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ФГБОУ ВО «Красноярский государственный аграрный университет»

*Т. В. Агапова, Н. В. Худолей*

## **АНГЛИЙСКИЙ ЯЗЫК**

*Рекомендовано учебно-методическим советом федерального государственного бюджетного образовательного учреждения высшего образования «Красноярский государственный аграрный университет» для внутривузовского использования в качестве учебно-методического пособия для обучающихся по направлению подготовки 21.03.02 «Землеустройство и кадастры»*

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*Рецензенты:*

*И. И. Гришина, канд. филол. наук, доц. каф. делового иностранного языка СФУ*

*Д. В. Зиновьев, канд. пед. наук, доц. каф. управления персоналом КрИЖТ, филиала ИрГУПС*

**Агапова, Т. В.**

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Цель издания – помочь студентам овладеть общеупотребительной и профессиональной лексикой, сформировать навыки устной речи, аудирования и письма, обучить самостоятельно проверять уровень своих знаний при помощи выполнения тематических тестов. Особое внимание уделяется грамматическим явлениям, характерным для чтения и перевода текстов, и их тренировке.

Предназначено для студентов Института землеустройства, кадастров и природообустройства, обучающихся по направлению подготовки 21.03.02 «Землеустройство и кадастры», профили «Землеустройство», «Земельный кадастр», «Городской кадастр».

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## ОГЛАВЛЕНИЕ

Введение	4
Методические указания по выполнению внеаудиторной самостоятельной работы студентов	5
Unit I. My Family	12
Unit II. My University	22
Unit III. My City	33
Unit IV. Great Britain	45
Unit V. Holidays and Customs in Great Britain	59
Unit VI. Travelling	73
Unit VII. History of Geodesy	83
Unit VIII. The Tasks of Geodesy	100
Unit IX. Geodesy Sections	116
Unit X. Geodetic Measurements	129
Unit XI. Principles of Geodesy	147
Unit XII. Geodetic Surveying Techniques	162
Unit XIII. Roads	181
Unit XIV. Tunnels	198
Texts for Reading	211
Grammar Comments	239
Заключение	277
Литература	278

## ВВЕДЕНИЕ

Издание построено на основе Федерального государственного образовательного стандарта высшего образования в соответствии с рабочей программой для направления 21.03.02 «Землеустройство и кадастры». Цель учебно-методического пособия – обучение различным видам чтения, овладение общеупотребительной и профессиональной лексикой в соответствии с отобранными темами, а также формирование навыков устной речи, аудирования и письма.

Учебно-методическое пособие состоит из 14 уроков (*Units*), текстов для чтения и грамматического комментария. Все уроки имеют единую структуру построения, включающую слова, текст, текстовые упражнения, дополнительные упражнения, грамматические упражнения и тест. Предполагается последовательная работа над уроками.

Раздел *Texts for Reading* включает тексты для дополнительного чтения. Они способствуют расширению не только лингвострановедческого, но и профессионального кругозора студентов. Тексты составлены на основе оригинальной английской и американской литературы и статей периодических изданий. Данные тексты могут быть использованы как для работы в группе, так и для самостоятельной работы студентов с последующим их обсуждением в аудитории или в виде индивидуальных устных сообщений.

Раздел *Grammar Comments* содержит сведения о важных грамматических структурах и явлениях английского языка. Данный грамматический материал дает студентам возможность совершенствовать свои умения, необходимые для понимания иностранной речи, говорения и чтения по-английски, составления аннотаций и реферирования текстов.

Реализация компетентного подхода при работе с данным пособием позволяет актуализировать у обучаемых интерес к освоению новых знаний и обеспечивает высокое качество подготовки будущих специалистов.

Результатом обучения является овладение компетенциями в процессе освоения модулей, которые дают возможность использовать различные формы и виды обучения, наиболее удачные для определенных групп обучаемых. Большое внимание уделяется самостоятельной работе студентов.

## **МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ВЫПОЛНЕНИЮ ВНЕАУДИТОРНОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ**

Самостоятельная работа студентов по иностранному языку является неотъемлемой составляющей процесса освоения программы обучения иностранному языку. Самостоятельная работа студентов (СРС) охватывает все аспекты изучения иностранного языка и в значительной мере определяет результаты и качество освоения дисциплины «Иностранный язык». В курсе обучения иностранному языку используются различные виды и формы СРС, служащие для подготовки студентов к последующему самостоятельному использованию иностранного (английского) языка в профессиональных целях, а также как средства познавательной и коммуникативной деятельности.

Контроль результатов внеаудиторной самостоятельной работы на учебных занятиях может проходить в устной, письменной или смешанной форме с предоставлением продукта творческой деятельности обучающегося. Необходимо предусмотреть ведущую роль самостоятельной творческой работы студентов, а задача преподавателя – организовать соответствующую познавательную деятельность и руководить ею.

Критериями оценивания внеаудиторной самостоятельной работы являются: уровень усвоения студентом учебного материала; умение использовать теоретические знания при выполнении практических задач; сформированность общенаучных умений, обоснованность и четкость изложения ответа; оформление материала в соответствии с требованиями.

### **Перечень внеаудиторной самостоятельной работы**

Перевод – выражение того, что уже было выражено на одном языке средствами другого языка. Перевод – искусство, требующее умения рассредоточить внимание настолько, чтобы, занимаясь частностями, всегда иметь в виду целое, т.е. весь текст. Выполнение грамматических упражнений – формирование грамматических навыков. Работа с текстом – система приемов и упражнений по совершенствованию умений работы с текстом. Тест (от англ. test – «испытание», «проверка») или испытание – способ изучения глубинных процессов деятельности системы посредством помещения системы в

разные ситуации и отслеживания изменений в ней, доступных. Сообщение – один из видов монологической речи, публичное, развернутое, официальное, сообщение по определенному вопросу, основанное на привлечении документальных данных. Цель доклада – сообщение информации на определенную тему. Электронная презентация – набор слайдов, призванных быстро и эффективно донести до аудитории некоторую информацию или в чем-либо ее убедить. Презентация позволяет дополнять информацию изображениями и спецэффектами: различные виды представления изображений или информации, а также анимация. Все это повышает интерес слушателей к представляемой информации и эффективность ее восприятия. Количество слайдов в презентации может варьироваться, но должно быть не менее 10 и более 20. Глоссарий – словарь узкоспециализированных терминов в какой-либо отрасли знаний с толкованием, иногда переводом на другой язык, комментариями и примерами. Глоссарий может быть составлен в виде списка терминов и их перевода или в виде электронной презентации с использованием возможностей программы PowerPoint: дополнение либо замена перевода изображениями, появление перевода не сразу, а после клика мышью и т.п. Количество терминов в глоссарии должно быть не менее 20, в случае увеличения количества терминов в два, три и т.д. раза глоссарий может быть выполнен группой обучающихся. Эссе – творческая работа, в которой студент рассуждает на предложенную тему. Объем эссе должен составлять не менее 60 и не более 110 слов. Диалог – форма устного или письменного обмена высказываниями (репликами) в разговоре двух и более людей. Это творческая работа, в которой студенты составляют диалог между двумя собеседниками, указанными в задании или выбранными самостоятельно в соответствии с предложенной темой. Диалог состоит не менее чем из 5 и не более чем из 10 реплик со стороны каждого участника. Резюме – краткое изложение биографии человека, информация об образовании и квалификации, предыдущих местах работы, владении иностранными языками, описание навыков и способностей, личные данные. Как правило, резюме занимает одну печатную страницу. Проект – исследовательская, совместно-познавательная, творческая или игровая деятельность учащихся, которая имеет общую цель, согласованные методы, способы деятельности и направлена на достижение общего результата. Доклад – вид самостоятельной научно-исследовательской работы, где автор раскрывает суть исследуемой проблемы; приводит различные точки зрения,

а также собственные взгляды на нее. Терминологический (тематический) словарь – словарь, содержащий термины определенной области знания и их определения (разъяснения).

### **Работа над произношением и техникой чтения**

#### **Формы СРС над произношением и техникой чтения:**

- фонетические упражнения по формированию навыков произнесения наиболее сложных звуков английского языка;
- фонетические упражнения по отработке правильного ударения;
- упражнения по освоению интонационных моделей повествовательных и вопросительных предложений;
- упражнения на деление предложений на смысловые отрезки, правильную паузацию и интонационное оформление предложений;
- чтение вслух лексического минимума по отдельным темам и текстам;
- чтение вслух лексических, лексико-грамматических и грамматических упражнений;
- чтение вслух текстов для перевода;
- чтение вслух образцов разговорных тем.

#### **Формы контроля СРС над произношением и техникой чтения:**

- фронтальный устный опрос на занятиях по отдельным формам СРС;
- выборочный индивидуальный устный опрос на занятиях по отдельным формам СРС.

### **Методические указания по самостоятельной работе над произношением и техникой чтения**

При работе над произношением и техникой чтения следует обратить внимание на несоответствие между написанием и произношением слов в английском языке. Это различие объясняется тем, что количество звуков значительно превышает число букв: 26 букв алфавита обозначают 44 звука, поэтому одна и та же буква в разных положениях в словах может читаться как несколько разных звуков.

**При подготовке фонетического чтения текста необходимо использовать следующий алгоритм:**

- освоить правильное произношение читаемых слов;
- обратить внимание на ударение и смысловую паузацию;
- обратить внимание на правильную интонацию;
- выработать автоматизированные навыки воспроизведения и употребления изученных интонационных структур;
- отработать темп чтения.

### **Работа над устной речью**

**Формы СРС над устной речью:**

- фонетические упражнения по определенной теме;
- лексические упражнения по определенной теме;
- фонетическое чтение текста-образца;
- перевод текста-образца;
- речевые упражнения по теме;
- подготовка устного монологического высказывания по определенной теме (объем высказывания – 15-20 предложений).

