not see) you _____(since/for) ages.
7. We _____ (not hear) about him _____(since/for) January.
8. I _____ (know) him _____(since/for) childhood.
9. Tom _____ (be) in America _____(since/for) 2001.
10. Our teacher _____ (work) at school _____ (since/for)1987.

№ 6 Поставь глаголы в Present perfect и выбери нужное слово (SINCE/FOR)

1. She _____ (live) here _____(since/for) many years.
2. Miss Hill _____ (teach) in this school _____(since/for) 1998.
3. He _____ (work) in the factory _____(since/for) he left school.
4. I _____ (play) tennis _____(since/for) morning.
5. We _____(study) English _____(since/for) five years.
6. I _____ (not see) you _____(since/for) ages.
7. We _____ (not hear) about him _____(since/for) January.
8. I _____ (know) him _____(since/for) childhood.
9. Tom _____ (be) in America _____(since/for) 2001.
10. Our teacher _____ (work) at school _____ (since/for)1987.

№ 7 Поставь глаголы в Present perfect и выбери нужное слово (SINCE/FOR)

1. She _____ (live) here _____(since/for) many years.
2. Miss Hill _____ (teach) in this school _____(since/for) 1998.
3. He _____ (work) in the factory _____(since/for) he left school.
4. I _____ (play) tennis _____(since/for) morning.
5. We _____(study) English _____(since/for) five years.
6. I _____ (not see) you _____(since/for) ages.
7. We _____ (not hear) about him _____(since/for) January.
8. I _____ (know) him _____(since/for) childhood.
9. Tom _____ (be) in America _____(since/for) 2001.
10. Our teacher _____ (work) at school _____ (since/for)1987.

№ 8. Поставь глаголы в Present perfect и выбери нужное слово (SINCE/FOR)

1. She _____ (live) here _____(since/for) many years.
2. Miss Hill _____ (teach) in this school _____(since/for) 1998.
3. He _____ (work) in the factory _____(since/for) he left school.
4. I _____ (play) tennis _____(since/for) morning.
5. We _____(study) English _____(since/for) five years.
6. I _____ (not see) you _____(since/for) ages.
7. We _____ (not hear) about him _____(since/for) January.
8. I _____ (know) him _____(since/for) childhood.
9. Tom _____ (be) in America _____(since/for) 2001.
10. Our teacher _____ (work) at school _____ (since/for)1987.

№ 9. Write sentences. Use the Present Perfect.

1. Annabel / travel/five miles.
2. They /listen to/the news.
3. My friend /leave/ the house.

4. His brother /finish/the project.
5. Olga /send/ her e-mail.
6. We /start/the concert.

№ 10 Look at the list. Write sentences with the Present Perfect.

1. do my homework +
2. watch TV today --
3. tidy the living –room –
4. play with my friend today +
5. make my bed --
6. have a great time +

№ 11. Complete the questions and short answers.

- 1.....you (install the alarm system)? Yes,
- 2.....he (turn on) the mobile phone? No,
- 3.....you (check) a stranger's ID ? Yes,
- 4.....the burglars (steal) the things? Yes,
- 5.....the child (take) the painkiller? Yes,
- 6.....the boy (leave) the key on the window? No,

№ 12. Write the words in the correct order. Use *ever* and *never*.

1. ever/ you/ lunch /have/in/a rainy/had/weather ?
2. an aquarium/Anna and Bob/have/never/had/in.
3. eaten lemon ice-cream/ever/eaten/you/have ?
4. my sister/has/ghosts/never/seen.
5. visited/ a very unique castle/your parents/ have/never
6. you/ever /been/have/to China?

2.1.5. Простое будущее время. To be going to...

Write positive sentences in to be going to .

(She / call / her boyfriend)– She is going to call her boyfriend.

1. (They / play / squash)
2. (She / visit / her grandma)
3. (We / walk / in the mountains)
4. (We / wash / the car)

Write negative sentences in to be going to .

1. We (not / help)you.
2. Jack (not / walk) home.
3. Sue (not/ share) her biscuits.
4. I (not / spend) my holiday abroad this year.
5. I (not /sell) my car.

Write question sentences in to be going to

1. (he / cook dinner / tonight)?
2. (you / run / in the race)?
3. (they / climb / that mountain)?
4. (we / eat / fish / tonight)?
5. (he / play football / tomorrow)?

Write positive sentences in to be going to

1. (I / brush / my teeth)
2. (He / repair / the car)
3. (We / learn / Greek)
4. (I / write / some postcards)

Write negative sentences in to be going to .

1. He (not / help) us.
2. We (not/cook) dinner tonight.
3. I (not/celebrate) my birthday this year.

4. She (not/ stay) with Amy.
5. We (not/ get up early) next Sunday.

Write question sentences in to be going to

1. (Lucy / call / a taxi)?
2. (you / sing / a song / for us) ?
3. (you / cook /dinner)?
4. (she / take part / in the concert)?
5. (they/leave the house)?

III. Choose the correct form of the verb to be.

She....going to have a birthday party.

- Tom ... going to pass his exams.
- I going to make sausages for lunch.
- They ... going to go to England.
- My sistergoing to do her English Homework.
- It going to fall down.

IV. Look at these verbs and complete the sentences using Going to Future.

Play/do/take/set/ride/visit/buy/swim

- Emma ...her English exam next week.
- It is very hot today. I in the lake.
- Weour grandparents this weekend. We haven't seen them for a long time.
- John and his brother....their bikes.
- Ithe table. It's time for lunch.
- David his homework after school.
- It's Paul's birthday next week. Wehim a present.
- His sister the violin at the concert.

Will or Going to? Complete the sentences

1. – Why are you holding a piece of paper? – I _____ a letter to my friend. (write)
2. – I'm so sleepy, I need to wake up. – I _____ a cup of coffee for you. (make)
3. – Mum says she can't hear the television. – Ok, I _____ up. (turn)
4. My sister _____ a doctor when she finishes school. (be)
5. What _____ (you/do) this summer?
6. _____(you/help) me with my housework?
7. People _____ polluting the environment, I think. (not/stop)
8. Look at the clouds! It _____. (rain)
9. It's a clear sky, look. It _____. (not/rain)
10. The weather _____ sunny and warm tomorrow all over Europe, said the forecaster. (be)
11. – I haven't got my phone. – That's Ok, I _____ you mine. (lend)
12. Are you coming with us tomorrow? We _____ a new film. (see)
13. – Mum? _____ the rubbish out? (I/put)
14. Most students think that people _____ robots in 2050. (use)
15. They are moving too fast! They _____ !(crash)
16. Opps... My nose... I _____. (sneeze)
17. My brother _____ a car next month. (buy)
18. Will you lend me £10? I promise I _____ it back to you tomorrow. (give)
19. (in a café) Wait... I don't know... Ok, done, I _____ a burger and water. (order)
20. The traffic is terrible. We _____ our plane. (miss)
21. My boss _____ to Venice in June. (fly)

3.1.1. Исчисляемые и неисчисляемые существительные

Контрольная работа 1 вариант

1. Write the plural.

1. He likes his.....(toy).

2. The.....(*child*) are singing Russian.....(*song*).
3. There are four.....(*photo*) in the bag.
4. How many.....(*potato*) are there in the bag?
5. How many new.....(*zoo*) are there in these ...(*country*)!

2. Fill in little or few.

1. There is.....water in the cup.
2. I couldn't give him any stamps. I had very.....
3. There is a lot of honey in the fridge, but there is very.....jam.
4. The teacher can't believe her eyes. Tom has made verymistakes in the dictation.
5. - How many sandwiches have you made?
- I am sorry, I have made very.....sandwiches.
6. I am sorry I have.....friends.
7. Don't forget to buy some milk! We have got.....
8. It was raining. There were verychildren in the park.
9. I'm sorry I have.....time today, but we can discuss your problem tomorrow.
10. We'll have.....apples in our garden this autumn.

3. Translate from Russian into English.

1. *много слов*
2. *мало слов*
3. *несколько слов*
4. *много денег*
5. *мало денег*

Контрольная работа 2 вариант

1. Write the plural.

1. Are.....(*wolf*) cleverer than.....(*deer*)!
2. There are two.....(*woman*) in the car.
3. Do you clean your.....(*tooth*) in the afternoon?
4. His.....(*brother*) are.....(*sportsman*).
5. Have you ever kept.....(*fish*) as(*pet*)!

2. Fill in a little or a few.

1. Could you give him.....toys?
2. Could you buy.....honey?
3. He left.....minutes ago.
4. He left.....juice for you. It's in the fridge.
5. I saw the film.....weeks ago.
6. There's.....cheese in the fridge, you can take it.
7. Have you got minutes? I'd like to tell you something interesting.
8. I need.....money. Who can help me?
9. He is going to London for.....days.
10. In.....days I shall see Scotland.

3. Translate from Russian into English.

1. *немного денег*
2. *мало воды*
3. *немного яблок*
4. *малолюдн*,
5. *немного сыра*

Общее задание

Вставь SOME (+, can...?) или ANY (-, ?)

1. There is _____ milk in the cup.
2. There is _____ bread on the table.
3. Are there _____ oranges in the bag?
4. There isn't _____ cheese in the fridge.
5. There are _____ flowers in the vase.
6. There aren't _____ carrots in the fridge.
7. There is _____ coffee in the cup.

8. Is there _____ cheese in the fridge?
9. There are _____ grapes on the plate.
10. They've got _____ cakes in this shop.
11. Can I have _____ potatoes, please.
12. Have you got _____ ice-cream?
13. There aren't _____ boys in the team!
14. There isn't _____ milk in the fridge.
Go to the shop and buy _____.
15. I can see _____ tomatoes in the bag.
16. There aren't _____ cucumbers in the fridge.
17. Can I have _____ tea, please?
Is there _____ cheese on the shelf?

Вставь артикль **a/an**, где необходимо. Помни, что **a/an** ставится перед исчисляемыми существительными (то, что можно сосчитать) в единственном числе, а перед неисчисляемыми он не нужен.

1. Can I have ___ apple, please?
2. ___ water is ___ drink.
3. Do you want ___ banana?
4. Give him ___ present.
5. Mother buys me ___ stickers.
6. Do you want ___ orange?
7. Have you got ___ crayons?
8. Does she like ___ tomato juice?
9. My sister likes ___ milk.
10. Lena, please give me ___ apricot.
11. ___ potato is ___ vegetable.
12. ___ apple is ___ fruit.
13. ___ lemonade is ___ drink.
14. In my lunch box I have got ___ sandwich, ___ egg, ___ chocolate, ___ tomato and ___ orange.

3.1.2. Местоимения some, any, no и их производные

Контрольная работа:

Дополните предложения, используя:

something, anything, nothing; somebody, anybody, nobody;
some, any, no.

1 A: Is there ...**anything**... good on television tonight?

B: I don't know. Look in the newspaper.

2 A: Would you like..... to eat?

B: No, I don't want....., thank you.

3 A: There is.....here to see you.

B: Who is it?

4 A: I went to Jane's house, but there was.....at home.

B: Perhaps she has gone for the weekend.

5 A: I havetime to do all this work.

B: Is thereI can do to help?

6 A: Is there in the kitchen?

B: Yes, there is there. He is drinking

7 A: I have to go shopping, but I don't have.....money.

B: I'll give you.....money if you like.

8 A: The party was very exciting today. was dancing, was singing, but was swimming.

9 A: What would you like to eat?

B: I'd like chocolate ice-cream.

10 A: Is there.....you would like to do this weekend?

B: I'd like to do

3.1.3 Предлоги места

Контрольная работа

Test 1

1. My wife works...the factory. a) on b) at c) during
2. I live....Boston. a)at b) over c) in
3. Come...the house and have some coffee. a) on b) into c) through
4. Where are you...? a) from b) in c) during
5. Let's go...Moscow tomorrow. a) on b) in c) to
6. He is here...his wife. a) along b) at c) with
7. The books are...the table. a) without b)on c) through
8. Take this man... a) to b) away c) behind
9. Here is some water...you. a) above b) within c) for
- 10 Can you speak...it? a) into b) by c) about
11. My house is...the Central Park. a) under b)behind c) on
- 12 ...the way! Where is George? a) At b)By c) In
13. The City Hall is...there. a)on b) about c) there
14. I work from six a.m...four p.m. a) in b) at c) till

15. When do you get...? a) during b) up c) with
16. How long do I go...this street? a) in b) along c) without
17. Where do I get...the bus? a) up b) off c)along
- 18 We have dinner...a quarter to eight. a) in b) on c) at
19. We drink tea...milk. a) behind b) up c) with
20. The bus takes me...the station. a) to b) during c) by

Test 2

1. Let's go to Moscow...Saturday. a) on b)in c) at
2. Take this book...the table. a) behind b) at c) from
3. Come...office and answer the phone. a) into b) from c) up
4. Take the passport...the table. a) in b) out of c) during
5. I am sitting...the table now. a) over b) beyond c) at
6. I came...Australia. a) at b) from c) on
7. The pencils are in the box. Take them...there. a) on b) into c) out of
8. The pencil is...the desk. a) during b) without c)on
9. The box is...table. a) under b) with c) from
10. The bank is...the street. a) from b)at c) across
11. There is a lamp...the table. a) in b) across c) above
12. There is a new car...those two old ones. a) among b) above c) between
13. There is a telephone...of him. a) up b) in front c) out of
14. My house is...the post-office. a) behind b) into c) from
15. We are sitting...the table and drinking tea. a) in b) on c) around

Test 3

1. The film started...eight o'clock on Thursday. a) in b) at c) across
2. Do you live...the centre...the city? a) on b) up c) in
3. He told us...his life...Australia. a) about b) near c) between
4. The doctor told her to stay...bed. a) in b) on c) within
5. I think I left my pen...the table. a) on b) through c) down
6. Did you leave the Browns...noon? No, I stayed with them...five o'clock p.m.
a) at – till b) in – from c) on-to
7. Whom will you invite...your birthday party? a) during b) to c) on
8. Can you take your brother...school? a) in b) beyond c) from
9. She got up...6.45 in the morning, had breakfast and left home...work at 8.15.
a) at – to b) at – for c) without – with
10. I could do...cup of coffee. a) about b)across c) with
11. In the morning he usually buys a newspaper and looks...it on his way to the office.
a) through b) up c) in
12. There are millions...people...African countries who have no jobs.
a) of –in b) at – on c) without – across
13. The house where we lived was...the river. a) for b) near c) from
14. I would have roast beef...potatoes, please. a) by b) to c) with
15. There was not much...the menu. a) on b) to c) in

Test 4

1. He was proud...being chosen. a) at b) of c) in
2. Are you jealous...that guy? a) of b) from c)to
3. Don't say you are familiar...the subject. a) at b)on c) with
4. Don't be too sure...yourself, please. a) to b) for c) of
5. Are you really fond...music? a) of b) in c) with
6. He was happy...receiving the award. a) at b) about c) in
7. Don't be afraid ...dogs – they are afraid...you. a) of—of b) at—in c) from—to
8. Jake was married...Jane's. a) on b) in c) to
9. Sorry...interrupting you. a) with b)for c) at
10. Are you aware...the fact that the company you work...went broke?
a) of –for b) in—to c) with—by