**Формы контроля СРС над устной речью:**

- проверка фонетических упражнений по теме;
- проверка лексических упражнений по теме;
- контроль лексики по теме;
- контрольное чтение вслух текста-образца;
- контроль перевода текста-образца;
- устный опрос по теме.

### **Методические указания по самостоятельной работе над устной речью**

Работу по подготовке устного монологического высказывания по определенной теме следует начать с изучения тематических текстов-образцов. В первую очередь необходимо выполнить фонетические и лексические и лексико-грамматические упражнения по изучаемой теме, усвоить необходимый лексический материал, прочитать и перевести тексты-образцы, выполнить речевые упражнения по теме. Затем на основе изученных текстов необходимо подготовить

связное изложение, включающее наиболее важную и интересную информацию.

При подготовке пересказа текста рекомендуется воспользоваться памяткой:

1. После прочтения текста его необходимо разбить на смысловые части.

2. В каждой части нужно найти предложение (их может быть несколько), в котором заключен основной смысл этой части текста, и выписать эти предложения.

3. Нужно составить план пересказа и, опираясь на него, пересказать текст.

4. При пересказе текста рекомендуется использовать речевые клише:

This text is about...

The first part of the text is about...

At the beginning of the text...

At the end of this story...

As the conclusion of this story...

I would like to tell you ...

I think ...

As for me....

### **Работа над письменной речью**

#### **Формы СРС над письменной речью:**

- письменные задания по оформлению тетради-словаря;
- письменные лексические, лексико-грамматические, грамматические задания и упражнения;
- письменные задания по подготовке к монологическому общению на английском языке;
- письменные задания по реферированию текстов на английском языке;
- письменный перевод с русского языка на английский.
- 

#### **Формы контроля СРС над письменной речью:**

- орфографический диктант (словарный, текстовый);
- проверка письменных заданий в тетрадях;
- упражнения на доске;
- контрольные задания по навыкам письменной речи на английском языке.

## **Методические указания по самостоятельной работе над письменной речью**

Работу по подготовке письменного монологического высказывания (сочинение, изложение и др.) по определенной теме следует начать с изучения тематических текстов-образцов. В первую очередь необходимо выполнить лексические и лексико-грамматические упражнения по изучаемой теме, усвоить необходимый лексический материал, прочитать и перевести тексты-образцы, выполнить письменные речевые упражнения по теме. Затем на основе изученных текстов нужно написать письменное изложение, включающее наиболее важную и интересную информацию.

### **Работа с грамматическим материалом**

#### **Формы СРС с грамматическим материалом:**

- устные грамматические и лексико-грамматические упражнения по определенным темам;
- письменные грамматические и лексико-грамматические упражнения по определенным темам;
- составление карточек по отдельным грамматическим темам (части речи; основные формы правильных и неправильных глаголов и т.д.);
- поиск и перевод определенных грамматических форм, конструкций, явлений в тексте;
- синтаксический анализ и перевод предложений (простых, сложносочиненных, сложноподчиненных, предложений с усложненными синтаксическими конструкциями);
- перевод текстов, содержащих изучаемый грамматический материал.

#### **Формы контроля СРС с грамматическим материалом:**

- устная проверка грамматических и лексико-грамматических заданий на занятиях;
- выборочная проверка заданий на доске;
- проверка письменных заданий в тетрадях преподавателем / студентами;
- самостоятельная работа в аудитории по определенной теме с последующей проверкой;
- контрольная работа (в соответствии с рабочей программой).

## **Методические указания по самостоятельной работе с грамматическим материалом**

При работе с грамматическими упражнениями необходимо внимательно изучить правила по конкретной теме. При изучении определенных грамматических явлений английского языка необходимо использовать схемы, таблицы из справочников по грамматике и составлять собственные конспекты к конкретному материалу, тщательно выполнять устные и письменные упражнения и готовить их к контролю без опоры на письменный вариант, чтобы обеспечить прочное усвоение грамматического материала.

## Unit I. MY FAMILY

*Grammar: to be, to have в Past, Present, Future Simple; личные, притяжательные, возвратные; местоимения some, any; множественное число существительных.*

### Vocabulary

#### Nouns:

- mother (grandmother)** – мать (бабушка)
- father (grandfather)** – отец (дедушка)
- son (grandson)** – сын (внук)
- daughter (granddaughter)** – дочь (внучка)
- wife** – жена
- husband** – муж
- aunt** – тетя
- uncle** – дядя
- niece** – племянница
- nephew** – племянник
- department** – отдел
- subject** – предмет
- profession** – профессия
- seaside** – морской курорт
- hospital** – больница
- interest** – интерес
- memory** – память

#### Adjectives:

- tall** – высокий
- stout** – полный, тучный
- good-looking** – красивый
- pretty** – хорошенький, милый
- quiet** – спокойный, тихий
- serious** – серьезный
- sociable** – общительный
- kind** – добрый
- bright** – яркий, смелый
- local** – местный

**Verbs:****call** – звать, называть**do well** – хорошо учиться**stay** – оставаться**listen to** – слушать**spend** – проводить, тратить**learn** – учиться**become** – становиться**look after** – заботиться, следить**The Browns' Family**

The Browns live in London. George Brown is a tall, stout man of about forty. He is the head of the export department of a large engineering firm. Of course, he is a very busy man.

Linda, Mr. Brown's wife, is thirty-six. She is a good-looking woman with brown hair and dark eyes. She works as a doctor in one of the London hospitals.

The Browns have three kids. Marge, which is short for Margaret, is their elder daughter. She is fifteen. Bob, which is short for Robert, is fourteen. And William or Billy as everybody calls him, is only seven.

Marge is a pretty, quiet, serious girl. She goes to a comprehensive school. She is doing very well at school. She is one of the top pupils in her class. Her favourite subject is English literature. She is fond of reading. She reads a lot. She is also fond of music and has a good collection of records. But Marge isn't very sociable. She stays at home most evenings. She reads, listens to music, watches television or helps her mother about the house.

Bob also goes to school. He is different from Marge. He spends too little time on his homework and too much time on sports. Bob's main interest is sports. He plays football very well. He wants to be a professional footballer. Bob is a member of the local junior team.

William is the baby of the family. He goes to primary school. His teachers say he is a bright boy. He can learn a lot in a short time. He has got a very good memory. Mr. Brown thinks William can become a scientist. He spends a lot of time with William. He likes to play with him and often tells him a lot of interesting things about physics.

Linda's mother, Grandma or Granny, as the children call her, lives with them. She is a kind sixty-year-old woman. She is retired and looks after the house and her daughter's family.

George's parents live in a little cottage in the seaside town of Chacewood. They love visitors and the Browns often visit them. The children are fond of their grandparents and are always happy to see them.

### **Text exercises**

#### **Exercise 1. Answer the following questions:**

1. Is the Brown family large? 2. How many are they? 3. What is George Brown like? 3. What does he do? 4. How old is Linda Brown? 5. What does she do? 6. Is Marge a sociable girl? 7. What does she usually do in the evenings? 8. How old is Bob? 9. Why is he different from Marge? 10. What do William's teachers say? 11. What does Linda's mother do? 12. Where do George's parents live?

#### **Exercise 2. Ask questions about:**

a) Mr. Brown's family; b) the age of his wife; c) his children's main interests; d) Linda's and George's parents.

#### **Exercise 3. Agree or disagree:**

1. George is a doctor. 2. Linda, Mr. George's wife, is a good-looking woman with brown hair and dark eyes. 3. The Browns have two kids. 4. Marge is a student. 5. Bob's main interest is sports. 6. Linda's mother lives with them. 7. George's parents live in London.

#### **Exercise 4. Give facts from the text to prove that:**

1. George is a busy man. 2. He has a large family. 3. Marge is a serious girl. 4. Bob's main interest is sports. 5. William is a bright boy.

**Exercise 5.** Imagine you are Mr. Brown's friend. Speak about Mr. Brown and his family.

### **Additional exercises**

#### **Exercise 1. Act out the following situations:**

1. Now you are at your friend's place. You are talking to one of his kids. You ask him the usual questions grown-up people ask children.  
2. You are at your colleague's place. You are talking about various things and gradually the conversation turns to your families.  
3. This is a photo of you and your class-mates. Now they are all grown up. Some are well-known specialists, others are not. Some of them

are married, some are not. You and your friend are looking at the photo of 10th A and talking of your former class-mates.

**Exercise 2. Answer the questions:**

1. Have you got a brother or a sister? 2. Is he (she) older than you? 3. Where does he (she) live? 4. What does he (she) do? 5. Is your sister (brother) married? 6. Is her (his) family large? 7. Does your sister (brother) often visit you? 8. What do your parents do? 9. How old are they? 10. Where do they live? 11. What do they like? 12. In what way do they help you? 13. Are your grandparents alive? 14. How old are they? 15. What do they do? 16. Do you often visit them?

**Exercise 3. Fill in the gaps with the words given at the end:**

Mr. and Mrs. Hawk live in London at 20 Upping Street. Mr Hawk is a ... forty-year old man. He is a manager by ... and works at one of the city ... .

Mrs. Hawk is a ... woman with blond ... and blue ... . She is a secretary. She works for a big ... . She ... at work 8 hours.

The Hawks have two children. Their ... daughter Ann is 14. She is a ... girl, she has a good ... , but she doesn't ... well at school. Her ... interest is singing. Ann ... too much time on singing and ... to music. Ann ... goes to parties. Sometimes she ... late and her parents are angry with her.

Ann's sister Linda is ... from her. She studies hard, and is the ... pupil in her class. Her ... is mathematics. She reads ... and she ..... her parents about the books she reads. Linda ... to become a teacher.

Different, elder, want, top, bright, main, often, a lot, profession, supermarket, eye, stay, tell, always, good-looking, interest, hair, company, memory, do, listen, spend, come, home, main, tall.