Test 5

1. The space...the two houses was occupied by a parking lot. a) among b) between
2. ...a yellow mackintosh, he had pink gloves and a red scarf on a queer figure!
a) Beside b) Besides
3. ...taking up music as a major he decided to study painting.
a) Instead b) Instead of
4. ...the increase in air fares, most people still prefer to travel by plane.
a) Despite of b) Despite
5. We couldn't get out of the car...the door struck. a) because b) because of
6. We asked John to speak about his experiences...the Antarctic. a) of b) in
7. According to the time-table the classes are to start...Monday. a) on b) at
8. We have decided to do one exercise a day...now on till the end of the term.
a) in b) from
9. One...the first to come to the office was Jack. a) in b) of
10. There was a famous writer and several movie stars...the people whom I met at the party at Bridgestone.
a) among b) between

Test 6

1. Jake looked...the window and noticed a thief climbing up the wall.
a) on b) through
2. Mary eventually grew...a pretty young woman. a) on b) into
3. You can't go out...your umbrella, it is raining heavily. a) in b) without
4. They did a lot of harm...the farmers. a) from b) to
5. Miss Johrdan will look...the children while we are away. a) after b) across
6. The spacecraft is flying... the Universe. a) across b) with
7. All of us paid attention... this interesting fact. a) to b) in
8. I think the main reason...the boy's shyness is his parents' indifference, they should give more encouragement to him.
a) by b) for
9. On the receiving the letter, they decided to set ...at once as there was absolutely no time to waste.
a) out b) in
10. His wife deserted him,, but he was able to bring...eleven children without anybody's aid.
a) up b) during

Test 7

1. As the children had never seen any animals in its natural environment, they were excited...what they saw in the Zoo. a) by b) in
2. The party lasted all...the night, and only in the morning it was found out that three of the guests were missing.
a) on b) through
3. We all know that water turns...ice at zero degrees Centigrade and evaporates at one hundred above zero.
a) up b) into
4. Despite many attempts to introduce a universal language, notably Esperanto and Idiom Neutral, the effort has met...very little success. a) with b) from
5. Though he is an expert in mathematics, he hates to give instructions in it even...his own children.
a) to b) from
6. I was on the point of refusing his invitation to spend a weekend in the country, but...he had offered to come and pick me up in his car, I agreed.
a) after b) before
7. Moving...the desert, the troops met almost no resistance, and thus managed to occupy the area around the channel quite easily. a) across b) on
8. The worried mother shouted...the boy to climb off the tree immediately, but he stayed where he was for fear of falling down. a) in b) to
9. What are you looking...? a) at b) before
10. Who did you go to the parliament...? a) with b) in

Exercise 1.

1. He is a wicked boy. I'm sure he did it... (by \on) purpose.
2. She shouted (at/ to) me that I was wanted (on / to) the phone.
3. Take a pen. You can't sign contracts (by/ in)pencil.
4. The voyage was tiring. The sea was rough and we had to be (in/ at) sea more than a fortnight.
5. He lives (at/ on)a farm somewhere in Texas.

- right.
6. Put your signature (on/ at) the bottom of the page. Don't write (at/ in)the middle, put it (at/ on) the right.
 7. She made this sweater herself (at/ by) hand.
 8. He through an egg (to / at) the speaker.
 9. The car that was going (with / at) the speed of 70 miles per hour braked (on / at) the traffic lights.
 10. The participants of Greenpeace rally were standing (by / in) a line (in front of / before) the house of the mayor.
 11. He was (on / at) work (before / until) 3 o'clock yesterday.
 12. He was sent (in / to) prison for shoplifting (by / at) age of seventeen.
 13. (In / On) the whole, I liked our journey. But next year I'd like to go (on / to) cruise.
 14. She is not (by / on) the phone in the country.- Why won't she buy a mobile telephone? It is so convenient.-Her salary decreased (on / by) two hundred dollars this year and she can't afford it.
 15. (From / In) my opinion, she must go (to / on) a diet.

Ex. 2.

Вставить—along, through, across, past

1. Our cottage is rather far. You should drive—the church,—a small wood, then—the river (there is a wooden bridge) and finally—the wide road. Our house is by this road.
2. Paul is a good swimmer. He can swim—the river.
3. She went—me without saying a word.
4. The burglar got into the house—the open window.
5. He ran—the lawn and came up to the French window.
6. They went—the bank of the river talking loudly.
7. Oil flows—a pipeline.
8. When she was going—the jewellery shop, her attention was attracted by a necklace in the shop window.

Ex. 3.

Вставить—like, as

1. Is he a millionaire? He spends money—a sheikh.
2. People—the Pitts always fail us.
3. – an economist, I can't agree to it.
4. He broke my knife, he used it—a tin opener.
5. She is more—her father than her mother.
6. I had waited so long for it, it was –a dream.
7. I used to work—a cabin boy.
8. What has happened to John? He is playing—a beginner.
9. – the weather is bad (it looks – rain), let's stay at home.
10. – a newcomer , he couldn't take part in the debate.

Ex. 4.

Вставить—down, up, under, below, over, above

1. Why are you so late? – Our car stuck—the bridge.
2. You are cold. Put this plaid – your knees.
3. It seems to me that she is—twenty-one.
4. There is nothing new—the sun.
5. The branch hit me just—the elbow.
6. Climb—at once! You may fall!
7. My house – the street, on the hill, and my brother lives—the street, by the river.
8. We are on the second floor in the dining room now. – it there used to be a bedroom of the countess and – it you can see the famous orangery which has been carefully kept for two centuries already.

Ex. 5.

Вставить – among, between

1. Differences in pronunciations—British English and American English are numerous.
2. For her there is not much choice—Paul and Nick.
3. She could see him – people in the crowd.
4. You may divide this money—you both.
5. There is an oak tree – birches and pines near my house.

3.2.1-3.2.3. Простое прошедшее время. Правильные глаголы. Простое прошедшее время, -had-, could-; неправильные глаголы

Test I Past Simple

I. Put the following into the past.

1. He comes to the class every day.
2. She goes to Paris for her new dresses.
3. You do that work very well.
4. Jan thinks a lot about his work.
5. He buys his suits in Savile Row.
6. I know the answer to your question.

- 7.He can't understand what you say.
- 8.Frieda writes the letter to her sister.

II. Make the following sentences interrogative.

- 1.Tom played tennis very well.
- 2.Those letters came to England by airplane.
- 3.They saw the boy swim to the big rock.
- 4.Alison went to the shop yesterday.

III. Make questions.

- 1.Mike went to the forest last summer.

IV. Make up the sentences.

- 1.The boys, to the theatre, went, on Friday.
- 2.put, the girls, their books, on the shelf.
- 3.ate, the cows, all the cabbages.
- 4.went up, the tree, the cat.

Test II Past Simple.

I. Put the following into the past.

- 1.George is a history teacher.
- 2.He lives in Moscow.
- 3.Mr.Mason always has lunch at home.
- 4.Nick does his math and studies Russian history.
- 5.I get up at 6 a.m.
- 6.We can't play the piano.
- 7.She wake up at 6.30 a.m.
- 8.Mary cooks dinner.

II. Make the following sentences interrogative.

- 1.He left school at an early age.
- 2.Mark worked as a printer.
- 3.They took a trip on the ship "The Quaker City".
- 4.He was born in London.

III. Make questions.

- 1.We worked in the park yesterday.

IV. Make up the sentences.

- 1.walked out, they, into the street.
- 2.slept, all night, I.
- 3.in the evening, they, returned, late.
- 4.were, we, at the station, yesterday.

Test III Past Simple.

I. Put the following into the past.

- 1.I have a wonderful dream.
- 2.We take a trip to Hawaii.
- 3.We are on a ship.
- 4.They drink exotic cocktails.
- 5.Lots of people dance.
- 6.The music play loudly.

7. John studies French.
8. Richard eats all the cakes.

II. Make the following sentences interrogative.

1. She lives in this house.
2. Mary studied biology last year.
3. Peter saw that musical.
4. I was in Helsinki.

III. Make questions.

1. We went to London last summer.

IV. Make up the sentences.

1. bought, they, a new house, in London.
2. built, he, a wooden bookcase.
3. had, a holiday, we, for a few weeks.
4. gave, Dr. Brown, you, some advice.

4.1.2. 4.1.3. 4.1.4. Артикли

Тест 1. The Article

Выберите правильный вариант ответа:

1. Russian company Avgit Founded a joint venture with the Latvian Spondo company.
a) a (an) b) the c) –
2. In 1998 Nestle brought half of its products to Russian market from abroad.
a) a (an) b) the c) –
3. Twenty five specialists have already undergone training in Germany.
a) a (an) b) the c) –
4. Russian – Iranian auto plant has started assembling pickups.
a) a (an) b) the c) –
5. Germans intend to invest 30 million in the project.
a) a (an) b) the c) –
6. River Elbe flows through the Czech Republic.
a) a (an) b) the c) –
7. The nearest big city was Riga.
a) a (an) b) the c) –
8. In Russia the 1-st McDonald`s restaurant appeared in 1990.
a) a (an) b) the c) –
9. Before the late 19th century the white conquest of West was completed.
a) a (an) b) the c) –
10. United States has rich and productive land.
a) a (an) b) the c) –

Тест 2. The Article

Выберите правильный вариант ответа :

1. In world there is no perfect economic system.
a) a (an) b) the c) –
2. Costs are money spent to manufacture goods or provide services.
a) a (an) b) the c) –
3. Land is factor of production.
a) a (an) b) the c) –
4. In planned economy, the government sets prices.
a) a (an) b) the c) –
5. Competition exists in free market because anyone can be a producer.
a) a (an) b) the c) –
6. Many millions of people enjoy a quality of life.
a) a (an) b) the c) –
7. People get loans from banks for all sorts of reasons.
a) a (an) b) the c) –
8. He owns a lot of real estate in Florida.
a) a (an) b) the c) –
9. I need wage rise of \$1500 to keep up with inflation.
a) a (an) b) the c) –
10. She works in sales.
a) a (an) b) the c) –

5.1. Прилагательные, наречия

1. Выберите правильный вариант ответа:

1. The US has a domestic market than Portugal.
a) bigger b) more big
2. If one company has a much share than any other, it can affect price.
a) the largest b) larger
3. There are companies which need a lot of money to set up but much
money to run.
a) little b) less
4. An increase in demand can make a company push its prices even
than necessary.
a) higher b) the highest
5. Adam Smith is one of economists.
a) great b) the greatest
6. A house is one of the things that people buy.
a) more expensive b) most expensive
7. China and India are now making Contributions to global growth.
a) the largest b) larger
8. From 2004 to the present world growth has been than at any
time since the early 1970s.
a) more rapid b) rapider
9. Unfortunately, volatility does not rule out occasional recessions.
a) more low b) lower
10. Output stabilization in developing countries was
a) more gradual b) gradualer

2. Выберите правильный вариант.

1. The exam was quite easy —_____ we expected.
 - a) more easy that c) easier than
 - b) more easy than d) easier as
2. The more electricity you use,_____.
 - a) your bill will be higher
 - b) will be higher your bill
 - c) the higher your bill will be
 - d) higher will be your bill
3. He's a fast runner. I can't run as_____ as he.
 - a) fast c) faster
 - b) fastly d) fastest
4. The film was really boring. It was _____ I've ever seen.
 - a) most boring film c) the film more boring
 - b) the more boring film d) the most boring film
5. My book is _____ interesting _____ yours.
 - a) as, as c) as, like
 - b) like, like d) like, as
6. My house is _____ height _____ his.
 - a) as, as c) as, the same
 - b) the same, as d) the same, the same
7. John's grades are _____ his sister's.
 - a) the higher than c) higher than
 - b) the highest as d) more high than
8. His drawings are as perfect as his _____.
 - a) instructor b) instructor's
 - c) instructors d) instructor drawings
9. The salary of a professor is higher than _____ a secretary.
 - a) — c) has
 - b) one of d) that of
10. I feel _____ today than I did last week.
 - a) much better c) no better
 - b) more good d) more better
11. No animal is so big _____ King Kong.
 - a) as c) than
 - b) so d) that
12. Her sport car is different _____ Kate's.
 - a) like c) from
 - b) as d) so
13. California is farther from New York _____ Pennsylvania.
 - a) as c) like
 - b) than d) from
14. This encyclopedia costs _____ the other one.
 - a) more c) twice as many as
 - b) twice more than d) twice as much as
15. The hotter it is, _____ I feel.
 - a) the more miserable c) more miserable
 - b) the miserable d) most miserable
16. The more you study, _____ you will become.
 - a) the more smart c) smarter
 - b) the more smarter d) the smarter
17. No sooner had he started out for California _____ it started to rain.
 - a) that c) no sooner
 - b) than d) -
18. Of the two books, this one is the _____.
 - a) the most interesting c) more interesting
 - b) most interesting d) the more interesting
19. These shoes are _____ of all.
 - a) less expensive c) the less expensive
 - b) the least expensive d) least expensive
20. He drives _____ than Bob.
 - a) more cautiously c) the most cautiousliest
 - b) cautiouslier d) more cautious

5.2. 5.3. Простое будущее время

Контрольная работа

Задание 1. Раскройте скобки, употребляя глаголы в Future simple

1. I (to be) at school tomorrow
2. They (to go) to Paris next week
3. Mike (to phone) you later
4. We (to fly) to Paris tomorrow
5. My father (to drive) a car tomorrow
6. Ben (to be) late tonight

Задание 2. Составьте предложения во времени Future simple

1. I/ tomorrow/ to the theater/ go
2. Peter/ soon/ come
3. We/ next year/ go/ to England
4. I/ to do your homework/ help you
5. Start/ the game/ at 10 o'clock
6. Next week/ my father/ a new car/ buy

Задание 3. Напишите вопрос и отрицание к предложению

1. My friends will go to the zoo next Sunday
2. The weather will be good tomorrow
3. We will take an exam next week
4. You will go to the park today
5. Ben will be at school in 10 minutes
6. You will call me tomorrow

Задание 4. Переведите предложения, используя Future simple

1. Завтра я не пойду в школу
2. Следующей весной они поедут в свадебное путешествие
3. Я буду в университете через 5 минут
4. Мы сдадим этот экзамен
5. Завтра будет солнечно
6. Майк будет рад видеть тебя

Задание 5. Образуйте специальный вопрос к предложению

1. Nina will be at school in 10 minutes (Where)
2. The competition will start tomorrow (When)
3. Ben will buy a new bicycle (What)
4. Sam will come soon (Who)
5. We will go to the cinema at 6 o'clock (What time)
6. They will fly to Australia next week (Where)

Задание 6. Поставьте глаголы в скобках в простом будущем времени

1. I think he (to be) glad to see you
2. I think this party (to be) very fun
3. I think Mike (not to go) to school today
4. I think you (to pass) the exam
5. I think the weather (to be) good tomorrow
6. I don't think we (to go) for a walk today

Задание 7. Дайте краткий положительный и отрицательный ответы на заданный вопрос

1. Will you go with me?
2. Will we go to the zoo?
3. Will Kate be in the park today?
4. Will he solve this problem?
5. Will you buy a new car?
6. Will they go to Paris next Monday?