**Exercise 4. Fill in the gaps with prepositions where necessary:**

I'd like to tell ... you ... my son Peter. My wife and I are very proud ... him.

Peter is a clever boy. He is doing very well ... school. One ... his main interests is astronomy. He's got a lot of books ... astronomy. Peter is very fond ... reading and he spends plenty of money ... books.

Peter is a very hard-working boy. He always helps us ... the house and looks ... his younger brother, Mike ... name, and he sometimes goes

... a walk ... him. He tells ... Mike different stories and Mike likes to listen ... them.

Peter is a home-loving person. He doesn't often go out. He likes to stay ... home in the evening, watch television or listen ... music.

### **Exercise 5. Translate into English:**

Можно я расскажу вам о себе и своей семье? Меня зовут Виктор Николаев. Я инженер. Я работаю в торговой фирме в отделе экспорта. Я собираю различную информацию о новой продукции и работаю с заказчиками.

Я женат и у меня двое детей. Моя жена Светлана – красивая очаровательная женщина. Она на 3 года моложе меня. Светлана работает в школе. Она учительница английского языка. Она очень любит свою работу. Английский язык интересуется ее больше всего на свете. Она проводит много времени на работе, а в доме много книг на английском языке.

Мой старший сын Антон – студент. Он химик и собирается стать ученым. Химия его любимый предмет, но он интересуется также иностранными языками. Большую часть времени он проводит в лаборатории или библиотеке. Антон серьезный, спокойный молодой человек, правда, не очень общительный. Жаль, что он не занимается спортом, хотя любит смотреть хоккей по телевизору.

Мой младший сын Петр – совсем другой. Ему 14 лет. Он учится в 8 классе. Его хобби – футбол. Он хороший спортсмен, но не очень хороший ученик.

### **Grammar exercises**

**Exercise 1. Complete the description of Mary, her family and friends. Use the words from the box:**

'm (am)	'm not (am not)	's (is)	isn't (is not)	're (are)
aren't (are not)				

Hello, I ... George. I ... British. I ... from Oxford. My favourite sport ...volleyball, but I ...a good player because I ... very tall. This ... my brother, Peter. He ... interested in sport. He thinks it ... boring. Linda and Joseph ... our friends. They ... at work today because it's a holiday. It ... Joseph's birthday today – he ... 19 years old.

**Exercise 2. Complete the following sentences:**

1. Mary is not at the university, she ...
2. His father is not ill, he ...
3. The children are not at school, they ...
4. Paul is not present, he ...
5. How are you? – Thank you, I ...
6. How is your wife? – Thank you, she ...
7. Give me some water, please. I ...
8. My brother isn't single, he ...
9. We are not busy today, we ...

**Exercise 3. Fill in the blanks with a past form of *be*:**

A thief stole a computer and printer from an office on campus Saturday at 10:00. Sandy ... in the parking lot across from the office, standing next to her car. She saw him for only a few minutes, but she ... sure she could identify him. The police officers ... happy to have a witness, but they ... sure how much Sandy saw from the parking lot. Sandy ... positive she could answer the detectives' questions.

**Exercise 4. Where were you at these times? Use *I was at/in* + a place:**

- 1) at 07.00 yesterday morning;
- 2) last Saturday;
- 3) at 08.00 yesterday evening;
- 4) last Monday afternoon;
- 5) at midnight last night;
- 6) last holiday;
- 7) ten minutes ago.

**Exercise 5. Complete sentences with *is* or *are*:**

1. There ... 5 people in our team.
2. There ... a museum in the city centre.
3. There ... a big park near my house.
4. There ... two teachers in the room.
5. There ... one song on this CD.
6. There ... her students here.
7. There ... your mobile phone.
8. There ... a computer and a TV in my room.
9. There ... no homework today.

**Exercise 6. Correct the sentences:**

1. There are four continents. *No, there aren't. There are five.*
2. There are three planets in the solar system.
3. There are red and black blood cells.
4. There is one element in water, hydrogen.
5. There are fifty centimeters in one meter.
6. There are more speakers of Italian than of English.
7. There are ten sentences in this exercise.

**Exercise 7. Fill in the blanks with *have* or *has*:**

1. We ... a good car.
2. My neighbour ... a fine flat.
3. They ... a lot of relatives.
4. I ... no English books.
5. Sarah ... blue eyes.
6. You ... a well-to-do family.
7. This room ... five desks.
8. I ... a very special reason to go there.
9. They ... a good ear for music.
10. He ... a lot of problems.
11. She ... his address at home.

**Exercise 8. Replace the nouns in *italic* by the personal pronouns:**

1. *My friends* are playing tennis.
2. I saw *my friends* in our yard.
3. Put *the phone* on the table.
4. *The phone* is on the table.
5. *Her husband* went to the hospital.
6. She is waiting for *her husband*.
7. We were listening to *our chief* with great interest.
8. *Our chief* was telling us a very interesting story.

**Exercise 9. Paraphrase the following sentences:**

*Example:* This is my room. – This room is mine.

1. This is our house.
2. This is his bike.
3. This is your money.
4. This is her daughter.
5. This is my food.
6. This is their neighbour.
7. This is our offer.
8. This is her job.

*Example:* Your room is large. Jane's room is larger. – Jane's room is larger than yours.

1. My watch is good. Your watch is better. 2. My pen is bad. His pen is worse. 3. Their house is old. Our house is older. 4. His camera is expensive. Nick's camera is more expensive. 5. Her story is interesting. Her friend's story is more interesting. 6. Our teacher is young. Your teacher is younger.

**Exercise 10. Choose the correct form of the pronoun:**

1. The person (who, whom) I vote for must have an experience.
2. Everybody left some food on (their, his, her) plate.
3. Mary and (I, me) would rather go to the movies.
4. John (he, himself) went to the meeting.
5. You'll stick (you, your, yourself) with the pins if you are not careful.
6. (Yours, your) record is scratched and (my, mine) is too.
7. Everyone knew (who, whom) these people were.
8. Our family and (they, them) have known each other for years.

**Exercise 11. Choose the correct word from those in brackets:**

1. Both Bill and John made (his, their) own trout flies.
2. Each of the girls will finish (her, their) school successfully.
3. The committee is discussing (its, their) report tomorrow.
4. Some of boys have brought (their, his) own lunch.
5. He never puts anything back in (its, his) place.

**Exercise 12. Insert *some* or *any*, making the appropriate compounds if it is necessary:**

1. She wanted ... apples but there weren't ... at home.
2. Are there ... classes today?
3. I'd like to buy ... new clothes but I haven't got ... money.
4. They can't have ... more strawberries; I want ... to make jam.
5. Have you got ... idea who could have borrowed a bicycle?
6. Is there ... information for me?
7. I have ... plans for the future.

**Exercise 13. Give the plural of the following nouns if possible:**

Task, day, page, wife, city, information, country, roof, industry, life, tomato, face, wish, reliability, glass, bench, photo, loaf, equipment, cliff, pollution, scientist, man, goose, address, sandwich, fish, knowledge, news, hair.

**Exercise 14. Change the number of the nouns in *italic* and make all other necessary changes:**

1. The *child* is playing in the yard.
2. This *lady* was very beautiful.
3. We came up to the *woman* who was walking near our house.
4. The *match* will be held in Liverpool.
5. The *sheep* is on the pasture.
6. The *potato* is ripe.
7. The *book* is on the *shelf*.
8. This *watch* was made in Switzerland.
9. The cat saw *a mouse*.

**Test yourself**

**Choose the correct response:**

1. And what is your friend?
  - a) He is a sailor.
  - b) He is nice.
  - c) He is my brother.
  
2. Sorry, I am late.
  - a) It's all right.
  - b) Not at all.
  - c) You are not right.
  
3. What is your nephew's name?
  - a) He is David.
  - b) His name is David.
  - c) He is my nephew.
  
4. What does he do?
  - a) It's a student.
  - b) He a student.
  - c) He is a student.
  
5. How many brothers have you got?
  - a) I have got one brother.
  - b) There is one brother.
  - c) One brother.

6. How old is he?

- a) Fifteen.
- b) Fifteen years.
- c) He is fifteen.

7. Good morning, Jack.

- a) Hello, Mr. Green.
- b) Good morning, Mr. Green.
- c) How do you do?

8. Have a nice weekend!

- a) Thank you. All right.
- b) You too.
- c) Thank you. The same to you.

9. Does he have three sisters?

- a) No, he hasn't.
- b) No, he doesn't.
- c) No, he does.

## Unit II. MY UNIVERSITY

*Grammar: Времена активного залога Past, Present, Future Simple; типы вопросов; указательные местоимения, местоимения many, much, few, a few, little, a little.*

### Vocabulary

#### Nouns:

**term** – семестр

**department** – отделение, кафедра

**professor** – профессор

**docent** – доцент

**Doctor of Sciences** – доктор наук

**Master of Sciences** – кандидат наук

**graduate** – выпускник

**post-graduate** – аспирант

**training** – обучение, подготовка, образование

**occupation** – профессия, занятие, род

**hall of residence / hall** – студенческое общежитие

**curriculum** – учебный план, курс обучения

**skill** – мастерство, опыт

#### Adjectives:

**academic** – академический

**vocational** – профессиональный

**skilled** – квалифицированный

**complete** – полный, законченный

#### Verbs:

**attend** – посещать

**train** – обучать, готовить

**equip** – оборудовать, оснащать

**provide** – снабжать, обеспечивать

**borrow** – брать, занимать, одалживать

**graduate from** – окончить (колледж, университет)

### **Word combinations:**

**first (second, third, fourth, fifth) year student** – студент первого (второго, третьего, четвертого, пятого) курса

**full-time student** – студент очного отделения

**part-time student** – студент вечернего отделения

**correspondent student** – студент заочного отделения

**end-of-term tests and examinations** – семестровые зачеты и экзамены

**learning programme** – программа (форма) обучения

**correspondence learning programme** – программа (форма) заочного обучения

**distance learning programme** – программа (форма) дистанционного обучения

**up-to-date equipment** – современное оборудование

**sports facilities** – спортивные сооружения

**grant a scholarship** – давать (присуждать) стипендию

**take an exam** – сдавать экзамен

**pass an exam** – сдать экзамен

**defend a graduation paper** – защитить дипломную работу

**carry out tests (experiments)** – проводить опыты (эксперименты)

### **The Krasnoyarsk State Agrarian University**

The university I go to was founded in September, 1953 and had three departments: Mechanization, Animal Husbandry and Agronomy departments. Since that time it has been grown significantly. Now it offers a wide range of academic courses, enabling students to be successful in the current job market.