Задание 8. Определите в каких из предложений используется время Future simple

1. Mike wants to be a doctor
2. I will be a teacher
3. There are many birds in the sky
4. Anna will not go with you
5. They will go to the zoo tomorrow
6. I will visit my father in 2 days

5.4. 5.5. 5.6. 5.7 Модальные глаголы

1.

- _____(1) you retell this text in English right now?
 - Unfortunately I _____(2). _____(3) to do this I
 _____(4) to repeat some words which I _____(5).

- | | | | |
|---------------|------------|---------------|---------------|
| a) | b) | c) | d) |
| 1 can | 1 can | 1. must | 1. shall |
| 2. can't | 2. can't | 2. can't | 2. can't |
| 3. to be able | 3. be able | 3. to be able | 3. to be able |
| 4. have | 4. have | 4. must | 4. can |
| 5. need- | 5. need | 5. can | 5. need |

2.

He _____(1) write in German, but he _____(2) to
 speak the language fluently. He _____(3) to listen to many
 tapes _____(4) to understand native speakers when he
 _____(5) to work in Germany.

- | | | | | | | |
|---------------|---------------|---------------|---------------|-------------|--------|--------|
| a) | b) | c) | d) | | | |
| 1. can | 1. can | 1. can | 1. is able | | | |
| 2. isn't able | 2. can't | 2. isn't able | 2. isn't able | | | |
| 3. '11 have | 3. '11 have | 3. '11 have | 3. '11 have | | | |
| 4. to be able | 4. to be able | 4. to be able | 4. to be able | 5. '11 have | 5. has | 5. has |
| | | | | | | 5. has |

3.

- _____(1) I come in?
 — No, you _____(2) because the bell has already rung.
 - Oh, I'm sorry. _____(3) I go to the dean's office for
 permission?
 - No, you _____(4). You _____(5) join us after the
 break.

- | | | | |
|------------|------------|------------|------------|
| a) | b) | c) | d) |
| 1. shall | 1. may | 1. may | 1. may |
| 2. mustn't | 2. must | 2. mustn't | 2. mustn't |
| 3. shall | 3. shall | 3. shall | 3. shall |
| 4. needn't | 4. needn't | 4. need | 4. needn't |
| 5. may | 5. may | 5. may | 5. may |

4.

If you _____(1) to work much, you _____(2) to go in
 for sports. If you _____(3) to go in for sports, you _____(4)
 become unfit. So, you _____(5) decide what is better.

- | | | |
|------------------|------------------|---------|
| a) | c) | |
| 1. '11 have | 1. have | |
| 2. won't be able | 2. won't be able | |
| 3. aren't able | 3. aren't able | |
| 4. may | 4. may | |
| 5. must | 5. must | |
| b) | d) I. have | I. have |
| 2. aren't able | 2. won't be able | |
| 3. aren't able | 3. won't be able | |
| 4. may | 4. may | |
| 5. must | 5. must | |

5.

My friend and I _____(1) to do a part-time job _____(2)
 to make a trip to the Far East. But yesterday my friend said
 he _____(3) go there because he _____(4) to look after
 his sister who _____(5) be seriously ill.

- | | |
|---------------|---------------|
| a) | b) |
| 1 must | 1. had |
| 2. to be able | 2. to be able |
| 3. couldn't | 3. couldn't |
| 4. would have | 4. would have |

5. might

5. might

6.

- The plane to Boston _____(1) to take off in 15 minutes. _____(2) you do me a favour? _____(3) I pass through the Customs without checking my suitcase?

- I'm sorry you _____(4). All passengers _____(5) open their suitcases.

- | | | | |
|------------|------------|------------|----------|
| a) | b) | c) | d) |
| 1.is | 1.will | 1.is | 1.is |
| 2. could | 2. can | 2. could | 2. could |
| 3. may | 3. may | 3. shall | 3. may |
| 4. may not | 4. may not | 4. may not | 4. may |
| 5. must | 5. must | 5. must | 5. must |

7

— _____(1) you _____(1) to go to work earlier yesterday?

- Yes, I did. But I was late because I _____(2) get up on time.

- What about tomorrow? _____(3) you _____(3) to wake up early again? I think I _____(4) because it _____(5) be a day off.

- | | |
|---------------|---------------|
| a) | c) |
| 1. do, have | 1. did, have |
| 2. couldn't | 2. couldn't |
| 3. will, have | 3. do, have |
| 4. must not | 4. mustn't |
| 5. may | 5. may |
| b) | d) |
| 1. did, have | 1. did, have |
| 2. couldn't | 2. couldn't |
| 3. will, have | 3. will, have |
| 4. mustn't | 4. must |
| 5. may | 5. has |

8

- _____(1) I help you?

- Please, do. I _____(2) shut the door. The lock _____(3) be out of order. Yesterday I _____(4) lock the door either and I _____(5) to ask for help.

- | | | | |
|-------------|-------------|-----------|----------------|
| a) | b) | c) | d) |
| Lean | Lean | Lean | Lean |
| 2. can't | 2. must | 2. can't | 2. am not able |
| 3. must | 3. must | 3. should | 3. should |
| 4. couldn't | 4. couldn't | 4. could | 4. couldn't |
| 5. had | 5. had | 5. had | 5. had |

9

— _____(1) you like some drink?

— Yes, please. I _____(2) take a cup of coffee without sugar. Doctors say I _____(3) eat too much sugar. What is worse I _____(4) give up eating salty food. It is difficult because I _____(5) do without salt.

- | | | | |
|------------|----------|------------|------------|
| a) | b) | c) | d) |
| 1. would | 1. would | 1. would | 1. would |
| 2. have | 2. will | 2. will | 2. will |
| 3. mustn't | 3. can | 3. mustn't | 3. mustn't |
| 4. must | 4. must | 4. can | 4. must |
| 5. can't | 5. can't | 5. can't | 5. can't |

10

Dick _____(1) sing very well but he _____(2) read music. I think he _____(3) take the lessons of music _____(4) to read it. This _____(5) help him to become a Professional singer.

- | | | | |
|---------------|---------------|---------------|---------------|
| a) | b) | c) | d) |
| 1. is able | 1 can | 1. can | 1. can |
| 2. can't | 2. can't | 2. can't | 2. need |
| 3. should | 3. ought | 3. should | 3. should |
| 4. to be able | 4. to be able | 4. to be able | 4. to be able |

5. may 5. may 5. may 5. may

11

- _____(1) I borrow your newspaper for a minute?
- Yes, you _____(2). But you _____(3) give it back to me since I _____(4) it to wrap the bunch of flowers which _____(5) fade.

- | | | | |
|------------|------------|------------|-------------|
| a) | b) | c) | d) |
| 1.may | 1. shall | 1.may | 1.may |
| 2. may | 2. may | 2. should | 2. may |
| 3. must | 3. must | 3. need | 3. must |
| 4. need | 4. need | 4. must | 4. '11 have |
| 5. mustn't | 5. mustn't | 5. mustn't | 5. mustn't |

12

You (1)_____to be respectful when you _____(2) to make a trip in Afganistan. And namely you _____(3) greet someone with the left hand. Besides you _____(4) praise any thing in your host's house because according to the old custom they _____(5) to give what you liked to you.

- | | | | |
|--------------|--------------|--------------|-------------|
| a) | b) | c) | d) |
| 1.must | 1. ought | bought | 1. ought |
| 2. have | 2. have | 2. must | 2. have |
| 3. mustn't | 3. mustn't | 3. shouldn't | 3. needn't |
| 4. shouldn't | 4. shouldn't | 4. mustn't | 4. oughtn't |
| 5. ought | 5. ought | 5. ought | 5. ought |

13

— I _____(1) your help. Tomorrow I _____(2) to go away for a fortnight. My dog _____(3) be fed twice a day.
- I'm sorry I _____(4), but you _____(5) ask somebody else to take care of your pet.

- | | | | |
|----------|-------------|-------------|-------------|
| a) | b) | c) | d) |
| 1.need | 1.need | 1.need | 1.need |
| 2. must | 2. '11 have | 2. '11 have | 2. '11 have |
| 3. must | 3. must | 3. needs | 3. must |
| 4. can't | 4. can't | 4. can't | 4. couldn't |
| 5. may | 5. may | 5. may | 5. may |

14

- _____(1) you _____(1) to study hard last week?
- Yes, I did. I _____(2) to write the composition which I _____(3) to give my teacher today.
— I suppose you _____(4) be in a hurry because the teacher _____(5) be ill.

- | | | | |
|-------------|--------------|--------------|--------------|
| a) | b) | c) | d) |
| 1. do, have | 1. did, have | 1. did, have | 1. did, have |
| 2. had | 2. had | 2. had | 2. had |
| 3. am | 3. must | 3. am | 3. am |
| 4. need not | 4. need not | 4. needed | 4. need not |
| 5. may | 5. may | 5. may | 5. may |

15

Yesterday I _____(1) to do my homework late at night because before I _____(2) to go to the library to look through some necessary material. Only then I _____(3) proceed to home assignments. I _____(4) to do all of them, since I was tired. But the other day I _____(5) do everything early in the morning.

- | | | | |
|----------------|----------------|----------------|-------------|
| a) | b) | c) | d) |
| 1.must | 1.had | 1.had | 1.had |
| 2. needed | 2. need | 2. needed | 2. needed |
| 3. could | 3. could | 3. could | 3. couldn't |
| 4. wasn't able | 4. wasn't able | 4. wasn't able | 4. was able |
| 5. could | 5. could | 5. could | 5. could |

6.1. – 6.6. Пассивный залог
Контрольная работа

1 variant **Passive Voice**

Date: _____

1 Fill in the verbs in Passive.

1. A lot of newspapers _____ (to print) every day.
2. The telegram _____ (to receive) tomorrow.
3. This article _____ (to discuss) now.

2 Change the sentences into Passive.

1. This writer wrote a lot of books.

2. You will buy this CD tomorrow.

3. The police were following him until he got to the office.

4. The doctor had already told him to go on a diet.

5. You must tidy your bedroom.

6. The hotel servants didn't iron the shirts.

7. Young people play basketball in Turkey.

8. Did the school master invite the children to dinner?

3 . Translate the sentences into English.

1. Меня часто спрашивают на уроках.

2. Новую больницу только что построили.

3. Телеграмму бабушке отправят завтра.

2 variant **Passive Voice**

Date: _____

1 Fill in the verbs in Passive.

1. Too many mistakes _____ (to make) in the last dictation.
2. The room _____ (to clean) yesterday.
3. The film _____ (to watch) at 6 o'clock yesterday.

2 Change the sentences into Passive.

9. We watch interesting films on TV every day.

10. Students take examinations at the end of each term.

11. They haven't brought back my skates.

12. The author is writing a new book.

13. She brought me some oranges.

14. The manager didn't start the program.

15. We eat a lot of ice-cream in summer.

16. Didn't the doctors keep him in hospital?

3 . Translate the sentences into English.

1. Концерт транслировали по ТВ весь вечер вчера. (broadcast)

2. Его пригласили на вечеринку на прошлой неделе.

3. Послушай! Играют очень знакомую мелодию.

3 variant **Passive Voice**

Date: _____

1 Fill in the verbs in Passive.

1. A gold medal _____ (to win) by our team next year.
2. She showed me the picture which _____ (to paint) by her father.
3. I hope that the tickets _____ (to give) me by 4 o'clock tomorrow.

2 Change the sentences into Passive.

17. They are looking for the girl everywhere.

18. The waiter will serve you breakfast in five minutes.

19. They are repairing the clock now.

20. You can use the saucepan for cooking spaghetti.

21. A car hit my dog.

22. The workers didn't paint the kitchen.

23. We wear warm clothes in winter.

24. Will Susan decorate the bedroom tomorrow?

3. Translate the sentences into English.

1. Дети не ложились спать, пока елка не была украшена.

2. Самые важные новости печатаются в газетах.

3. Вас обслужат через пять минут.

4 variant **Passive Voice**

Date: _____

1 Fill in the verbs in Passive.

We're late. The game already _____ (to be often) (to play).
Fried potatoes _____ (to be often) (to play).
Don't worry! The dinner _____ (to cook already).
with fish.

2 Change the sentences into Passive.

25. They offered me a cup of tea.

26. We have just sent for the doctor.

27. He had interrupted me.

28. Somebody stole my wallet yesterday.

29. The lawyer sent the letters yesterday.

30. People don't use this road very often.

31. Did the snowball hit the man?

- b) had been crossing d) were crossing
4. She said she couldn't go in the water because she _____ her swimming suit.
- a) had not brought c) hasn't brought
- b) didn't bring d) will not bring
5. She said my shoes were wet through and asked if I _____ all the way from the station in that rain.
- a) has walked c) walking
- b) had walked d) was walking
6. The old teacher advised me to speak slowly if I _____ them to understand me.
- a) had wanted c) wanted
- b) want d) would want
7. It was announced that the international treaty against the new warfare _____ and had gone into effect.
- a) would have been ratified c) had been ratified
- b) is ratified d) was ratified
8. The Navy officials said that the dolphins _____ in **salt** water holding tanks.
- a) will be kept c) are kept
- b) would be kept d) will kept
9. Nobody can explain why she decided to touch upon the matter yesterday night. She _____ that the whole subject was too dangerous to discuss at night.
- a) ought to know c) ought known
- b) ought to have known d) ought know
10. It has recently been announced that further supplies _____ soon be available.
- a) will c) were
- b) would d) are
11. She wondered if Stephen had found that the room was empty and if he _____ for her at the moment.
- a) looked c) was looked
- b) had been looking d) was looking
12. The receptionist told us that from our room we _____ a wonderful view over the sea.
- a) will have c) would have
- b) were going to have d) were having
13. Miss Marple replied that she _____ surprised at seeing the doctor depart.
- a) is not c) has not been
- b) won't be d) would not be
14. The receptionist explained that breakfast _____ served between 7.00 and 9.00.
- a) is b) is being
- c) was d) was being
15. The guide reminded us that after lunch we _____ sightseeing.
- a) go c) went
- b) were going d) would go

Тест 3

Выберите правильный вариант.

1. He asked me if Tom _____ yet.
- a) hadn't left c) leaves
- b) left d) hasn't left
2. He asked me how long I _____ English.
- a) learn c) has been learning
- b) am learning d) had been learning
3. I didn't know who they _____ about.
- a) speak c) were speaking
- b) are speaking d) spoke

4. She said: "You will read this book in the 9th form."
5. "You have not done your work well," said the teacher to me.

Упражнение 3.

Восстановите прямую речь в следующих предложениях.

E.g.: Tom said he would go to see the doctor the next day. – Tom said: "I shall go and see the doctor tomorrow"

2. He told me he had fallen ill.
2. They told me that Tom had not come to school the day before.
3. She told me she had caught cold.
4. The old man told the doctor that he had pain in his right side.
5. He said he would not come to school until Monday.

Упражнение 4.

Передайте следующие специальные вопросы в косвенной речи.

E.g.: Mother said to me: "Who has brought this parcel?" – Mother asked me who had brought that parcel.

1. He said to her: "Where do you usually spend your summer holidays?"
2. Ann said to Mike: "When did you leave London?"
3. Boris said to them: "How can I get to the railway station?"
4. Mary asked Tom: "What time will you come here tomorrow?"
5. She asked me: "Why didn't you come here yesterday?"

Упражнение 5.

Передайте следующие специальные вопросы в косвенной речи, начиная каждое предложение со слов, данных в скобках.

E.g.: Where did I put the book? (I forgot ...) – I forgot where I had put the book.

1. Who has given you this nice kitten? (She wanted to know ...)
2. Where can I buy an English-Russian dictionary? (He asked me ...)
3. How long will it take your brother to get to Madrid? (He wondered ...)
4. Where has he gone? (Did you know ...)
5. Where did she buy this hat? (He wanted to know ...)

Упражнение 6.

Передайте следующие общие вопросы в косвенной речи.

E.g. : I said to Mike: "Have you packed your suitcase?" – I asked Mike if he had packed his suitcase.

1. I said to Kate: "Did anybody meet you at the station?"
2. I said to her: "Can you give me their address?"
3. I asked Tom: "Have you had breakfast?"
4. I asked my sister: "Will you stay at home or go for a walk after dinner?"
5. She said to the young man: "Can you call a taxi for me?"

Упражнение 7.

Восстановите прямую речь в следующих предложениях.

E.g.: I asked him if he was going to a health resort. – I said to him: "Are you going to a health resort?"

1. I asked him if the doctor had given him some medicine. I asked him if he was feeling better now.
2. I asked the man how long he had been to St. Petersburg.
3. We asked the girl if her father was still in Moscow.
4. I asked the girl what sort of work her father did.
5. I asked if they had taken the sick man to hospital.

Вариант II

Упражнение 1.

Передайте следующие повелительные предложения в косвенной речи.

2. "Please bring me some fish soup," he said to the waitress.
3. "Please don't mention it to anybody," Mary said to her friend.
7. "Explain to me how to solve this problem," said my friend to me.
8. The doctor said to Nick: "Open your mouth and show me your tongue."
10. The doctor said to Pete: "Don't go for a walk today."

Упражнение 2.

Передайте следующие повествовательные предложения в косвенной речи.

4. Misha said: "I saw them at my parents' house last year."
5. "I don't go to this shop very often," she said.
7. The teacher said to the class: "We shall discuss this subject tomorrow."
8. Mike said: "We have bought these books today."
3. Oleg said: "My room is on the second floor."

Упражнение 3.

Восстановите прямую речь в следующих предложениях.

1. He told me he was ill.
4. I told my sister that she might catch cold.
6. She said she was feeling bad that day.
10. The man said he had spent a month at a health resort.

Упражнение 4.

Передайте следующие специальные вопросы в косвенной речи.

3. She said to Boris: "When will you be back home?"
7. I said to Nick: "Where are you going?"
8. I said to him: "How long are you going to stay here?"
9. Pete said to his friends: "When are you leaving St. Petersburg?"
10. He said to them: "Who will you see before you leave here?"

Упражнение 5.

Передайте следующие специальные вопросы в косвенной речи, начиная каждое предложение со слов, данных в скобках.

4. Where is he going? (He didn't tell anybody ...)
6. Where is he? (Did you know ...)
7. When will he come back? (She asked them ...).
8. Where does he live? (Nobody knew ...)
9. Who has given you this nice kitten? (She wanted to know...)

Упражнение 6.

Передайте следующие общие вопросы в косвенной речи.

6. Mary said to Peter: "Have you shown your photo to Dick?"
7. He said to us: "Did you go to the museum this morning?"
8. I said to Boris: "Does your friend live in London?"
9. I said to the man: "Are you living in a hotel?"
10. He said to me: "Do you often go to see your friends?"

Упражнение 7.

Восстановите прямую речь в следующих предложениях.

6. I asked my friend if he had a headache.
7. I wanted to know when he had fallen ill.
8. I wondered if he had taken his temperature.
9. I asked him if he was going to a health resort.
10. I wondered if he had taken his temperature.

Переведите в косвенную речь:

ПОВЕСТВОВАТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ

1. "My friend lives in Moscow", said Alec.
2. The poor man said: "My horse is wild. It can kill your horse".
3. "You have not done your work well", said the teacher to me.
4. "I can't explain this rule to you" said my classmate to me.
5. He said: "I have just received a letter from my uncle"
6. I said: "I can give you my address".

СПЕЦИАЛЬНЫЕ ВОПРОСЫ

1. They said: "What time does the train start?"
2. She asked me: "What will you do tomorrow?"
3. I asked my uncle: "How long did you stay in Moscow?"
4. He wondered: "Where did you buy this hat?"
5. He said to her: "Where do you usually spend your summer holidays?"
6. She asked me: "Why did you come here yesterday?"

ОБЩИЕ ВОПРОСЫ

1. The teacher said to me: "Does your father work at a factory?"
2. "Did you go shopping yesterday?", said grandmother to Mary/
3. My sister said to me: "Will you take me to the theatre with you tomorrow?"
4. The doctor asked Nick: "Do you wash your face every morning?"
5. Father said to Nick: "Have you done your homework?"
6. The man asked: "Are there any more books here?"

ПОВЕЛИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ

1. "Tom, go to bed", said his mother.
2. "Don't play in the street", said the van to the boys.
3. "Give me your book, Nick", said the teacher
4. Father said to Jane: "Show me your homework, please".
5. The teacher said to the pupils: "Don't open your books".
6. Kate said to her grandmother: "Help me to cook the soup, please".

7.6. Сложное дополнение

Контрольная работа Употребление Complex Object

Задание 1. Составьте предложения с Complex Object, используя глагол, данный в скобках.

1. I think she will phone. (expect)
2. My father said I could use his car. (allow)
3. I suggested that she should go home. (offer)
4. I asked my friend 'Can you help me?' (ask)
5. I think you should know the truth. (want)

Задание 2. Поставьте глагол в правильной форме: -ing, infinitive with or without to (с окончанием -ing, инфинитивом с частицей to или без частицы to).

1. The film was very sad. It made me (cry)
2. Have you got enough money or do you want me you some. (lend)
3. I heard her the door and (open, go out)
4. She told him the door. (lock)
5. I saw him the ducks. (feed)

Задание 3. Замените дополнение, выраженное существительным, на местоимение в объектном падеже.

1. We expected **Tom** to be late.
2. I wouldn't recommend **my friends** to stay in that hotel.
3. I saw **Mary** take the pen out of the pocket.
4. I asked **my friend** to help me.
5. Jane's parents wouldn't let **their daughter** go out alone.

Задание 4. Переведите предложения на английский язык, используя конструкцию Complex Object.

1. Я хочу, чтобы ты знал об этом.
2. Я сказал Алану идти домой.
3. Они пригласили его погостить у них несколько дней.
4. Она не хотела, чтобы я ушел.
5. Я слышал, как она играет на пианино.

Задание 5. Постройте предложения без конструкции Complex Object, сохранив их первоначальный смысл.

1. I want you to remember this rule.
2. Glasses make him look older.
3. Do you expect her to phone?
4. They think him to be a good driver.
5. She allowed us to borrow her books.

7.7. Сложное подлежащее

Переведите на русский язык, обращая внимание на сложное подлежащее.

1. He is said to know all about it. 2. He was said to have known the whole truth about it. 3. Juri Gagarin is known to be the first man in the world to travel into space on the 12th of April, 1961. 4. He is supposed to be a very good film actor. 5. He is believed to be innocent of the crime. 6. Innocent people were announced to have been murdered by terrorists. 7. The terrorist was announced to have been killed by his own bomb. 8. The exhibition of 19th century French painting is expected to open by the end of next week. 9. Monet's painting is reported to be on exhibition until the end of the month. 10. The President of Russia was reported to speak to the nation on television tonight. 11. The American astronaut Neil Armstrong is known to be the first man to walk on the moon. 12. He was said to be one of the most promising nuclear physicists. 13. He is said to be a good translator. 14. Roberta was known to be an honest and hard-working girl. 15. Clyde was expected to arrive at the weekend.

Перефразируйте следующие предложения, употребляя сложное подлежащее.

ПРИМЕР. People consider the climate there to be very healthy. = **The climate there is considered to be very healthy (complex subject).**

2. 1. People consider the climate there to be very healthy. 2. It was announced that the Chinese dancers were arriving next week. 3. It is expected that the performance will be a success. 4. It is said that the book is popular with both old and young. 5. It is believed that the poem was written by an unknown soldier. 6. It is supposed that the playwright is working at a new comedy. 7. It is reported that the flood has caused much damage to the crops. 8. It was supposed that the crops would be rich that year. 9. It has been found that this mineral water is very good for the liver. 10. Scientists consider that electricity exists throughout space. 11. It is said that the weather in Europe was exceedingly hot last summer. 12. It was reported that five ships were missing after the battle.

7.8. Будущее продолженное время

Контрольная работа

Task-1

Open the brackets use the verbs in the Future Continuous.

- 1 When you come to my place, I (to do) my homework.
- 2 We (to travel) in the USA.
- 3 You (to write)your story for the school newspaper after classes?
- 4 My friend (to play) football tomorrow morning.
- 5 Mary (to play) the piano after the supper.

Task-2

Complete the sentences using the right word: back, out, up, away.

- 1 It's my school bag. Give it ...
- 2 Could you, please, give these exercise books ...
- 3 I don't want to keep this money, I prefer to give it ...
- 4 She decided not to give...music, it wasn't easy to find time for it.
- 5 I want to ask Mike to give me my bicycle...

Task-3

Put these words in the right order to make sentences.

- 1 today/ have got / people/ a lot of environmental problems.
- 2 I / hedges / have never / seen / in / Australia/.
- 3 in London / Mike /in 1990 / was born.
- 4 attract / the Niagara Falls / a lot of tourists / every summer.
- 5 has canned / a lot of fruit / she / since August.

bankruptcy petition	заявление о признании банкротом; заявление о возбуждении дела о
банкротстве	
to be in force	оставаться в силе; действовать; иметь силу
bilateral agreement	двустороннее соглашение
binding	обязательство; имеющий обязательную силу
breach of contract	нарушение договора; нарушение контракта
to break an agreement	нарушить договор; нарушить соглашение
to break the law	нарушать закон
cancellation date	дата аннулирования
certificate	удостоверительная надпись
to certify	удостоверить; засвидетельствовать
to cheat – to swindle	совершить мошенничество
code	свод законов; кодекс
come into force	вступать в действие; войти в силу
come to terms	достичь соглашения
competent court	компетентный суд
lease contract	арендный договор
legal action – lawsuit	судебный процесс; иск; тяжба
legal adviser	адвокат; советник по правовым вопросам
legal assistance	юридическая помощь
legal charges – legal fees	юридические расходы
legal department	правовое управление
legal domicile	юридический адрес
legal proceedings – legal action	судебная тяжба; процессуальные действия
legal representative	законный представитель
lessee – tenant	наниматель; ответчик по вещному иску
letter of intents	письмо о намерении
liability in contract	обязательства по контракту
licensee	обладатель лицензии
lien creditor	кредитор, имеющий залоговое обеспечение
limitation period	срок исковой давности
magistrate – judge	магистрат; государственный чиновник
mortgage	ипотечный залог
notary public	нотариус
notice	сообщение; оповещение
to notify	сообщать; предупреждать
omission	бездействие; несовершение действия
partial agreement	частичное соглашение
to patent	патентовать
patent	привилегия; защищенный привилегией
patent holder	обладатель патента
conflict of interests	конфликт интересов
contracting party	сторона в договоре
copyright	издательское право
declarant	декларант; истец
to declare null and void	аннулировать; объявлять недействительным
to decline any responsibility	сложить с себя обязательства
deed of gift	дарственная; договор дарения
defendant – accused	обвиняемый; ответчик
to defraud	мошенничать
to dishonor (GB) – to dishonor (US)	отказывать в акцепте или оплате векселя
to dispute	ставить под сомнение; спорить
to draw up a contract	составлять договор
effective date	момент, начиная с которого может быть выдвинуто возражение
to endorse – to back	делать индоссамент; указывать основание иска
to enforce a law	обеспечивать соблюдение закона
exclusion clause – exemption clause	оговорка об исключении
fair rent	честный доход с недвижимости
to file documents	представлять документы; регистрировать документы
fine	денежное взыскание; штраф; оштрафовать
first mortgage	первая закладная; первая ипотека
fixed term contract	срочный договор; контракт на определенный срок
fraud – swindle	жульничать; совершить мошенничество

gentlemen's agreement	джентльменское соглашение
to give due notice	своевременно оповестить
guarantee deposit	гарантийный взнос
patent office	патентное бюро
patent pending	патентная заявка находится на рассмотрении
per procuracionem – by proxy	по доверенности
power of attorney – proxy	письменная доверенность
prescription	право давности
principal	исполнитель
procedure	судопроизводство; процессуальные нормы
protest	судовой протест; торжественно заявлять
proxy	представитель; полномочный
public officer	официальное лицо; представитель власти
to put on record – to take minutes	фиксировать; официально заявить
quittance – acquittance	освобождение от обязательств
to refund – to pay back	компенсировать
register a trademark	зарегистрировать товарный знак
registered	зарегистрированный; заказной
registration charges – registration fees	пошлина за регистрацию
to rent – lease – hire	брать в аренду
resolution	разрешение (спора); приговор
responsibility – liability	ответственность за вину
revenue stamp	пошлинные марки
to revoke	отменять; объявить недействительным
rights on industrial patent	право на промышленный патент
royalties rule – regulation	постановление; регламентация
second mortgage	вторичная ипотека
to have full legal powers	иметь полномочия
to honour (GB) – to honor (US)	акцептовать или оплачивать тратту
illegal – unlawful	неправомерный
illegally	неправомерно
implement an agreement	выполнять соглашение
in case of controversy	в случае судебного спора
in force	находящийся в силе; действующий
in good faith	добросовестный
indictment	обвинительное заключение; решение о предании обвиняемого суду
to infringe	нарушать (закон)
industrial property	промышленная собственность
injunction	судебный запрет
insolvent	неплатежеспособный
invalidate	лишать юридической силы; признавать недействительным
jointly and severally	совместно и порознь
judge	рассматривать дело в суде
judgement	слушание дела в суде
jurisprudence	судебная практика; юриспруденция
justice	судья
lack of evidence	отсутствие улик
to lapse – to be statue-barred	утрачивать силу; прекращать действие
lapsed	недействительный
law courts	суд общего права
lawyer (GB) – attorney (US)	поверенный; представитель
separate signature	раздельная подпись
to settle a dispute	урегулировать спор
to sign a receipt	расписываться в получении
signature by proxy	подпись по доверенности
specimen signature	образец подписи
subcontractor	субконтрагент; субпоставщик
sublease – sublet	перенаем
to sublease – to sublet	передавать в порядке перенайма
to sue	преследовать по суду; предъявлять обвинение
summon witnesses	вызванные в суд свидетели
to take legal action	возбуждать судебное дело; предъявить иск
to take someone to court	вызывать кого-либо в суд

tax fraud	налоговое мошенничество
tenderer	предложение
the regulations in force	действующие постановления
third-paid guarantee	третий гарантополучатель
third mortgage	третья закладная
trial revenue	судебные издержки
unpatented	незапатентованный
upon notice	после предварительного уведомления
verbal agreement	простое соглашение; соглашение не в форме документа за печатью
verdict	вердикт; решение присяжных
witness	давать свидетельские показания
written agreement	договор в письменной форме; соглашение в письменной форме

Прочитайте диалог между судьей и экспертом.