At present, the university has 8 institutes: Agro ecological Technologies, Applied Biotechnology and Veterinary Medicine, Economy and Management AIC, International Management and Education, Engineering Systems and Power Engineering, Food Processing, Law, Land Surveying, Cadastre and Environmental Engineering. The total enrollments include the students of the day department and correspondence department.

The university is justifiably proud of its teaching. More than 500 teachers work at it: 84 doctors of Sciences and 316 masters of Sciences.

There are a lot of laboratories at the university. They are fitted with up-to-date equipment and instruments to provide a high level of training. They are of great help to the students.

The university library provides the students with access to thousands of learning resources in print and online. They can borrow course books, manuals and literature on the subjects they are interested in.

The students studying away from home are accommodated in the halls of residence.

The academic year runs from September to June, and it is divided into two terms: the winter term and the summer term. The system of Higher Education is being reformed now, as far as it is divided into Bachelor's and Master's Degree.

According to the university curriculum the students have lessons in general and special subjects, quite necessary for their future profession. The students take end-of-term tests and examinations twice a year. If the students who don't pay for their studies pass them successfully, they are granted monthly scholarships. During the terms, the students have to attend lectures and seminars, carry out laboratory tests and do practical work.

Every year a lot of young specialists graduate from the university. They work at different enterprises, plants, offices.

### **Text exercises**

#### **Exercise 1. Answer the following questions:**

1. When was the university founded?
2. How many institutes does the university have?
3. What are they?
4. What can you say about the teaching staff?
5. What are the laboratories like?
6. Where can the students borrow the literature for their studies?
7. Where do the students live?
8. What are the periods of study for the academic programmes?
9. When do the students take their end-of-term tests and exams?
10. Are all the students granted monthly scholarships?
11. Where do young specialists work?

#### **Exercise 2. Add some more sentences confirming the following statements:**

1. The university has grown significantly. 2. The university is proud of its teaching. 3. The laboratories are of great help to the students. 4. The university library is suited to different styles of learning. 5. Not all the stu-

dents are granted scholarships. 6. A lot of young specialists are demanded after graduating from the university.

**Exercise 3. Agree or disagree:**

1. The Krasnoyarsk State Agrarian University was founded in 1963.  
2. The university had three departments. 3. At present there are 10 institutes at the university. 4. The university is proud of its teaching. 5. There is one laboratory at the university. 6. The students studying away from home are accommodated in the halls of residence. 7. The academic year is divided into three terms. 8. If the students who pay for their studies pass the exams successfully, they are granted monthly scholarships. 9. University specialists work at different enterprises, plants, offices.

**Exercise 4. Put the main ideas in the same order as they are in the text:**

1. College curriculum.
2. College laboratories
3. Graduates employment.
4. Teaching staff.
5. Duration of the academic programmes.
6. College library.
7. Tests and examinations.
8. College campus.
9. University today.
10. Foundation of the university.

**Exercise 5. Put the missing words:**

2. At present, the university has ... institutes: ... .
3. The laboratories are fitted with ... .
4. The students can borrow ... .
5. The academic year is divided into ... terms: ... .
6. The system of Higher Education is being reformed now, as far as ... .
7. The students are granted ... .
8. During the terms the students have to attend ... .

**Additional exercises**

**Exercise 1. Read the following dialogue:**

**Nick:** Pete, I'd like to ask you about your study at university?

**Pete:** What are you interested in? I am ready to answer all your questions. Do you want to enter my university?

**Nick:** Yes, I do. I want to know more about your university and then I will choose which course to take. How long does an academic course last?

**Pete:** It lasts for four years.

**Nick:** What academic courses does the university offer?

**Pete:** You may choose any of the following courses: electrical engineering, mechanical engineering, agronomy, veterinary medicine, food processing and others.

**Nick:** What subjects are the most important ones for a future electrician?

**Pete:** First of all you must be good at mathematics, physics and electrical engineering.

**Nick:** Oh, it is really very interesting. Have you studied them yet?

**Pete:** No, but I am studying them now.

**Nick:** Ok, Pete, thank you very much.

**Pete:** Not at all. I'll be glad to see you among the students of our university.

**Exercise 2. Using the dialogue as a model, fill in the missing remarks of the dialogue given below and practice it:**

**Anton:** What are you doing at the university?

**Olga:** \_\_\_\_\_.

**Anton:** What academic course do you want to take?

**Olga:** \_\_\_\_\_.

**Anton:** You should be very good at maths.

**Olga:** \_\_\_\_\_.

**Anton:** The course lasts for four years.

**Olga:** \_\_\_\_\_.

**Anton:** Why did you decide to become an electrician?

**Olga:** \_\_\_\_\_.

**Anton:** I see. That's very nice.

**Olga:** \_\_\_\_\_.

**Anton:** I hope to see you among the students of this university.

**Exercise 3. Make up your own dialogues:**

*Situations*

You meet your friend and talk about:

- a) his/her first year of study at university;
- b) his/her qualifications he (she) will obtain after graduating.

**Exercise 4. Answer the following questions:**

1. What course are you doing?
2. Are you a full-time student?
3. How long does your course programme last?
4. How many terms are there in the academic year?
5. Are all students granted monthly scholarships?
6. When do your group mates and you prefer doing homework?
7. Where are the halls of residence situated?
8. What kind of student are you?

**Exercise 5. Complete the sentences:**

1. I am a first-year student of\_\_\_\_\_.
2. After completing\_\_\_\_\_.
3. My favourite subjects are\_\_\_\_\_.
4. Every day I usually have\_\_\_\_\_.
5. The students studying away from home\_\_\_\_\_.

**Grammar exercises**

**Exercise 1. What does *have* mean in these sentences? Choose from these verbs: *drink, eat, play, receive, spend*:**

1. Mark never has breakfast.
2. They've just had a game of chess.
3. My father has a glass of milk every evening.
4. We've just had three weeks in Morocco.
5. I had lots of presents on my birthday.

**Exercise 2. Write positive or negative sentences:**

1. Coffee / come from Brazil.
2. Hillary Clinton / speak Russian.
3. Italy / make pasta.
4. The Trans-Siberian railway / go from Moscow to Vladivostok.
5. The President of South Africa / live in London.
6. Rice / grow in Poland.
7. The sun / go round the earth.

**Exercise 3. Put the questions to the words in italics:**

1. They go to bed *at eleven o'clock*.
2. Her daughter knows *German* well.
3. My mother watches *her favourite serial* in the evening.
4. It *rains* in autumn.
5. *My sister* learns many poems by heart.
6. Ann helps *her mother* about the house.
7. *At the lessons* we read and speak English.
8. His father *teaches* mathematics.

**Exercise 4. Change the following into the Past Simple:**

1. John doesn't like such films.
2. They don't change trains there.
3. Her husband repairs his car himself.
4. We often see them here.
5. I don't know his address.
6. He gets up, washes, dresses, has breakfast and goes to university.
7. Does this medicine help you?
8. We understand the rule.

**Exercise 5. Complete the sentences about you:**

1. In 2000 ...
2. When I was 5, ...
3. When I was 10, ...
4. When I was 15, ...
5. Yesterday I ...
6. Last month I ...
7. Last holiday I ...
8. Last year I ...

**Exercise 6. Complete the sentences with the Past Simple form of the verb in brackets. Then decide if each sentence is true or false:**

1. Greek actors (wear) masks and special boots.
2. Spartan children (take) baths only two or three times a year.
3. The philosopher Socrates (drink) poison and died.
4. Alexander the Great's army (go) as far as China.
5. The Roman Emperor Caligula's name (mean) 'Happy Soldier'.
6. Roman mathematics (have) no zero.
7. Roman soldiers (pay) for their own equipment and food.
8. The Romans (know) how to make soap and cement.

**Exercise 7. Replace the verbs in *italic* by ones in the Past Simple Tense:**

1. I *want* to learn Japanese.
2. Her relatives *live* abroad.
3. The teacher *asks* questions about the text.
4. The students *answer* all the questions.
5. We often *celebrate* this holiday here.
6. She *looks* at me angrily.
7. My friend *calls* me every day.
8. They *like* rock-and-roll.
9. Suddenly a big dog *enters* the room.
10. Who *shows* you these films?

**Exercise 8. Seven of the sentences (including the example) contain historical errors. Guess which ones are wrong and rewrite them with a negative Past Simple form:**

*Example:* Alexander the Great married Cleopatra.

Alexander the Great didn't marry Cleopatra.

1. Nelson Mandela became President of South Africa in 1994.
2. Leonardo da Vinci invented the Internet.
3. Confucius the Chinese philosopher died in 1900.
4. Marco Polo stayed in China for five years.
5. The ancient Romans used steam engines in their battles.
6. Genghis Khan invaded Italy and captured Rome.
7. Christopher Columbus reached America by accident.
8. William Shakespeare wrote Don Quixote.