Q: What is your name?

A: Lionel Thompson, Your Honour.

Q: Your occupation?

A: I am a doctor, and have been all my life.

Q: Did you examine Deborah Ann Kaye and review her file?

A: The young woman who suffered massive brain damage while in Dr. Towler's care? Yes.

Q: What is your educational background?

A: I went to Howard University as an undergraduate and majored in chemistry. I went to medical school at N.Y.U. and got my M.D. in 1958.

Q: What did you do after that?

A: I stayed on the staff at Bellevue for five years, and then joined their Emergency Medicine group. I practiced there for almost twenty years, but the pace of the Emergency room became too much for me, so I joined the surgical staff of the Hempstead Hospital on Long Island. I am still on staff there.

Q: Do you hold any state licenses?

A: Yes. I am licensed to practice medicine by the state of New York.

Q: Are you a member of any medical societies?

A: Yes. The A.M.A., the New York State Medical Society, the Nassau County Medical Society, and Concerned Physicians for Peace in the Middle East.

Q: Do you have experience with anaesthesiology?

A: Yes. When I was at Bellevue, most of my practice was anaesthesiology. At Hempstead I did mostly general surgery, but of course, the surgeon must work closely with the anaesthesiologist.

Q: Have you ever testified as an expert witness before?

A: Yes, several times.

Q: Do you have any experience reviewing other doctors' work?

A: Yes. I was on the peer review committee of Hempstead Hospital from 1987 to 1995, that was in charge of reviewing complaints against staff doctors.

Q: What kinds of cases did you review?

A: All kinds, but mostly they were cases where a patient had suffered serious complications following surgery.

Q: Counting both your experience on the peer review committee and your consulting work, about how many cases of suspected medical malpractice have you investigated?

A: Around two hundred.

8. Ответьте на вопросы.

1. What branch of science is Lionel Thompson specialized in?

2. What have you learned about his educational level?

3. What was his major in the undergraduate course?

4. Where did he get his Doctor Degree?

5. What did he do after graduating from New York University?

6. Did he have enough experience as an expert witness?

7. How many cases did he review?

8. Do you think that the judge was satisfied with his qualifications as an expert?

8.1. Прошедшее совершенное время

Тест . The Past Simple / The Present Perfect Tense / The Past Perfect Tense

Выберите нужную форму глагола в настоящем простом, настоящем совершенном или в прошедшем совершенном времени.

1. He phoned to say he his bag on the plane.
1. forgot b) had left c) has left d) has forgotten
2. He the farm since 1987.
1. has owned b) own c) have been owning d) owned
3. you ever been to Scotland?
a) has b) had c) have d) did
4. they arrive at the airport on time yesterday?
a) have b) did c) has d) do
5. He unemployed since he left college.
a) has been b) were c) had been d) is
6. Where before you moved to America?
a) you did live b) you lived c) did you live d) lived you
7. Last year inflation was tremendous, and the prices
1. raised b) arise c) rise d) rose
8. Last week our manager to get a new job.
a) leave b) left c) leaves d) has left
9. Ann to the bank, but a few minutes ago she returned.
a) goes b) has gone c) went d) has gone
10. Last year the company a good profit.
1. makes b) made c) have made d) did

8.2. Прошедшее совершенное/прошедшее длящееся время

Тест . The Past Continuous / The Past Simple / The Past Perfect Tense

Выберите нужную форму глагола в одном из вышеперечисленных времен:

1. He ... on the report all day long.
1. was working b) worked c) were working
2. I ... the office when he arrived.
1. was leaving b) left c) leaves
3. We ... about safety procedures when the fire alarm went off.
1. were talking b) talked c) talk
4. The production line ... five times yesterday.
1. stopped b) was stopping c) stops
5. She ... letters when I came.
a) wrote b) was writing c) has written

6. He ... to the director at 3 yesterday.
 1. spoke b) was speaking c) speaks
7. Our fax number ... today.
 1. has changed b) changed c) changes
8. We ... just our prices.
 1. has lowered b) have lowered c) were lowering
9. The government ... a decrease in corporation tax yesterday.
 1. has announced b) was announcing c) announced
1. He ... vice-president for 10 years.
 1. has been b) was being c) have been

8.3. Возвратные местоимения

Контрольная работа

1. Fill the gaps with personal or reflexive pronouns.

- 1 . He is quit right, I agree with ... completely.
- 2 . I looked at ... in the mirror and left the house in a very good mood.
- 3 . “Who is it?” — “It’s ... may I come in?”
- 4 . Mr. Lloyds is very fat ... weighs over a hundred kilos?
- 5 introduced his wife to the quests.
- 6 . Where shall ... meet, Bob?
- 7 . James took the book and opened
- 8 . We don’t dress ... for dinner here.
- 9 . I taught ... to play the quitar.
- 10 . Selfish people only care about ...

Правильные ответы:

1. him | 2. myself | 3. me | 4. he | 5. he | 6. we | 7. it | 8. ourselves | 9. myself | 10. Themselves

2. Дано предложение на русском языке:

Я посмотрел на себя в зеркало

Необходимо сделать следующее:

1. Перевести предложение на английский язык

2. Проспрягать его с различными лицами (используя при этом также различные возвратные местоимения)

Ответы к упражнению

I looked at myself in the mirror

He looked at himself in the mirror

She looked at herself in the mirror

It looked at itself in the mirror

You looked at yourself in the mirror (единственное число)

We looked at ourselves in the mirror

They looked at themselves in the mirror

You looked at yourselves in the mirror (множественное число)

3. Fill the gaps with reflexive pronouns.

1. He wants to drive the car .
2. The children want to read the book .
3. Helen and Jane, do you want to wash dishes ?
4. Henry, do you want to repair the radio ?
5. We can install this program .
6. They can not do it .
7. She likes to make cakes .

8. I'm going to cook dinner .

1. himself. 2. themselves. 3. Yourselves 4. Yourself 5. ourselves. 6. themselves. 7. Herself 8. myself.

9.1. -9.3. Модальные глаголы

1. Общее понятие модальных глаголов. отличительные черты.
2. Модальный глагол Can
3. Модальный глагол May
4. Модальный глагол Must
5. Модальный глагол Ought (to)
6. Модальный глагол Need
7. Глаголы, способные выступать в модальном значении

1. Общее понятие модальных глаголов. Отличительные черты.

В своей речи мы не только отражаем, что происходит вокруг, передаем действие, но и высказываем свое мнение, строим предположения, прогнозируем вероятные или маловероятные поступки. Чтобы каждый из нас мог самовыразиться, как-то повлиять на события разговаривая на английском, обязательно стоит усвоить особенности Modal Verbs.

Отличие этих частей речи в том, что они не описывают действие и не отвечают на вопрос «что делать?». Их назначение — показать отношение к глаголу-сказуемому.

Отличительные черты модальных глаголов в английском языке

Данных представителей грамматики можно назвать неполноценными, даже немного дефектными. Несмотря на то, что они и называются глаголами, modal verbs все же не обладают теми характеристиками, которые мы привыкли отмечать у обычных представителей этой группы. Например:

- **не изменяются по лицам:** I can, she may, you must. Сравним: I take, she takes, you take (исключения to be, to have).
- известно, что почти все глаголы могут образовывать формы причастия, инфинитива или герундия. Эти же, **не имеют личных форм**, то есть окончания ing.
- два глагола в английском предложении очень редко могут стоять рядом, в большинстве случаев они требуют после себя инфинитив с частичкой to. А вот после модальных всегда употребляется **bare infinitive (без to)**. Хотя здесь есть три исключения: have to, be to, ought to.
- при образовании отрицаний и вопросов Modal Verbs **не требуют вспомогательных глаголов**. А некоторые из них совпадают по форме с Auxiliary Verbs.
- не используются самостоятельно, служат дополнением сказуемому

2. Модальный глагол Can

Глагол **can** означает физическую или умственную способность, возможность совершать действие. На русский язык обычно переводится словами *может, можно* и т. п. (в отрицательной форме -словами *не может, нельзя* и т. п.):

He **can do** it.. Он *может* это сделать.

It cannot be done.. Это *нельзя* сделать.

How can it be explained? Как это *можно* объяснить*.

В сочетании с глаголами, обозначающими чувства и восприятие (**to see, to hear, to smell** и т. д.), глагол **can** на русский язык не переводится:

Can you see him? Вы *видите* его?

3. Модальный глагол May

Глагол May может означать: • разрешение:

May I ask you a question? ? *Можно/разрешите* задать вам вопрос?

В ответах на вопрос May I... ? в значении *можно* употребляется may, а в значении *нельзя* **mustn't**:

May I go? Мне *можно* идти?

Yes, you may. Да, *можно*,

No, you **mustn't**. Нет, *нельзя*.

- возможность или предположение:

He **may do** it. Он *может* это сделать/*может быть*, это *сделает*.

Глагол **may** выражает фактическую, разовую возможность (вдруг возьмет да и сделает), а **can** выражает скорее общую возможность, теоретическую способность сделать что-либо.

В сочетании с перфектными формами инфинитива глагол **may** выражает предположение (тоже с оттенком сомнения, неуверенности) по отношению к прошедшему времени:

He may have done it. Он, *быть может, уже сделал* это.

В значении предположения может употребляться и форма **might**. Она выражает еще меньшую степень уверенности, чем **may**:

Он *мог бы сделать* это, но я не думаю, что он это *сделает*.

He might do it, but I don't think he will.

Форма **might** может также иметь значение упрека:

You might do it. Вы *могли бы делать* это.

You might have done it. Вы *могли бы уже сделать* это (*но не сделали*).

4. Модальный глагол *Must*

Глагол **Must** выражает необходимость, обязанность, настоятельный совет и соответствует словам *должен, нужно, надо*:

They **must do** it. Они *должны сделать* это.

Must I go there? *Нужно ли мне идти* туда?

В ответах на вопрос с глаголом **must** в утвердительном ответе употребляется этот же глагол, а в отрицательном — **needn't**:

Must I go and see him? *Нужно ли мне навестить* его?

Yes, you **must**. Да, *нужно*.

No, you needn't. Нет, *не нужно*.

у.

Глагол **must** может также выражать вероятность и переводиться на русский язык словами *должно быть, вероятно*:

He must have done it. Он, *должно быть/вероятно, уже сделал* это.

Здесь выражается гораздо более сильная уверенность, по сравнению с глаголом **may**.

5. Модальный глагол *Ought (to)*

Глагол **Ought (to)** близок к глаголу **must**, но выражает не столько обязанность или приказ, сколько моральный долг, желательность:

You **ought to do** it at once. Вам *следовало бы/следует должны сделать* это сейчас же.

You **ought to do** it at once.. Он *должен (ему следует, следовало бы)* помочь своему другу.

В сочетании с перфектным инфинитивом **ought (to)** употребляется по отношению к прошедшему времени и показывает, что действие не было выполнено:

You **ought to have done** it at once. Вам *следовало бы сделать* это сразу же (*но вы этого не сделали*).

6. Модальный глагол *Need*

Глагол **need** выражает необходимость совершения действия. Модальный глагол **need** употребляется в вопросительных и отрицательных предложениях.

Глагол **need** используется не только как модальный, но и как основной глагол. В таком случае он имеет обычные формы спряжения (т. е. принимает окончание -8 в 3-м лице единственного числа, подобно правильным глаголам образует форму прошедшего времени, в вопросах и отрицаниях с ним используются вспомогательные глаголы):

Does he need to go there? Ему *нужно ехать* туда?

He **did not need** to go there. Ему *не нужно было/не было необходимости* туда *ехать*. (*не ясно, состоялась ли поездка*)

В целом глагол **need** чаще употребляется в качестве смыслового глагола, чем модального.

Наиболее распространенной модальной формой является форма **needn't**:

Need you go there? *Нужно ли вам ехать* туда?

He **needn't go** there. Ему *не нужно ехать* туда.

В сочетании с перфектным инфинитивом глагол **need** употребляется в отношении прошедшего времени и означает, что не было необходимости совершать действия:

He **needn't have gone** there. Ему *не нужно было* туда *ехать*. (*т. е. он зря туда ездил*)

7.
8. *Глаголы, способные выступать в модальном значении*

Кроме перечисленных выше модальных глаголов в модальном значении могут выступать и другие глаголы: **should, to be to, to have.**

Should

Глагол **should** употребляется в качестве модального для выражения необходимости, морального долга. На русский язык может переводиться словами *следует, должен*:

He should go there. Ему *следует/он должен пойти* туда.

One **shouldn't be** in a hurry. *Не следует* торопиться.

В сочетании с перфектным инфинитивом глагол **should** употребляется в отношении прошедшего времени и означает, что действие не было выполнено:

To be to

В сочетании с инфинитивом другого глагола с частицей **to** глагол **to be** имеет модальное значение. Он указывает, что действие должно произойти в соответствии с планом или договоренностью:

He is to go there on Monday. Он *должен пойти* туда в понедельник.

He was to work there for two days. Он *должен был работать* там два дня.

В прошедшем времени в сочетании с перфектным инфинитивом глагол **to be** указывает, что намеченное действие не совершено:

He was to have gone there last week.. Он *должен был пойти* туда на прошлой неделе. (*но что-то этому помешало*)

To have to

Как и глагол **to be to**, глагол **to have to** в сочетании с инфинитивом другого глагола с частицей **to** имеет модальное значение. Он указывает на вынужденность действия:

He has to do it. Он *вынужден сделать* это.

We had to go there. Нам *пришлось идти* туда.

You will have to help them.. Вам *придется помочь* им.

Обратите внимание, что вопросительная и отрицательная формы глагола **to have to** в этом значении образуются с помощью вспомогательного глагола **to do**:

Do you have to help him? Вы *должны* помочь ему? **He does not have to** stay. Ему не нужно оставаться.

(*т. е. отсутствует необходимость, не обязательно, ничто не заставляет*)

9. Упражнение на закрепление темы.

1. Complete the following sentences using the most appropriate forms of the verbs.

- Jack has got a headache. He ... sleep well recently.
a) can't
b) couldn't have
c) hasn't been able to
- I ... sleep for hours when I was a little girl.
a) could
b) am able to
c) can
- Tom ... play tennis well but he ... play a game yesterday because he was ill.
a) couldn't, could
b) can, was able
c) can, couldn't
- I didn't want to be late for the meeting. We ... meet at 5 sharp.
a) were to
b) had to
c) could

5. Where are my gloves? — I ... put them on because it's cold today.
 a) can't
 b) have to
 c) needn't
6. You ... take an umbrella today. The Sun is shining.
 a) needn't
 b) mustn't
 c) can't
7. I'm sorry, you didn't invite me to your birthday party. You ... invite me next time.
 a) must
 b) should
 c) need to
8. Well, it's 10 o'clock. I ... go now.
 a) can
 b) has to
 c) must
9. You ... smoke so much.
 a) would
 b) can't
 c) shouldn't
10. We have got plenty of time. We ... hurry.
 a) must
 b) needn't
 c) should

2. Translate the sentences into English.

1. Вы должны бросить курить.
2. Вечеринка была замечательная. Вам следовало прийти.
3. Ты можешь решить эту проблему.
4. Тебе следует навестить своего больного друга.
5. Тебе следовало навестить своего больного друга, но ты не навещил.
6. Не хотите еще чая?
7. Я вынужден был сделать это.
8. Я не знаю, почему мы спешили. Нам не нужно было спешить.
9. Я бы хотел пойти с тобой.
10. Ты можешь делать все, что хочешь.
11. Ольге нужно уделить больше внимания занятиям по английскому языку.
12. Я не уверен, но возможно он неправ.

9.4. 9.5. Пассивный залог

1. A lady ... red-handed (наместепреступления) yesterday in the shop.
 a) is caught
 b) caught
 c) was caught
 d) is caught
2. This marvelous poem ... by Tom today, i.e. my son.
 a) is written
 b) was written
 c) be written
 d) will be written
3. A doctor ... for by the time I entered my house.
 a) had been sent

- b) have been sent
- c) has been sent
- d) will be sent

4. My children ... by nanny last week from 5 to 6 o'clock.

- a) was being looked after
- b) were being looking after
- c) was looked after
- d) were being looked after

5. My new invention ... tomorrow at this time.

- a) will be spoken about
- b) will speak about
- c) will be speaking about
- d) will being speaked about

6. At this moment your task

- a) is being done
- b) is done
- c) are done
- d) are being doing

7. This person can't be He's very fickle (ненадежный).

- a) relying upon
- b) relied upon
- c) to rely upon
- d) rely upon

8. Your dress ... by a customer recently. So you're late.

- a) have been bought
- b) were bought
- c) has been bought
- d) will be bought

9. I ... to wait for several hours! That filled me with indignation (возмутило).

- a) were told
- b) was told
- c) is told
- d) are told

10. He ... a cut (ограниченный) diamond at the cost of 10 million dollars.

- a) was shown
- b) is show
- c) were shown
- d) will show

2. Passive voice

1. How many doors ... yesterday?

- a) Had painted
- b) Were painted
- c) Are painted
- d) Painted

2. His new book ... in every book shop in the town.

- a) Is sold
- b) Sold
- c) Were sold
- d) Has sold

3. His umbrella ... quite a lot of money.

- a) Is cost
- b) Have cost
- c) Costs
- d) Was cost

4. Some time ago a letter from my brother

- a) Was come
- b) Has come
- c) Came
- d) Come

5. The students ... everything they need their future profession.

- a) Teach

- b) Was taught
 - c) Taught
 - d) Are taught
6. What ... in your language?
- a) This film is called
 - b) Is this film called
 - c) Is called this film
 - d) This film called
7. ... to the children on time?
- a) Were the toys sent
 - b) Did the toys were sent
 - c) Did the toys send
 - d) Was the toys sent
8. The Arabic language ... in Turkey.
- a) Not spoken
 - b) Don't spoken
 - c) Isn't spoken
 - d) Don't speak
9. This door ... when there are not many people in the shop.
- a) Close
 - b) Closed
 - c) Was close
 - d) Is closed
10. ... a card to your parents?
- a) Was you write
 - b) Did you write
 - c) Were you written
 - d) Did you written

3. ФОРМА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Промежуточная аттестация учебной дисциплины СГ.02 «Иностранный язык в профессиональной деятельности» – дифференцированный зачет, спецификация которого содержится в данном комплекте ФОС.

3.1 Назначение промежуточной аттестации

Оценить уровень подготовки студентов по СГ.02 «Иностранный язык в профессиональной деятельности» с целью установления их готовности к дальнейшему усвоению профессии 38.01.02. Продавец.

3.2 Структура дифференцированного зачета

Дифференцированный зачет включает вопросы, составляющие необходимый и достаточный минимум усвоения знаний и умений в соответствии с требованиями ФГОС СПО, рабочей программы УД.

Тексты для чтения с вопросами и заданиями

ТЕХТ Why do We Need Law? Vocabulary 1. rules imposed by morality and custom – правила, предписанные моралью и обычаем 2. rules made by the state or the courts – нормы, создаваемые государством и судами 3. to control or alter our behaviour – управлять и вносить изменения в наше поведение 4. to safeguard our personal property and our lives – охранять нашу личную собственность и наши жизни 5. a well-ordered society – высокоорганизованное общество 6. to ensure a safe and peaceful society – обеспечивать безопасное и мирное существование 7. to punish people without trial – наказывать людей без суда и следствия 8. to respect individual rights – уважать права человека 9. to give effect to social policies – оказывать влияние на социальную политику 10. to protect liberty and equality – защищать свободу и равенство 8. Прочитайте и переведите текст. Almost everything we do is governed by some set of rules. There are rules for games, for social clubs, for sports and for adults in the workplace. There are also rules imposed by morality and custom that play an important role in telling us what we should and should not do. However, some rules – those made by the state or the courts – are called “laws”. Laws resemble morality because they are designed to control or alter our behaviour. But unlike rules of morality, laws are enforced by the courts; if you break a law – whether you like that law or not – you may be forced to pay a fine, pay damages, or go to prison. Why are some rules so special that they are made into laws? Why do we need rules that everyone must obey? In short, what is the purpose of law? If we did not live in a structured society with other people, laws would not be necessary. We would simply do as we please, with little regard for others. But ever since individuals began to associate with other people – to live in society – laws have been the glue that has kept society together. For example, the law in our country states that we must drive our cars on the right-hand side of a twoway street. If people were allowed to choose at random which side of the street to drive on, driving would be dangerous and chaotic. Laws regulating our business affairs help to ensure that people keep their promises. Laws against criminal conduct help to safeguard our personal property and our lives. Even in a well-ordered society, people have disagreements and conflicts arise. The law must provide a way to resolve these disputes peacefully. If two people claim to own the same piece of property, we do not want the matter settled by a duel: we turn to the law and to institutions like the courts to decide who is the real owner and to make sure that the real owner's rights are respected. We need law, then, to ensure a safe and peaceful society in which individuals' rights are respected. But we expect even more from our law. Some totalitarian governments have cruel and arbitrary laws, enforced by police forces free to arrest and punish people without trial. Strong-arm tactics may provide a great deal of order, but we reject this form of control. The legal system should respect individual rights while, at the same time, ensuring that society operates in an orderly manner. And society should believe in the Rule of Law, which means that the law applies to every person, 15 including members of the police and other public officials, who must carry out their public duties in accordance with the law. In our society, laws are not only designed to govern our conduct: they are also intended to give effect to social policies. For example, some laws provide for benefits when workers are injured on the job, for health care, as well as for loans to students who otherwise

might not be able to go to university. Another goal of the law is fairness. This means that the law should recognize and protect certain basic individual rights and freedoms, such as liberty and equality. The law also serves to ensure that strong groups and individuals do not use their powerful positions in society to take unfair advantage of weaker individuals. However, despite the best intentions, laws are sometimes created that people later recognize as being unjust or unfair. In a democratic society, laws are not carved in stone, but must reflect the changing needs of society. In a democracy, anyone who feels that a particular law is flawed has the right to speak out publicly and to seek to change the law by lawful means.

9. Подберите к английским словосочетаниям из текста русские эквиваленты. 1) the purpose of law a) уважать права отдельного человека 2) to live in society b) отражать изменяющиеся потребности общества 3) to choose at random c) иметь разногласия и конфликты 4) to safeguard our personal property and our lives d) верить в верховенство закона 5) to have disagreements and conflicts e) защищать основные права и свободы 6) to resolve disputes peacefully f) назначение (цель) права 7) to turn to the law g) иметь право открыто высказать свое мнение 8) to respect individual rights h) жить в обществе 9) to arrest and punish people without trial i) выбирать что-либо наугад 10) to believe in the Rule of Law j) стремиться изменить закон законными средствами 11) in accordance with the law k) арестовывать и наказывать людей без суда и следствия 12) to protect basic individual rights and freedoms l) охранять нашу собственность и жизнь 13) to reflect the changing needs of society m) в соответствии с законом 14) to have the right to speak out publicly n) обращаться к закону 15) to seek to change the law by lawful means o) решать споры миром

10. Закончите предложения в соответствии с текстом. 1. Almost everything we do is governed by ... a) rules imposed by morality. b) the courts. 16 c) some set of rules. 2. If we didn't live in a structured society with other people ... a) we would simply do as we please. b) we would simply do with little regard for others. c) laws would not be necessary. 3. Laws against criminal conduct help ... a) to protect our property. b) to take advantage of other individuals. c) to safeguard our personal property and our lives. 4. We turn to the law ... a) to resolve disputes peacefully. b) to decide who is the real owner. c) to force people to keep their promises. 5. Another goal of the law is ... a) to protect certain basic individual rights and freedoms. b) fairness. c) to provide for benefits.

11. Выразите согласие/несогласие со следующими утверждениями, используя следующие речевые модели. Model: a) I fully agree with the statement. b) I am afraid, I can't agree with it.

1. Not everything we do is governed by some set of rules. 2. We need rules that everyone must obey. 3. Laws against criminal conduct don't help to safeguard our personal property and our lives. 4. In a well-ordered society conflicts never arise. 5. It is impossible to resolve disputes peacefully. 6. If individual's rights are respected it means that we live in a safe and peaceful society. 7. Totalitarian governments have cruel and arbitrary laws. 8. Strong-arm tactics may provide a great deal of order ensuring the society operates in an orderly manner. 9. Laws should be applied to every person in the society. 10. The only goal of the law is fairness.

TEXT Top Ten Legal Skills While legal positions vary greatly in scope and responsibility, there are several core legal skills that are required in most legal functions. If you are considering a career in law, it is wise to polish these top ten legal skills to excel in today's competitive legal market.

1. Oral Communication Language is one of the most fundamental tools of the legal professional. Legal professionals must: Convey information in a clear, concise, and logical manner. Communicate persuasively. Advocate a position or a cause. Master legal terminology. Develop keen listening skills.

2. Written Communication. From writing simple correspondence to drafting complex legal documents, writing is an integral function of nearly every legal position. Legal professionals must: Master the stylistic and mechanical aspects of writing. Master the fundamentals of grammar. Learn how to write organized, concise and persuasive prose. Draft effective legal documents such as motions, briefs, memos, resolutions and legal agreements.

3. Client Service. In the client-focused legal industry, serving the client honestly, capably and responsibly is crucial to success.

4. Analytical and Logical Reasoning. Legal professionals must learn to review and assimilate large volumes of complex information in an efficient and effective manner. Legal analytical and logical reasoning skills include: reviewing complex written documents, drawing inferences and making connections among legal authorities; developing logical thinking, organization and problem-solving abilities; structuring and evaluating arguments; using inductive and deductive reasoning to draw inferences and reach conclusions.

5. Legal Research. Researching legal concepts, case law, judicial opinions, statutes, regulations and other information is an important legal skill.

6. Technology. Technology is changing the legal landscape and is an integral part of every legal function. To remain effective in their jobs, legal professionals must master communications technology including emails, voice messaging systems, videoconferencing and related technology.

7. Knowledge of Substantive Law and Legal Procedure. All legal professionals, even those at the bottom of the legal career chain, must have basic knowledge of substantive law and legal procedure.

8. Time Management. In a profession based on a business model (billable hours) that ties productivity to financial gain, legal professionals are under constant pressure to bill time and manage large workloads.

9. Organization. In order to manage large volumes of data and documents, legal professionals must develop topnotch organizational skills.

10. Teamwork. Legal professionals do not work in a vacuum. Even solo practitioners must rely on secretaries and support staff and team up with co-counsels, experts to deliver legal services.

5. Найдите в тексте английские эквиваленты русским словам и словосочетаниям. 1) профессиональные компетенции юриста 2) представлять информацию в ясной и краткой форме 3) овладеть юридической терминологией 4) развивать способность внимательно слушать собеседника 5) составлять сложные юридические документы 6) овладеть основами грамматики 7) составлять ходатайства, записки по делу 8) обслуживать клиента честно и ответственно 9) просматривать и усваивать

большой объем информации 10) навыки логического рассуждения 11) делать выводы и умозаключения 12) осваивать технологии общения (коммуникации) 13) на нижней ступеньке карьерной лестницы 14) знания материального права и судопроизводства 15) выдерживать большие рабочие нагрузки 16) почасовая оплата 17) развивать высочайшие навыки самоорганизации 18) работа в команде

TEXT POTENTIAL INTERVIEW QUESTIONS Technically, not every item is a question; some are statements; but all are intended to prompt you for a response. Better questions are not those that can be answered with a "yes" or "no," but are open-ended questions that invite thoughtful response. Even if you are asked a question that can be answered with a "yes" or "no," (e.g. "Are you comfortable with the amount of travel this job involves?"), you can certainly add a word of explanation to back up your answer (e.g., "Yes. I actually look forward to the opportunity to travel and to work with the staff members in some of the other offices). Best questions are those that ask you how you behaved in the past, because past behaviour is the best predictor of future behaviour. Not every interviewer will ask you every one of these questions. However, if you are prepared to address these questions, you will leave the impression that you were prepared for your job interview, even if additional questions take you by surprise. • What are your long-range goals and objectives for the next seven to ten years? • What are your short-range goals and objectives for the next one to three years? • How do you plan to achieve your career goals? • What are the most important rewards you expect in your career? • Why did you choose the career for which you are preparing? • What are your strengths, weaknesses, and interests? • How do you think a friend or professor who knows you well would describe you? • Describe a situation in which you had to work with a difficult person (another student, co-worker, customer, supervisor, etc.) How did you handle the situation? • How do you determine or evaluate success? • In what ways do you think you can make a contribution to our organization? • Describe a contribution you have made to a project on which you worked. • What qualities should a successful lawyer possess? • What two or three accomplishments have given you the most satisfaction? Why? • Describe your most rewarding college experience. • Why did you select your college or university? 38 • What led you to choose your major or field of study? • What college subjects did you like best? Why? • What college subjects did you like least? Why? • Do you think your grades are a good indication of your academic achievement? • What have you learned from participation in extracurricular activities? • In what kind of work environment are you most comfortable? • Describe a situation in which you worked as part of a team. What role did you take on? What went well and what didn't? • In what part-time or summer jobs have you been most interested? Why? • How would you describe the ideal job for you following graduation? • Why did you decide to seek a position with our organization? • What two or three things would be most important to you in your job? • What criteria are you using to evaluate the organization for which you hope to work? • Are you comfortable with the amount of travel this job requires? • Are you willing to spend at least six months as a trainee?