**Exercise 9. Change the following into the Future Simple:**

1. I often spend my weekend in the country.
2. She can help you.
3. We speak two languages perfectly.
4. Her son is married.
5. I saw him in the park.
6. Her husband worked for this company.
7. They are here.
8. I am busy on weekdays.

**Exercise 10. Use I think I'll ... or I don't think I'll ... . Read the situation and then write your sentence:**

*Examples:* It's cold. You decide to close the window. *I think I'll close the window.* It's raining. You decide not to go out. *I don't think I'll go out.*

1. You feel tired. You decide to go to bed. I ... .
2. A friend of yours offers you a lift in his car but you decide to walk. Thank you but ... .
3. You arranged to play tennis. Now you decide that you don't want to play. ... .
4. You were going to go swimming. Now you decide that you don't want to go. ... .

**Exercise 11. Complete the sentences with *this, that, these, those*:**

1. Could you bring me ... book, please?
2. Who are ... attractive men over there?
3. Look – you will like ... picture.
4. Wait – I can't walk fast in ... new shoes.
5. "... are my relatives." "How do you do?"
6. ... was a wonderful party. Thanks.
7. Do you remember ... people that we met in Spain?
8. I'm not enjoying ... work.

**Exercise 12. Fill in the blanks with *few, little, a few, a little*:**

1. We saw ... people at the restaurant because the prices there were very high.
2. I've met him just ... times in my life.
3. Very ... students in our group can do such difficult work.
4. They can't communicate because they have too ... time.
5. If you want to make pancakes, you need ... eggs and ... flour.
6. She eats ... meat. She prefers fish.
7. This is a modern town. There are only ... old buildings.
8. Can you lend me ... money?

**Exercise 13. Complete the text with *many, much, few, lots, none and little*:**

Many people nowadays try to follow a healthy diet, although not ... experts agree about what this is. In fact ... of people assume that 'diet' is

something connected with losing weight. Diet simply refers to the kind of food and how ... of it we eat. There are very ... foods that we can describe as completely 'unhealthy', and not ... foods have zero nutritional value.

However, if you eat ... of chocolate and fried food and take ... exercises, then your diet would probably be described as 'unhealthy'. ... experts recommend that we all eat ... of fruit and vegetables, and eat very ... fatty food.

People are often surprised when they discover how ... fat there is in popular fast foods such as burgers and pizzas, or how ... calories there are in soft drinks. Unfortunately ... of us can resist this kind of food, and there are not ... people who are prepared to give up chocolate or chips. There are ... easy answers to the question 'what is a healthy diet'. However, if we eat ...different kinds of food, drink ... of water, and make sure we take ... of exercise, then we will be going in the right direction. After all, ...us are perfect!

### **Test yourself**

#### **Choose the correct response:**

1. The university I go to provides:
  - a) part-time courses;
  - b) full-time courses;
  - c) full-time and correspondence courses.
  
2. The students enjoy studying at university thanks to:
  - a) teachers;
  - b) full-time courses;
  - c) canteen.
  
3. The library provides:
  - a) academic activities;
  - b) materials for study;
  - c) up-to-date equipment.
  
4. The canteen is the most popular place for:
  - a) student discussions;
  - b) having a large spacious area;
  - c) greenery all round.

5. The academic year is divided into:
  - a) two terms;
  - b) three terms;
  - c) one term.
  
6. The students studying away from home live:
  - a) with the friends;
  - b) in the halls of residence;
  - c) alone.
  
7. The students who study well:
  - a) go home;
  - b) have a long vacation;
  - c) are granted scholarships.
  
8. The system of Higher Education is reformed into:
  - a) Bachelor's Degree;
  - b) Bachelor's and Master's Degree;
  - c) Master's Degree.

## Unit III. MY CITY

*Grammar: Времена активного залога Past, Present, Future Continuous, степени сравнения прилагательных и наречий, артикли, числительные.*

### Vocabulary

#### Nouns:

**fortress** – крепость

**confluence** – слияние

**merchant** – купец

**century** – век, столетие

**lore** – знания

**exhibition** – выставка

**branch** – ветвь, отрасль; филиал, отделение

**enterprise** – предприятие

**sight** – вид, зрелище, достопримечательности

**tributary** – приток

**chapel** – часовня, церковь

**bridge** – мост

**reservation** – заповедник

#### Adjectives:

**whole** – весь, целый

**outstanding** – выдающийся

**ancient** – древний, старинный

**scientific** – научный

**educational** – образовательный

**(non)-ferrous** – (цветной) черный (металл)

**main** – главный, основной

**powerful** – мощный

**municipal** – муниципальный, городской

**artificial** – искусственный

**marvelous** – изумительный

**numerous** – многочисленный

**craggy** – скалистый

**adroit** – ловкий

**true** – истинный, правдивый

### **Verbs:**

**amaze** – изумлять, поражать

**stretch** – простираться, тянуться

**include** – включать, заключать, содержать в себе

**construct** – строить, сооружать

**preserve** – сохранять, охранять, оберегать

**produce** – производить, выпускать

**belong** – принадлежать, относиться к чему-то

**depict** – изображать

**award** – награждать, присуждать

**appear** – показываться, появляться

**surround** – окружать

**attract** – привлекать

**carve** – резать, вырезать

### **Word combinations:**

**to pay attention to smth** – обращать внимание на что-либо

**to date back to** – относиться к, восходить к, вести начало

**to go without saying** – само собой разумеется

**(not) by chance** – (не) случайно

**to put into operation** – вводить в эксплуатацию

**from time immemorial** – с незапамятных времен

**a great number of** – много, большое количество

**no wonder** – неудивительно

## **Krasnoyarsk**

The fortress near Krasny Yar was built in August of 1628. The Cossacks headed by Andrei Dubensky paid attention to the place of confluence of the two rivers – the Yenisey and the Kacha. The beauty of these places amazed them – steppes, mountains and the taiga stretched for miles around. The status of the city was got by Krasnoyarsk in 1690.

Krasnoyarsk is a cultural center of Siberia. In its history there are many outstanding names. Among them you can see a painter Vassily Surikov, a merchant-bibliophile Gennady Yudin, an opera singer Dmitry Khvorostovsky, a two times Olympic champion in wrestling Ivan Yarigin.

There are five professional theatres in the city: the House of Opera and Ballet, a drama theatre, a musical theatre, a puppet theatre and a theatre of young spectators. There are concert halls, the Organ Hall, a circus,

the museum of local lore, the Surikov house-museum, a large exhibition complex and others.

Krasnoyarsk is included into the list of historical places in the Russian Federation. On the city territory there are some memorials dating back to the archeology of the Stone Age such as Afontova Hill, Bugach, Gremyachy Log and others.

Krasnoyarsk is one of the largest Siberian scientific centers. There are a great number of schools and higher educational institutions in the city. Among them there are such universities as Siberian Federal University, Siberian State University of Science and Technologies, Institute of Arts, Agrarian, Teacher Training and Medical universities and others.

The leading branch of industry in Krasnoyarsk is non-ferrous metallurgy. More than 30 heavy, light, alloyed, rare-earth metals and elements are produced in the city, and the most important ones are aluminum, platinum and gold. The largest industrial enterprise is the Krasnoyarsk Aluminum Plant.

The main sight of Krasnoyarsk is the Yenisey. This great Siberian river takes more than 500 large tributaries. The most powerful in Eurasia hydroelectric power-stations were built there: the Sayno-Shushenskaya (1980) and the Krasnoyarsk Hydroelectric Power-station (1972). The latter one is depicted on ten-ruble bank-notes.

Krasnoyarsk bridges also belong to the main sights of the city. The railway bridge was built in 1899 by the engineer-mechanic E.K. Knorre. It was awarded a gold medal at the world exhibition in Paris in 1900. In 1961 a municipal bridge whose length is 2100 meters was put into operation. But the Oktyabrsky road-transport bridge built in 1986 is more grandiose. It is 41 meters in width and its length is more than 5 kilometers.

Krasnoyarsk is a city of mass and professional sports. Such kinds of sports as wrestling and Greco-Roman one, judo, ice-hockey, rugby and motorcycle races on the ice are loved by the people of Krasnoyarsk.

Next to the city there is a wonderful reservation "Stolby" attracting numerous tourists. It was organized in 1925. Here there are craggy rocks numbering 47000 hectares. They are about one hundred. For million years rains and winds, the cold and the sun were carving fantastical figures from these wild rocks. From time immemorial the reserve has been the favourite resting place of the Krasnoyarsk citizens.

## Text exercises

### Exercise 1. Answer the questions:

1. Who and when founded Krasnoyarsk?
2. What amazed Andrei Dubensky?
3. Why is Krasnoyarsk a cultural center of Siberia?
4. How many professional theatres are there in Krasnoyarsk?
5. What are they?
6. Where is knowledge consolidated in Krasnoyarsk?
7. What is the leading branch of industry in Krasnoyarsk?
8. What is the connection between Krasnoyarsk and ten-ruble banknotes?
9. Why are the bridges over the Yenisey unique?
10. What kinds of sports are loved by people of Krasnoyarsk?
11. What can you say about the reservation “Stolby”?

### Exercise 2. Say what is true and what is false. Correct the false statements:

1. Krasnoyarsk was founded in 1728.
2. Good people amazed Andrei Dubensky.
3. Five professional theatres function in the city.
4. The leading branch of industry in Krasnoyarsk is shipbuilding.
5. The Krasnoyarsk Hydroelectric Power-station is depicted on ten-ruble banknotes.
6. The municipal bridge was awarded a gold medal at the world exhibition in Paris in 1900.
7. “Stolby” was organized in 1925.

### Exercise 3. Translate the following sentences into English:

1. Красноярск расположен в очень красивом месте: вокруг тайга, горы и степи.
2. Наш город был основан казаками во главе с Андреем Дубенским в августе 1628 года на месте слияния Енисея и Качи.
3. Имена многих выдающихся людей вписаны в историю Красноярска, например, художник Суриков, купец-библиофил Юдин, оперный певец Хворостовский, олимпийский чемпион Ярыгин.
4. В Красноярске – пять профессиональных театров, органнй зал, цирк, краеведческий музей, музей Сурикова, выставочный комплекс и другое.

5. В Красноярске есть такие университеты, как Сибирский Федеральный, Сибирский государственный университет науки и технологий, Институт искусств, аграрный, педагогический, медицинский и другие.

6. В Красноярске очень любят такие виды спорта, как вольная и греко-римская борьба, регби, мотогонки на льду, хоккей с мячом.

7. Самая главная достопримечательность Красноярска – заповедник «Столбы»; с незапамятных времен заповедник – любимое место отдыха жителей города.

**Exercise 4. Put the main ideas in the same order as they are in the text and retell the text in English according to the plan:**

1. Professional theaters.
2. Professional sport.
3. Unique bridges.
4. Historical places.
5. Reservation “Stolby”.
6. The status of the city.
7. Krasnoyarsk as a cultural center.
8. Education.
9. Industry.
10. Hydroelectric power stations.

#### **Additional exercises**

**Exercise 1. Practise these dialogues:**

##### **Asking about the way**

**A.:** Excuse me!

**B.:** Yes?

**A.:** Can you tell me the way to the post office, please?

**B.:** Certainly. Take the first street on the left, then the second on the right.

**A.:** First on the left, second on the right ...

**B.:** That's right.

**A.:** Thanks a lot.

\*\*\*

**A.:** Excuse me. How can I get to the railway station, please?

**B.:** Go down this road, then take the second street on the left.

**A.:** Is it far from here?

**B.:** Oh, no. It's just five minutes walk.

**A.:** Thank you very much.

\*\*\*

**A.:** Excuse me. Where is the nearest bank here?

**B.:** It's round the corner over there, opposite the supermarket.

\*\*\*

**A.:** Excuse me, how can I get to the theatre?

**B.:** Er... which theatre?

**A.:** The drama theatre.

**B.:** You go through the shopping center and then I think you turn left... but ask again.

**A.:** OK, thank you.

**A.:** Can you tell me the way to the drama theatre?

**C.:** I'm sorry. I don't know. I'm a stranger here.

**A.:** Oh, OK.

**A.:** Excuse me, which way is the drama theatre?

**D.:** Turn left at the corner, then go straight on until you come to the traffic lights and it's on your left.

**A.:** Left at the corner, straight on, the traffic lights. Thanks.

**A.:** Excuse me, the drama theatre?

**E.:** Go up to the traffic lights and you'll see it across the road on your left.

**A.:** Fine. Thanks.

### **A New-comer in St. Petersburg**

**New-comer:** Excuse me, could you tell me the way to the "Druzhba" hotel? I'm a stranger here; I've just arrived in St. Petersburg.

**Passer-by:** It's quite a long way from here.

**New-comer:** Yes, I know, but my friends advised me to put up at this hotel.

**Passer-by:** Your friends are right; it is one of the best hotels. You may go by underground there. It's the quickest way to get there, though you'll have to change on to a bus in Lev Tolstoy Square or walk.

**New-comer:** What bus shall I change on to?

**Passer-by:** The 65 bus will take you to Popov Street. It is only one stop from the underground station.

**New-comer:** Thank you very much. Is it impossible to get there by tram or trolley-bus? I haven't seen anything of St. Petersburg yet and I've heard so much about this beautiful city!

**Passer-by:** You can get on the 10 trolley-bus. It will take you as far as Palace Square where you may get off. When you have admired the wonderful view around you, take the 25 bus.

**New-comer:** Where shall I get off the "Druzhba" hotel?

**Passer-by:** In Popov Street, but you'd better ask the conductor to put you down.

**New-comer:** Thank you very much.

**Exercise 2. Using the above dialogues as a model, make up and act your own ones:**

- You are a new-comer in this city. You ask a passer-by how to get to the cinema, the supermarket, the hospital or other places.
- A new-comer asks you how to get to the bus stop, the airport, the central square or other places.

### **Grammar exercises**

**Exercise 1. Complete the sentences. Use the verbs in brackets in the present continuous:**

1. I (not work) at the moment. I am at a restaurant.
2. Elsa (have) a shower? – No, she (speak) on the phone.
3. You (not watch) the TV at the moment. Why don't you switch it off?
4. Is Mrs Jenkins in the kitchen? No, she (cut) the grass.
5. Pete and Ben are in London now. They (meet) their customers.
6. "Can I take your pencil?" "No, I'm sorry. I (use) it."
7. "Is it still raining?" "No, the sun (shine) now."
8. "What is he doing?" "He (have) his morning coffee."

**Exercise 2. Complete these sentences using one of these verbs: *get, become, change, rise, improve, fall, increase*:**

1. The number of people without jobs ... at the moment.
2. He is still ill but he ... better slowly.
3. These days petrol ... more and more expensive.
4. Everything ... . Things never stay the same.
5. The cost of living ... .
6. The economic situation is already very bad and it ... worse.

**Exercise 3. Choose the correct form:**

1. Look outside! *It's snowing!*/*It snows!*
2. *It's snowing* /*It snows* quite often in Britain.
3. *I'm going*/*I go* shopping now. Let's go with me!
4. Usually, *I'm going*/*I go* to bed at around 11.30 every night.
5. Where's John? – *He's cooking*/*He cooks* the dinner.
6. *She's often cooking* / *she often cooks* her favourite dish.
7. The River Thames *is flowing*/*flows* through London.
8. Look! The river *is flowing* / *flows* so fast now!

**Exercise 4. What were you doing yesterday at these times? Use the Past Continuous:**

- 7.00.
- 12.00.
- 19.00.
- 23.00.
- midnight.

**Exercise 5. A group of people were staying in a hotel. One evening the fire alarm rang. Use the words in brackets to make sentences saying what each person was doing at the time:**

Example: (Don / have / a bath) Don was having a bath.

1. (Susan / read / a book) Susan ... .
2. (George / watch / TV) George ... .
3. (Mr and Mrs Hawk / sleep) Mr and Mrs Hawk ... .
4. (John / speak / on the phone) John ... .

**Exercise 6. Put the verb into the correct form, Past Continuous or Past Simple:**

Example: While Tom was cooking (cook) the dinner, the phone rang (ring).

1. George ... (fall) off the ladder, while he ... (paint) the ceiling.
2. ... (Mary / do) makeup when I phoned her?
3. Brian ... (feed) his dog when we ... (arrive).
4. Tom ... (take) a photograph of me while I ... (not / look).
5. They ... (not / go) to the river because it ... (rain).
6. What ... (you / do) at this time yesterday?
7. I ... (work) in the garden when it ... (begin) to rain.

**Exercise 7. Put the verbs in brackets into the Future Continuous:**

1. This time next Monday, she (work) in a huge office in New York.
2. When you arrive I probably (pick) fruit.
3. Jackeline (fly) to Kenya tomorrow at this time.
4. It (rain) probably when we arrive in Kongo.
5. When you next see me I (wear) my new trousers.
6. He (sit) in the first row.
7. They (lay) the dinner table while their mother (prepare) the meat.

**Exercise 8. Make sentences with will be -ing:**

Example: I'm going to watch television from 9 till 10 o'clock this evening. So at 9.30 I *will be watching television*.

1. Tomorrow afternoon Greg is going to have his music lesson from 3 until 4 o'clock. So at 3.30 o'clock tomorrow he ... .
2. Jim is going to sunbathe from 10 until 12 o'clock tomorrow. So at 11 o'clock tomorrow he ... .
3. We are going to clean the flat tomorrow. It will take from 9 until 11 o'clock. So at 10 o'clock tomorrow morning ... .

**Exercise 9. Give the comparative and the superlative degree of the following adjectives:**

Happy, narrow, bad, hot, large, wide, warm, bright, good, effective, productive, far, dirty, nervous, big, fat, profitable, polite, old, attractive, thin, intelligent.

**Exercise 10. Answer the questions, using the proper degree of comparison:**

1. Who is (popular) politician in your country?
2. Who is (beautiful) actress in your country?
3. Who is (rich) person in the world?
4. What is (important) day you have ever had?
5. What is (stupid) thing you have ever done?
6. Who is (famous) person you have ever met?
7. What is (happy) day in your life?
8. What is (interesting) film you have ever seen?
9. What do you think is (happy) time in a person's life: when you are a child or an adult?

**Exercise 11. Give the Russian equivalents to the following proverbs. Use them in the situations of your own:**

1. East or West home is best.
2. Those do least who speak most.
3. Best defense is attack.
4. The devil is not so black as he is painted.
5. Dry bread at home is better than roast meat abroad.
6. False friends are worse than open enemies.
7. Better late than never, but better never late.

**Exercise 12. Complete the sentences using *a, an* or *the*:**

1. ... Queen of England lives in Buckingham Palace in London.
2. Who is ... best footballer in ... world?
3. What is ... name of this village?
4. Jane is ... very nice person. You must meet her.
5. ... earth moves round ... sun.
6. I had ... cup of coffee and some toast for breakfast this morning.  
... coffee was delicious.
7. Tom is in ... bathroom. He is having ... bath.
8. "What's ... capital of India?" "Delhi."

**Exercise 13. Complete the text with *a, an, the* or no article:**

### **Energy**

... waves are vibrations that transfer energy from place to place without ... matter (solid, liquid or gas) being transferred. For example, think of ... Mexican wave in ... crowd at ... football match. ... wave moves around ... stadium, while each spectator stays in their seat, only moving up then down when it's their turn.

Some waves must travel through ... substance. This substance is known as ... medium, and it can be solid, liquid or gas. ... sound waves and seismic waves are like this. As the waves travel through it, ... medium vibrates.