TEXT 1. Прочитайте текст и ответьте на вопросы. 1. What is the legislative body in the USA? What does it consist of? 2. What are the steps in the legislative process? 3. What are the sources of bills? 4. Who can introduce the legislation? 5. What options has the President upon receiving a bill? The Congress of the United States is the highest lawmaking body in the United States and one of the oldest national legislatures in the world. The U.S. Congress consists of two houses - the Senate and the House of Representatives. A member of the Senate is referred to as a senator, and a member of the House of Representatives is called a representative or congressman or congresswoman. The general process for making a bill into a law is described in the Constitution. The first step in the legislative process is the introduction of a bill to the Congress. Bills originate from several different sources: from individual members of the Congress, from a member of a constituent or a group of constituents, from one or more state legislatures, or the President or his administration, but only members of the Congress can introduce legislation. After being introduced, a bill is referred to the appropriate committee for review. There are 17 Senate committees, with 70 subcommittees, and 23 House committees, with 104 subcommittees. A bill is first considered in a subcommittee, where it may be accepted, amended, or rejected. If the members of the subcommittee agree to move a bill forward, it is reported to the full committee, where the process is repeated again. If the full committee votes to approve the bill, it is reported to the House or the Senate. When the bill comes up for consideration, the House has a very structured debate process. Each member who wishes to speak has only a few minutes, and the number and kind of amendments are usually limited. In the Senate, debate on most bills is unlimited - Senators may speak to issues other than the bill under consideration during their speeches, and any amendment can be introduced. A bill must pass both houses of the Congress before it goes to the President for consideration. Once debate has ended and any amendments to the bill have been approved, the full membership will vote for or against the bill. 49 The bill is then sent to the President. When receiving a bill from the Congress, the President has several options. If the President agrees with the bill, he or she may sign it into law. If the President disagrees with the bill, he may veto it and send it back to the Congress. The Congress may override the veto with a two-thirds vote of each chamber, at which point the bill becomes law and is printed. 2. Выразите согласие/несогласие со следующими утверждениями, используя следующие речевые модели. Model: a) I fully agree with the statement. b) I am afraid, I can't agree with it. 1. The Senate is the main legislative body of the USA. 2. The Constitution of the USA sets forth the general process for making a bill into law. 3. The first step in the legislative process is voting. 4. In the House of Representatives, debate on most bills is unlimited. 5. All bills must pass both houses of the Congress before it goes to the President. 6. Upon receiving a bill from the Congress, the President has to

sign it. 7. The Congress has no right to override the presidential veto.

ТЕХТ 1. Прочитайте текст и ответьте на вопросы. 1. What is the legislative body in the UK? What does it consist of? 2. What are the steps in the legislative process? 3. What are the sources of bills? Who can introduce the legislation? In Great Britain laws are made in Parliament at Westminster. The British Parliament consists of the monarch, the House of Lords, and the House of Commons. Their work is similar: making laws (legislation), checking the work of the government (scrutiny), and debating current issues. The House of Lords is composed of life peers and hereditary peers. The House of Commons is composed of Members of Parliament (MPs). The idea for a new law can come from a variety of sources: bills may be introduced by any member of either House (a "Private Member's Bill"), a Minister of the Crown (a "Government Bill"), by the general public ("Public Bills"), by an individual or small group of individuals (a "Private Bill"). First reading is the first stage of a Bill's passage through the House of Commons - usually a formality, it takes place without debate. The short title of the Bill is read out and then the Bill is printed. The Bill is published as a House of Commons paper for the first time. The next stage is second reading, the first opportunity for MPs to debate the general principles and themes of the Bill. Once second reading is completed the Bill proceeds to committee stage. Committee stage is where detailed examination of the Bill takes place, clause by clause, determining the intent and impact of the Bill's language. This is therefore often considered the most important step in the parliamentary process for researchers aiming to determine legislative intent. It is at this stage that amendments are made. If the Bill has been amended the Bill is reprinted before its next stage. Once committee stage is finished, the Bill returns to the floor of the House of Commons for its report stage, where the amended Bill can be debated and further amendments proposed. All MPs can suggest amendments to the Bill or new clauses (parts) they think should be added. Report stage is normally followed immediately by debate on the Bill's third reading. Amendments (proposals for change) cannot be made to a Bill at the third reading in the Commons. The process in the House of Lords is very similar to the process in the House of Commons. The Bill will have the pro forma first reading, then the second reading. After the second reading the Bill will normally be referred to a Committee of the Whole House. The Bill then passes through a consideration stage and the third reading. In the House of Lords amendments may be made in the Committee of the Whole House, the consideration stage, and the third reading (this is different from the House of Commons where no amendments can be made in the third reading). If the Bill is started in the Commons it goes to the House of Lords for its first reading. If the Bill is started in the Lords it returns to the House of Lords for consideration of any amendments the Commons has made. Both Houses must agree on the exact wording of the Bill. A Bill may go back and forth between each House until both Houses reach agreement. When a Bill has completed all its parliamentary stages in both Houses, it must have the Royal Assent before it can become an Act of Parliament. The Royal Assent is the monarch's agreement to make the Bill into an Act and is a formality. When Royal Assent has been given to a Bill, the announcement is usually made in both Houses by the Lord Speaker in the Lords and the Speaker in the Commons. 2. Закончите предложения согласно содержанию текста и переведите их на русский язык. 1. The British Parliament consists of 2. During the first reading the short title of the Bill 3. The second reading is the first opportunity 4. The committee stage is 5. Once the committee stage is finished, the Bill returns to the floor of the House of Commons for its report stage, where 6. The report stage is followed by 7. The process in the House of Lords is 8. The Royal Assent is... . 9. When the Royal Assent has been given to a Bill,

ТЕХТ 1. Прочитайте текст и ответьте на вопросы. 1. When was the US Constitution adopted? 58 2. What does the US Constitution consist of? 3. How are the first 10 amendments to the US Constitution called? 4. What rights and liberties are protected under the Bill of Rights? 5. What kind of trial is guaranteed by the Bill of Rights? 6. What are the key features of the US Constitution? 7. What are the three branches of power according to the Constitution? 8. Is there a strict separation of powers in the USA? 9. Does any branch have more power than the others? 10. What duties does every branch have regarding the other branches under the principle of checks and balances? The form of the US government is based on the Constitution of 1787 which was adopted after the War of Independence. The US Constitution consists of 7 articles and 27 amendments. The first 10 amendments are called the Bill of Rights and were adopted in 1791 under popular pressure. The Bill of Rights is a series of limitations on the power of the United States federal government, protecting the natural rights and liberties, property including freedom of religion, freedom of speech, a free press, free assembly, and free association, as well as the right to keep and carry arms. In federal criminal cases, it requires indictment by a grand jury for any capital crime, guarantees a speedy, public trial with an impartial jury composed of members of the state in which the crime occurred. A key feature of the US Constitution is federalism – the division of power between the national government and the states. Another major feature of the Constitution is the principle of the separation of powers within the national government. According to this principle the executive, legislative and judicial branches exercise powers that are largely separate and distinct. There is not a strict and complete separation of powers, the powers of the three branches overlap. Each branch has its own responsibilities, but no branch has more power than the other branches. There is the system of checks and balances. Under this principle each branch has certain duties to check the powers of the other branches. This system was meant to protect against the extremes since it makes compromise and consensus necessary. The legislative branch is called the Congress which consists of the Senate and the House of Representatives. It is the responsibility of the Congress to propose and pass laws. In the system of checks and balances, Congress can refuse to approve Presidential appointments and can override presidential veto.

The executive branch consists of the President, the Vice President, the Cabinet and the 13 Departments, and also the independent agencies. Its responsibility is to enforce laws. According to the principle of checks and balances, the President has the power of veto to reject the bill of the Congress. He also appoints all Supreme Court Justices. The judicial branch consists of the Supreme Court, 11 Circuit Courts of Appeals and 94 District Courts. This branch explains and interprets laws and makes decisions in lawsuits. It has the power over the other two branches and according to the principle of checks and balances can declare their actions and laws unconstitutional in case they violate the principles of the Constitution.

TEXT . Прочитайте текст и ответьте на вопросы. 1. What makes the UK Constitution different from other constitutions? 2. What are the sources of the UK Constitution? 3. What is the core principle of the UK Constitution? 4. What bodies represent the three branches of power (executive, legislative and judiciary)? The British Constitution is unwritten unlike the constitution in America or the proposed European Constitution, and as such, is referred to as an uncodified constitution in the sense that there is no single document that can be identified as Britain's constitution. The British Constitution can be found in a variety of documents. The main ones are: Statutes (the Magna Carta of 1215 and the Act of Settlement of 1701), Acts of Parliament; customs and traditions, political conventions, case law; constitutional matters decided in a court of law. Since the English Civil War, the core principle of the British constitution has traditionally been the doctrine of parliamentary sovereignty, according to which the statutes passed by Parliament are the UK's supreme and final source of law. It follows that Parliament can change the constitution simply by passing new Acts of Parliament to be followed by the Royal Assent. There is some debate about whether this principle remains entirely valid today, in part due to the UK's European Union membership. According to the doctrine of parliamentary sovereignty, Parliament may pass any legislation that it wishes. There are many Acts of Parliament which themselves have constitutional significance. For example, Parliament has the power to determine the length of its own term. However, the Sovereign retains the power to dissolve Parliament at any time on the advice of the Prime Minister. Parliament also has the power to change the structure of its constituent Houses and the relation between them. Parliament consists of the Sovereign, the House of Commons and the House of Lords. All the legislation must receive the approval of the Sovereign (the Royal Assent). Following the accession of the UK to European Economic Community (now the European Union) in 1972, the UK became bound by European law and more importantly, the principle of the supremacy of European Union law. The House of Commons alone possesses the power to pass a motion of no-confidence in the Government, which requires the Government either to resign or seek fresh elections. Such a motion does not require passage by the Lords, or the Royal Assent. Parliament traditionally also has the power to remove individual members of the government by impeachment. By the Constitutional Reform Act 2005 it has the power to remove individual judges from office for misconduct. The executive power in the United Kingdom is exercised by the Sovereign through Her Majesty's Government. The monarch appoints the Prime Minister as the head of Her Majesty's Government in the United Kingdom. The Prime Minister then selects the other Ministers which make up the Government. As in some other parliamentary systems of government, the executive is accountable to Parliament. 60 The Courts of the United Kingdom are divided into three separate jurisdictions serving England and Wales, Scotland and Northern Ireland, since the United Kingdom does not have a single unified judicial system. The Constitutional Reform Act 2005 created a new Supreme Court of the United Kingdom to take over the judicial functions of the House of Lords and devolution cases from the Judicial Committee of the Privy Council. The Supreme Court began its work in 2009, and serves as the highest court of appeal in England, Wales and in Northern Ireland, and for civil cases in Scotland. The High Court of Justiciary remains the court of last resort in Scotland for criminal cases.

TEXT 1. Просмотрите текст и озаглавьте каждый абзац, используя следующие заголовки. UK Government. General Elections. Introduction. Cabinet Government. Judiciary. Parties. Parliament. The United Kingdom is a unitary state and a democratic constitutional monarchy. The constitution is uncodified, being made up of constitutional conventions and various elements of statutory law. The Monarch is Head of State and the Prime Minister is the head of Government. The Sovereign formally appoints the Prime Minister, who, by convention, is the leader of the majority party in the House of Commons. Other ministers are appointed by the Sovereign on the advice of the Prime Minister. They make up the Government and act as political heads of the various Government Departments. The UK has a cabinet Government. They meet weekly to run the country, while the British Parliament is in session. The UK Cabinet has collective responsibility for decision-making, no Cabinet minister can oppose it. Although the executive power is exercised by Her Majesty's Government, all the ministers remain responsible to the UK Parliament. 75 The UK Parliament is the United Kingdom's supreme legislative body. The main function of Parliament is to pass laws and raise finance through taxation. It consists of the Queen and the two chambers of Parliament, the House of Commons and the House of Lords. The House of Commons is a representative body consisting of 650 Members of Parliament (MPs) elected by a system of universal suffrage. The House of Lords is not elected. It is not allowed to amend in any way certain bills passed by the House of Commons and has limited powers of revision or delay over others. Great Britain has a long judicial history. The judiciary is an independent body. The United Kingdom doesn't have a single unified judicial system. Today the UK has three distinct systems of law: English law, Northern Ireland law and Law of Scotland. Both English law, which applies in England and Wales, and Northern Ireland law are based on common-law principles. The

essence of common law is that law is made by judges sitting in courts, applying their common sense and knowledge of legal precedent to the facts before them. Law of Scotland, a hybrid system based on both common-law and civil-law principles, is applied in Scotland. For electoral purposes Britain is divided into parliamentary constituencies. General elections must be called within five years. They are held following a dissolution of Parliament. The Prime Minister asks the Monarch to dissolve Parliament by Royal Proclamation. Traditionally the date of general elections is not fixed in advance, and the time is chosen by the governing party to maximize political advantages. Voting is by secret ballot and takes place on Polling Day. Since 1935 every general election has been held on a Thursday by universal suffrage. The voters in the United Kingdom also elect members of the European Parliament on a broadly proportional system of voting. The UK is sometimes called a “two-and-a-half” party system, because parliamentary politics is dominated by the Labour Party and Conservative Party, with the Liberal Democrats holding a significant number of seats (but still less than Labour and the Conservatives) and several small parties. The party in power requires the support of the people it governs. Without this most basic requirement, a government will find it hard to function effectively. If a party loses an election, it will confirm the right of the victorious party to exercise power. It will not deny its right to govern.