Other waves do not need to travel through ... substance. They may be able to travel through ... medium, but they do not have to. ... visible light, infrared rays, and microwaves are like this. They can travel through ... empty space.

**Exercise 14. Read the following numerals in English:**

8; 15; 3; 13; 30; 52; 11; 96; 117; 204; 648; 325; 773; 9000000; 1012; 0,14; 3,5;  $\frac{1}{2}$ ;  $\frac{1}{4}$ ;  $\frac{2}{3}$ ;  $2\frac{1}{2}$ ;  $\frac{35}{7}$ .

**Exercise 15. Answer the following questions:**

1. How many days are there in September? 2. How many months are there in a year? 3. How many students are there in your group? 4. Which month of the year is January? 5. When was your native city founded? 6. What is the date today? 7. When were you born? 7. What is the population of Russia?

**Test yourself**

**Choose the correct response:**

1. When was Krasnoyarsk founded?

- a) At the beginning of the 17<sup>th</sup> century.
- b) At the end of the 17<sup>th</sup> century.
- c) In the 18<sup>th</sup> century.

2. Vassily Surikov is:

- a) a sportsman;
- b) a singer;
- c) a painter.

3. What is the leading branch of Krasnoyarsk industry?

- a) Ship-building.
- b) Chemistry.
- c) Non-ferrous metallurgy.

4. How many tributaries does Yenisey have?

- a) More than 500.
- b) More than 400.
- c) More than 600.

5. The Sayano-Shushenskaya Hydroelectric Power Station is:

- a) the biggest in Europe;
- b) the most powerful in Eurasia;
- c) is depicted on ten-ruble banknotes.

6. When was the municipal bridge built?

- a) In 1976.
- b) In 1961.
- c) In 1986.

7. When was the reservation “Stolby” founded?

- a) In 1925.
- b) In 1905.
- c) In 1980.

8. What makes the development of tourism in Krasnoyarsk?

- a) Numerous guests.
- b) Nature.
- c) Theatres.

9. What is the favourite resting place of Krasnoyarsk citizens?

- a) Circus.
- b) Afontova Hill.
- c) The reserve.

## Unit IV. GREAT BRITAIN

*Grammar: Времена активного залога Past, Present, Future Perfect; Past, Present, Future Perfect Continuous.*

### Vocabulary

#### Nouns:

**agriculture** – сельское хозяйство

**aircraft** – самолеты, авиационный

**barley** – ячмень

**cattle** – крупный рогатый скот

**coal** – уголь

**crops** – зерновые

**iron** – железо

**livestock** – домашний скот

**manufacturing** – производство

**mention** – упоминание

**mountain** – гора

**oats** – овес

**pig** – свинья

**potatoes** – картофель

**principality** – составная часть

**prosperity** – процветание, преуспевание

**sheep** – овца(ы)

**shipbuilding** – кораблестроение

**steel** – сталь

**textiles** – текстиль

**wheat** – пшеница

**climate** – климат

**monarchy** – монархия

**sovereign** – монарх

**bridge** – мост

**workshop** – мастерская

**fortress** – крепость

**palace** – дворец

**prison** – тюрьма

**jewels** – драгоценности

**treasure** – сокровище

**luxury** – роскошь

**mummy** – мумия

### **Adjectives:**

**commercial** – коммерческий  
**major** – основной, главный  
**maritime** – морской  
**mild** – мягкий, умеренный  
**numerous** – многочисленный  
**vast** – огромный  
**similar** – подобный, схожий  
**empty** – пустой  
**financial** – финансовый

### **Verbs:**

**divide** – делить, разделять  
**comprise** – включать  
**consist of** – состоять из  
**separate** – отделять  
**break away** – отделиться  
**abbreviate** – сокращать  
**be surrounded by smth** – быть окруженным чем-либо  
**join** – присоединяться  
**be engaged in smth** – быть занятым в чем-либо  
**be made up of smth** – состоять из чего-либо

### **Word combinations:**

**chemical industry** – химическая промышленность  
**clothing industry** – швейная промышленность  
**constitutional monarchy** – конституционная монархия  
**flourmilling** – мукомольный  
**heavy machinery** – машинное оборудование, машины  
**official name** – официальное название  
**woolen articles** – шерстяные изделия

### **Geographical names:**

**English Channel** – Английский канал (Ла-Манш)  
**Lowland Britain** – низменная часть Великобритании  
**Highland Britain** – гористая часть Великобритании  
**The Pennines** – Пеннинские горы  
**Lake District** – Озерный край  
**The Atlantic Ocean** – Атлантический океан

**The North Sea** – Северное море  
**Birmingham** – Бирмингем (город)  
**Glasgow** – Глазго (город)  
**Leeds** – Лидс (город)  
**Liverpool** – Ливерпуль (город)  
**The Mersey** – Мерси (река)  
**the Severn** – Северн (река)  
**the Thames** – Темза (река)  
**the Tweed** – Твид (река)  
**the Trent** – Трент (река)  
**the Clyde** – Клайд (река)

### **The United Kingdom of Great Britain and Northern Ireland**

The official name of the country is the United Kingdom of Great Britain and Northern Ireland. It was formed by the union of Great Britain and Ireland in 1801, but Southern Ireland broke away in 1921. The official name of the country is often abbreviated to the United Kingdom, Great Britain, Britain, England or the UK.

Geographically Great Britain is divided into Lowland Britain and Highland Britain. Lowland Britain comprises Southern and Eastern Britain. Highland Britain includes Scotland, Wales, the Pennines and the Lake District. The highest mountain, Ben Nevis, is in Scotland.

Its area is 244,046 square kilometers. The capital of the UK is London. The country is located in the North West of Europe. It is surrounded by the Atlantic Ocean, the English Channel and the North Sea. The main rivers of the UK are the Thames, the Severn, the Tweed, the Trent. The geographical position has made the United Kingdom a commercial and maritime power.

The mountains, the Atlantic Ocean and the warm waters of Gulf Stream influence the climate of the British Isles. It is mild the whole year round. The humid and mild climate of Great Britain is good for plants and flowers. The UK was originally a land of vast forests, today only about 6 per cent of the total land area remains wooded.

The flora of the British Isles varies very much. The fauna is similar to that of the north-west of Europe. Britain is not very rich in natural resources. The main coal areas are the South Wales fields, the Lowlands of Scotland, the Yorkshire field and others.

The United Kingdom is a constitutional monarchy. The powers of the British Queen are limited by Parliament. The British Parliament consists of the Sovereign, the House of Lords and the House of Commons.

The UK is made up of England, Wales, Scotland and Northern Ireland. Wales became an English principality in 1284. Scotland and England were officially joined as Great Britain in 1707. The United Kingdom of Great Britain and Northern Ireland plays an important role in world politics.

In the past English industrial prosperity rested on a few important products, such as textiles, coal and heavy machinery. Now the UK has a great variety of industries, for example heavy and light industry, chemical, aircraft, electrical, automobile and many other industries. The United Kingdom is considered one of the world's major manufacturing nations. Now high technology industries are more developed than heavy engineering.

Speaking about the cities of the United Kingdom the first mention should be made of London, the capital of the UK. It is a big port on the River Thames, a major commercial, industrial centre.

Leeds is a centre of clothing industry producing woolen articles. Glasgow is a major port on the River Clyde where shipbuilding industry is developed. Liverpool on the River Mersey is a flour milling and engineering centre. Birmingham is an iron and steel centre. Manchester is famous for textiles manufacturing.

Three-quarters of the United Kingdom's land is dedicated to agriculture. About two per cent of the population of the United Kingdom are engaged in agriculture. Wheat, barley, oats and potatoes are the most important crops grown. Sheep, cattle and pigs are the most numerous types of livestock.

### **Text exercises**

#### **Exercise 1. Answer the following questions:**

1. What is the official name of the UK?
2. What is its area?
3. What is the capital of the UK?
3. Where is the country located?
4. What are the main rivers of the UK?
5. What influences the climate of the British Isles?
6. What is the UK made up of?
6. When did Wales become an English principality?
7. Which industries are developed in the UK?
8. Which city is famous for textiles manufacturing?
9. How many per cent of the population of the UK are engaged in agriculture?
10. What are the most important crops grown?

**Exercise 2. Complete the sentences:**

1. The four parts of the UK are . . . .
2. The country is surrounded by . . . .
3. Geographically Great Britain is divided into . . . .
4. The main coal areas are . . . .
5. The climate of Great Britain is . . . .
6. The Severn is . . . .
7. The British Parliament consists of . . . .

**Exercise 3. Give facts from the text to prove that:**

1. The mountains, the Atlantic Ocean and the warm waters of Gulf Stream influence the climate of the British Isles. 2. Now the UK has a great variety of industries. 3. Three-quarters of the United Kingdom's land is dedicated to agriculture.

**Exercise 4. Agree or disagree:**

1. The official name of the country is the United Kingdom of Great Britain. 2. Its area is 224,046 square kilometers. 3. The country is located in the North West of Europe. 4. The main rivers of the UK are the Rhein and the Donau. 5. The climate of the British Isles is mild the whole year round. 6. The UK is made up of England, Wales and Scotland. 7. The UK has a great variety of industries, for example heavy and light industry, chemical, aircraft, electrical, automobile and many other industries. 8. Birmingham is famous for textiles manufacturing. 9. Sheep, cattle and pigs are the most numerous types of livestock.

**Exercise 5. Put the main ideas in the same order as they are in the text:**

1. London is a big port.
2. The official name of the country.
3. Agriculture in the UK.
4. Leeds.
5. Climate of the British Isles.
6. The main rivers of the UK.
7. The area.
8. The industries of the UK.

### **Exercise 6. Explain the following references:**

1. The flora of the British Isles is much varied and the fauna is similar to that of the north-west of Europe. What does the pronoun that refer to?
- 2.... the Thames is the most important one. What does one refer to?