2. Прочитайте текст и закончите предложения в соответствии с содержанием текста. 1. The constitution of the United Kingdom is made up of 2. The Executive power is exercised by 3. The United Kingdom’s supreme legislative body is 4. The United Kingdom doesn’t have a single unified judicial system 5. The essence of common law is 6. For electoral purposes Britain is divided into 7. General elections take place on 8. The UK is a multi-party system and it is sometimes called a two-and-a-half party system

ТЕХТ 1. Customary law – традиционное право 2. Napoleonic Civil Code – гражданский кодекс Наполеона 3. prior to colonial influences – до влияния колониальных стран 4. following the colonization – вслед за колонизацией 5. the earliest systems of law – самые ранние системы права 5. Прочитайте текст и ответьте на вопросы. 1. What are the characteristic features of Customary law? 2. What is the main source of Customary law? Customary Law is a type of legal system that serves as the basis of, or has influenced, present-day laws in approximately 40 countries – mostly in Africa, but some in the Pacific islands, Europe, and the Middle East. Customary law is also referred to as "primitive law," "unwritten law," "indigenous law," and "folk law." There is no single history of customary law such as that found in Roman civil law, English common law, Islamic law, or the Napoleonic Civil Code. The earliest systems of law in human society were customary, and usually developed in small agrarian and hunter-gatherer communities. As the term implies, customary law is based upon the customs of a community. Common attributes of customary legal systems are that they are seldom written down, they embody an organized set of rules regulating social relations, and they are agreed upon by members of the community. Although such law systems include sanctions for law infractions, resolution tends to be reconciliatory rather than punitive. A number of African states practiced customary law many centuries prior to colonial influences. Following colonization, such laws were written down and incorporated to varying extents into the legal systems imposed by their colonial powers.

ТЕХТ 1. island possessions – островные владения 2. to define the division between something – определить деление на 3. to claim independence – требовать независимость 4. to shift – сдвигать, перемещать 5. to retain substantial legal authority – сохранить существенные правовые полномочия 6. to outline the general structure – определить общую структуру 7. to lack something – здесь: быть в недостатке It is a type of common law, which is the basis of the legal system of the United States and that of its island possessions in the Caribbean and the Pacific. This legal system has several layers, more than in most other countries, and defined the division between federal and state law. The United States was 111 founded not as one nation but as a union of 13 colonies, each claiming independence from the British Crown. The US Constitution, implemented in 1789, began shifting power away from the states and toward the federal government, though the states today retain substantial legal authority. US law draws its authority from four sources: constitutional law, statutory law, administrative regulations, and case law. Constitutional law is based on the US Constitution and serves as the supreme federal law. Taken together with those of the state constitutions, these documents outline the general structure of the federal and state governments and provide the rules and limits of power. US statutory law is legislation enacted by the US Congress and is codified in the United States Code. The 50 state legislatures have similar authority to enact state statutes. Administrative law is the authority delegated to federal and state executive agencies. Case law, also referred to as common law, covers areas where constitutional or statutory law is lacking. Case law is a collection of judicial decisions, customs, and general principles that began in England centuries ago, that were adopted in America at the time of the Revolution, and that continue to develop today.

ТЕХТ 1. Подумайте и ответьте на вопросы, используя следующие выражения. I really think (that) ... Я действительно думаю, что ... I strongly believe (that) ... Я твердо убежден, что ... In my opinion ... По моему мнению ... What I think is (that) ... Я думаю, что ... I feel (that) ... Я полагаю (считаю), что ... Hmm, I’m not sure, but ... Я не уверен, но ... I’m keeping an open mind for the moment. Пока у меня нет никакого мнения на этот счет. 1. What is the core of the separation of powers and the system of the checks and balances? What is the role of judiciary? 2. Does the society really need judiciary? Can we live without this branch? 3. What rights do the citizens have in this sphere? 4. Do you feel that courts can protect your rights? 2. Прочитайте и переведите текст. The existing

judicial system of the Russian Federation was formed and is being developed as a result of a judicial reform carried out in Russia from the beginning of the 90s with the purpose to create and maintain the judicial power in the state mechanism as an independent branch of power, free from political and ideological bias, independent in its activities from the executive and legislative branches of power. Independent, competent law court is an important component of a democratic state. In the area of justice, special attention is given to implementation of the principle of rule of law, in particular, independence of judges, access to justice and right to fair trial. The Constitution of the Russian Federation of 1993 became the main legal basis for the introduction of the judicial reform. For the first time the Constitution contained a Chapter "Judicial Power" according to which the state power in the Russian Federation should be exercised on the basis of its division into legislative, executive and judicial powers, and all these branches of power should be independent. The structure of the judicial system of the Russian Federation and the sphere of activities of its various parts are determined by the Constitution and federal constitutional laws. According to the Constitution of the Russian Federation only the courts can enforce justice in the Russian Federation. Judicial power enforces justice by means of constitutional, civil, administrative and criminal proceedings. It is forbidden to establish extraordinary courts. The Federal Constitutional Law on Judicial System of the Russian Federation was adopted in late 1996 and enacted on the 1st of January 1997. Along with the Constitution of Russia, the Law is the basis of legal regulation, organization and activity of all judicial bodies in the country. All other federal constitutional and federal laws in the area of judicial organization comply with this Federal Constitutional Law. Judicial system in Russia is a combination of judicial bodies that exercise functions of the judiciary and share the same tasks and methods of work. The judicial power in Russia is exercised by the Constitutional Court of the RF, general jurisdiction courts and arbitration courts by means of constitutional, civil, administrative and criminal judicial proceedings. Courts, in turn, are divided into federal courts and courts of the constituent entities of Russia. Under the constitution all trials in all law courts are open (the hearing of a case can be in camera in cases provided by the federal law) and conducted on an adversarial and equal basis. The judiciary of the Russian Federation is formed according to the following principles: Judges are appointed (federal court judges are appointed by presidential order);• Candidates for positions of a judge in the Russian Federation's Constitutional Court,• Supreme Court and the Higher Arbitration Court are approved by the Parliament's upper chamber on the President's recommendation; There is a system of reappointment (a federal court judge is appointed for the first time for• a three year term, at the end of which he can be reappointed to that position for an unlimited period until he reaches retirement age); There is an enforced retirement age for judges (70 years);• The qualifying judicial board is a key body for preparing and making decisions on appointing, reappointing and ending the terms of judges, as well as for rating their performance. The judicial board 118 mainly consists of representatives of the judiciary; it is also mandatory that a representative of the president of the Russian Federation should be on the board. Apart from the functions of selecting the membership of the community of judges, the qualifying judicial board has to supervise the judges' activities. If a judicial board receives complaints about a judge's activity, the judge could be subject to a disciplinary penalty or suspended from his duties.

TEXT 1. Прочитайте текст и ответьте на вопросы. 1. How are judges appointed to all federal courts? 2. What is the jurisdiction of the Constitutional Court? 3. What is the jurisdiction of the Supreme Court? 4. What is the jurisdiction of Military Courts? 5. What is the jurisdiction of the Higher Arbitration Court? 6. What is the extra duty of the Supreme Court and the Higher Arbitration Court? The judicial system of the Russian Federation consists of courts at the federal level and regional courts: 1. COURTS AT THE FEDERAL LEVEL 1.1 The Constitutional Court. This is the highest judicial body in the Russian Federation. It is made up of 19 judges, proposed by the President of the Russian Federation and approved by the Federation Council. Since June 2008 the Constitutional Court has been located in St Petersburg. The Constitutional Court has jurisdiction to interpret the RF Constitution; to decide whether a federal law is consistent with the country's Constitution; and to adjudicate whether or not laws regulations and normative acts passed by the President of the Russian Federation, the Council of the Federation, the State Duma, the Government of the Russian Federation, constitutions of republics, charters and other normative acts of the subjects of Russian Federation are consistent with the Constitution of the Russian Federation; Courts of General Jurisdiction. 123 1.2 The Supreme Court of the Russian Federation. This is the supreme judicial body for all courts of general jurisdiction on civil, criminal and administrative matters. As of today the Supreme Court consists of 123 judges. Judges for the Supreme Court are proposed by the President of the Russian Federation and approved by the upper house of the legislature, the Federation Council. The Supreme Court is located in Moscow. It has jurisdiction as a court of cassation, i.e. it is the highest court of appeal in the land. It is a court of supervisory instance over the courts of the subjects of the Russian Federation and over the tier of district courts below that level. There are three chambers in the structure of the Supreme Court of the Russian Federation: Judicial Chamber on Civil Cases; Judicial Chamber on Criminal Cases; and Military Chamber. The Plenary Session of the Supreme Court can issue regulations. Regulations are a unique element of the machinery for the implementation of domestic law in the Russian legal system. Enacted by the Plenary Session, they are "explanations on issues of judicial practice", based on the overview and generalization of the jurisprudence of the lower courts and Supreme Courts of subjects of the Federation. Regulations are abstract opinions but legally binding on all lower courts. They summarize the judicial practice of lower courts and explain how a particular provision of the law shall be applied. These regulations are employed to ensure the consistent application of Russian law by explaining how the law shall be interpreted. Regulations have their legal basis in Article 126 of the RF Constitution. 1.3 Military Courts. The basic tier

of military courts is the military courts of the armed forces, fleets, garrisons and separate military forces. The middle tier of military courts consists of military courts of the branches of the armed forces, the seven Military Districts into which the country is divided, and the districts of anti-aircraft defense, navy and individual armies. They consider disputes involving military personnel. Three-tiered system of the military courts is an integral part of Courts of General Jurisdiction Arbitration Courts. Arbitration courts form a system with jurisdiction over economic disputes that, as a rule, arise between companies and individual entrepreneurs, both Russian and foreign. 1.4. The Higher Arbitration Court of the Russian Federation. Judges for the Higher Arbitration Court are proposed by the President of the Russian Federation (Article 127 of the Constitution) and approved by the Federation Council. It exercises original jurisdiction over disputes between the Russian government and commercial parties, the government and subjects of the Russian Federation, or between subjects of the Russian Federation. The Plenary Session of the Higher Arbitration Court can also issue Regulations.

Перечень грамматических тем материалов для подготовки к промежуточной аттестации

5. Глагол -to be- в простом настоящем времени.
6. Порядок слов в повествовательном предложении.
7. Глагол –to have- в простом настоящем времени
8. Глагол –can- в простом настоящем времени
9. Простое настоящее время.
10. Настоящее продолженное время.
11. Настоящее простое и продолженное время.
12. Простое прошедшее время.
13. Неправильные глаголы.
14. Настоящее совершенное время.
15. Простое будущее время, -to be going to.
16. Исчисляемые, неисчисляемые существительные.
17. Неопределенные местоимения –some-, -any-.
18. Предлоги места.
19. Грамматика: Простое прошедшее время. Правильные глаголы. Простое прошедшее время, -had-, could-; неправильные глаголы.
 1. Простое прошедшее время, неправильные глаголы.
20. Артикли (неопределенный)
21. Артикли (определенный).
22. Артикли (нулевой).
23. Предлоги движения.
24. Прилагательные/наречия.
25. Простое будущее время.
26. Простое будущее время: -there will be-, -it will be-.
27. Модальные глаголы: -can/could-.
28. Модальные глаголы: -should/shouldn't, -must/mustn't-.
29. Модальные глаголы: –have to-.
30. Модальные глаголы: -may-, –might-.
31. Пассивный залог. Настоящие времена.
32. Пассивный залог. Настоящие времена.
33. Пассивный залог. Прошедшие времена.
34. Пассивный залог Прошедшие времена.
35. Пассивный залог. Будущие времена.
36. Пассивный залог. Итоговое занятие.
37. Прямая речь.
38. Косвенная речь.
39. Перевод из прямой речи в косвенную и наоборот.
40. Повелительное наклонение в косвенной речи.

41. Инструкции в косвенной речи.
42. Сложное дополнение.
43. Сложное подлежащее.
44. Будущее продолженное время.
45. Модальные глаголы в настоящем и прошедшем времени, переход из активного залога в пассивный и наоборот. Отрицание в пассивном залоге, вопросы в пассивном залоге.

3.3 Информационное обеспечение реализации программы

Основная литература:

1. Аитов В. Ф. Английский язык (a1-v1+): учебное пособие для среднего профессионального образования / В. Ф. Аитов, В. М. Аитова, С. В. Кади. — 13-е изд., испр. (Профессиональное образование). — ISBN 978-5-9916-9261-8. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <http://biblio-online.ru/bcode/452909> (Профессиональное образование). — ISBN 978-5-9916-9261-8. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <http://biblio-online.ru/bcode/452909>

Дополнительная литература:

1. Куряева Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 1: учебное пособие для среднего профессионального образования / Р. И. Куряева. — 6-е изд., испр. и доп. — Москва: Издательство Юрайт, 2020. — 264 с. — (Профессиональное образование). — ISBN 978-5-534-09890-7. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <http://biblio-online.ru/bcode/452245>
2. Куряева Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 2: учебное пособие для среднего профессионального образования / Р. И. Куряева. — 6-е изд., испр. и доп. — Москва: Издательство Юрайт, 2020. — 254 с. — (Профессиональное образование). — ISBN 978-5-534-09927-0. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <http://biblio-online.ru/bcode/452246>

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1. Куряева Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 1: учебное пособие для среднего профессионального образования / Р. И.

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2. Куряева Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 2: учебное пособие для среднего профессионального образования / Р. И. Куряева. — 6-е изд., испр. и доп. — Москва: Издательство Юрайт, 2020. — 254 с. — (Профессиональное образование). — ISBN 978-5-534-09927-0. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <http://biblio-online.ru/bcode/452246>
3. Кузьменкова Ю. Б. Английский язык + аудиозаписи в ЭБС: учебник и практикум для среднего профессионального образования / Ю. Б. Кузьменкова. — Москва: Издательство Юрайт, 2020. — 441 с. — (Профессиональное образование). — ISBN 978-5-534-00804-3. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <http://biblio-online.ru/bcode/450719>
4. Левченко В. В. Английский язык. General English: учебник для среднего профессионального образования / В. В. Левченко, Е. Е. Долгалёва, О. В. Мещерякова. — Москва: Издательство Юрайт, 2020. — 127 с. — (Профессиональное образование). — ISBN 978-5-534-11880-3. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <http://biblio-online.ru/bcode/451034>

Электронные ресурсы:

1. <https://learnenglish.britishcouncil.org/> – уроки, видео и игры
2. <https://www.livemochas.com/> – бесплатный сайт для (иногда бесплатного) общения с носителями английского языка.
3. <http://easyworldofenglish.com/> – сайт с максимально доступным интерфейсом который включает уроки по грамматике, произношению, чтению текстов на английском языке (+ многое другое)
4. <https://www.manythings.org/> – сайт включает в себя игры и другие интерактивные способы полноценного развития английского языка
5. <https://puzzle-english.com/> – еще один сайт для интерактивного и интенсивного изучения английского язык