### **The Capital of the United Kingdom of Great Britain and Northern Ireland**

London is the capital of the United Kingdom of Great Britain and Northern Ireland, its political, economic and commercial centre. It is an ancient city of more than twenty centuries old. It is the largest city in Britain and one of the largest of the world. The population of London is about 9 million.

London is situated on the river Thames. There are 17 bridges over the Thames, but the best known of them are Waterloo, Tower and London bridges. All of them carry heavy traffic from one side of the river to the other. The most important parts of London are the City, Westminster, the West End and the East End.

The City is the oldest part of London. It covers only about a square mile and about ten thousand people live there. During the day it is full of people, but at the end of the day businessmen, clerks and secretaries go home and the City becomes silent and almost empty. Over a million people come to the City every day to work. The City is the financial and business part of London.

The West End is a symbol of wealth and luxury. It is the richest part of London. Here you can see the most beautiful places of London: wide streets, theaters, cinemas, concert halls, museums, the best hotels and the largest department stores.

The East End includes the port, docks, a lot of factories and workshops. This part is very important in the country's economy and commerce. There is a striking contrast between the East End and the West End, the streets are narrow and there are no big parks or gardens in the East End. It is a densely populated district.

There are a lot of places of interest in London, such as the Tower, the Houses of Parliament, Westminster Abbey, Trafalgar Square, St. Paul's Cathedral, Buckingham Palace and others. The Tower of London is an old castle on the bank of the Thames formerly a fortress, a palace and a prison. Now the Tower is a museum and houses the Crown jewels and other treasures.

The Palace of Westminster is the proper name for the Houses of Parliament. It was the king's palace for five hundred years. Big Ben is the name given to the clock tower of the Houses of Parliament. Big Ben is the biggest clock bell in Britain. It weighs 13,5 tons. Westminster Abbey is very old and very beautiful. Nearly all the kings and queens of Britain were crowned buried there. Chaucer, Charles Dickens, Thomas Hardy, Newton, Darwin were buried there too.

Trafalgar Square is the geographical center of London. It was so named in memory of Lord Nelson's great naval victory in 1805, when he destroyed the French fleet in the battle of Trafalgar.

St. Paul's Cathedral was designed by Christopher Wren. It took Wren 35 years to build the cathedral. Buckingham Palace is the official London residence of the Queen.

London is the center of Britain's cultural life. There are a lot of museums and art galleries in London: the National Gallery, the Tate gallery, the Natural History Museum and a lot of others.

### **Text exercises**

#### **Exercise 1. Answer the following questions:**

1. What is London like?
2. What is the population of London?
3. What does the Thames flow through?
4. What are the best known bridges over the Thames?
5. What are the most important parts of London?
6. What can you say about the City of London?
7. What is the West End of London famous for?
8. What can you say about the East End of London?
9. What are the places of interest in London?
10. What museums and galleries is London famous for?

#### **Exercise 2. Put questions to which these are the answers:**

1. London is an ancient city of *more than twenty centuries old*.
2. London is situated *on the river Thames*.
3. There are *17 bridges* over the Thames.
4. The City covers *a square mile*.
5. The East End includes *the port, docks, a lot of factories and workshops*.
6. The West End is *the richest part* of London.

7. *The statue of Lord Nelson* stands on top of the column in the center of Trafalgar Square.

### **Additional exercises**

#### **Exercise 1. Read the dialogue and make up your own one:**

*One day before going to London Boris decided to visit his friend Paul who had been to London for several years. He wanted to ask Paul about places of interest in London.*

**B.:** Where would you advise me to go in London first of all?

**P.:** As for me I should first go to the British Museum.

**B.:** Is the British Museum large?

**P.:** It'll take you not less than the whole day to have a good look around it. But you should visit other places. Have you heard of Big Ben?

**B.:** Certainly, I have. It is the clock.

**P.:** Big Ben is really not a clock but the bell on which the hours are struck. Besides Big Ben, there are four Little Bens, which strike before Big Ben.

**B.:** Where is the residence of the Queen?

**P.:** In Buckingham Palace. They have the Changing of the Guard in front of the palace every morning at 11 o'clock. Go there.

**B.:** What else will you advise me to see in London?

**P.:** Trafalgar Square and Hyde Park are the places where the mass meetings and demonstrations are held. Hyde Park is the largest park in London. Then come the Tower of London and St. Paul's Cathedral.

**B.:** I've read something about the Tower.

**P.:** Now there is a museum where the crown, jewels and other treasures are kept.

**B.:** You didn't say a word about the shops in London.

**P.:** The West End is the part of London where you'll find most of the shops.

**B.:** Thank you very much.

**P.:** Not at all. I wish you a pleasant trip to London.

#### **Exercise 2. Fill in the missing remarks of the dialogue and act it:**

**A.:** ... .

**B.:** I don't think you'll be able to see a lot in one or two days. Today London is one of the largest cities of the world.

**A.:** ... .

**B.:** Nine million, I believe.

A.: ... .

B.: The main parts of London are: the City, Westminster, the West End and the East End.

A.: ... .

B.: Well, you certainly should see the British Museum. But if I were you I should leave that for some other day. You could spend a whole day there. It's too big to be seen in an hour or so.

A.: ... .

B.: In the first place, Whitehall is the name of the street. In the second place, it is a political center of the British Empire. All the chief government offices are in the Whitehall, you know.

A.: ... .

**Exercise 3. Make up and act dialogues considering the following assignments:**

- You came to London to see your friends there. You ask them which places of interest to see in London.
- You tell your classmates about your holidays in London.

**Exercise 4. You have received a letter from your English-speaking pen friend Bill. After that write a letter to Bill in which tell him about Russian weather and climate:**

... Britain does not have a climate, it only has a weather. The weather in Britain is very changeable: a day can start fine and warm, but often end cold and wet. The climate is very moderate: it does not usually get very cold or very hot. Because of the Gulf Stream, British winters are much warmer than in many countries with the same latitude. The west of Britain is wetter than the east, and the north is colder than the south ...

### Grammar exercises

**Exercise 1. You are writing a letter to a friend and giving news about people you both know. Use the words given to make sentences and put the verb into the correct form:**

Example: Phil / find a new job. Phil has found a new job.

Dear Chris,

Lots of things have happened since I last wrote to you.

1. Charles / go / the USA. Charles ... .
2. Jack and Jill / decide / to divorce ... .

3. Sarah / have / a baby ... .
4. Tom / give up / smoking ... .
5. George / pass / his driving test ... .
6. Carol / move / to a new flat ... .

**Exercise 2. You are asking someone about things he has done in his life. Use the words in brackets to make your questions:**

Example: (you ever / be / to Italy?). Have you ever been to Italy?

1. (you ever / be / to South America?) ... .
2. (you / do / the shopping?) ... .
3. (you / live / in this town all your life?) ... .
4. (how many times / you / be / in love?) ... .
5. (you ever / travel / abroad?) ... .
6. (you ever / speak / to a famous person?) ... .

**Exercise 3. Put the verbs in brackets into the correct tense: the Present Perfect or Past Simple:**

1. I (buy) a new house last year, but I (not sell) my old house yet, so at the moment I have two houses.
2. When I was a child, I (not like) sport.
3. My friend is a writer. He (write) many books.
4. Her boss (look) up as she (come) in. "You (be) late every morning this week," he (growl).
5. Victoria (have) a baby two weeks ago.
6. Ann (go) to Canada six months ago. She (work) in Canada for a while and then (go) to the United States.
7. I (buy) a new coat. Do you want to see it?
8. His hair is very short. He (have) a haircut.
9. Last night I (arrive) home at half past twelve. I (have) a bath and then I (go) to bed.

**Exercise 4. In this exercise you have to say how long something has been happening:**

Example: It is raining now. It began raining two hours ago.

It *has been raining* for two hours.

1. Mark is repairing a car. He began repairing three hours ago. He ... for three hours.

2. I'm learning Spanish. I started learning Spanish in August. I ... since August.

3. Ann is looking for a job. She began looking six months ago. She... for six months.

4. Mary is making pudding. She started making it an hour ago. She ... for an hour.

5. George smokes. He started smoking five years ago.... for five years.

**Exercise 5. Now you have to ask questions with how long:**

Example: It is raining. *How long has it been raining?*

1. My foot is hurting. How long ... ?

2. Mike plays chess. How ... ?

3. Jim sells washing machines. ... ?

4. Tom is living in High Street. ... ?

**Exercise 6. Put the verb into the correct form, Present Perfect (I have done) or Present Perfect Continuous (I have been doing):**

Examples: *I have lost* (lose) my key. Can you help me look for it?

You look tired. *Have you been working* (you / work) hard?

1. Look! Somebody ... (break) that window.

2. I ... (read) the book you gave me but I ... (not / finish) it yet.

3. "Sorry I'm late". "That's all right. I ... (not / wait) long".

4. Hello! I ... (clean) the windows. So far I ... (clean) five of them and there are two more to do.

5. There's a strange smell in here. ... (you / cook) something?

6. My brother is an actor. He ... (appear) in several films.

**Exercise 7. Peter arrived late at different places yesterday. What had happened when he arrived at each place?**

Example: his train / already / leave the station

When he arrived *at the station*, *his train* had already left.

a) the theatre;

b) the bank;

c) the furniture shop;

d) his friend's house;

e) the football stadium.

- 1) the play / already / start;
- 2) it / already / close;
- 3) they / sell / the furniture he wanted;
- 4) his girlfriend / go out;
- 5) the game / nearly / finish.

**Exercise 8. Put one verb in each sentence into the Past Perfect and the other verb into the Past Simple:**

Example: Mario *felt* (feel) very nervous when he first drove in Britain because he *hadn't driven* (not drive) on the left before.

1. Andrew (do) the test before, so he (find) it very easy.
2. When I (arrive) at the party, Tom already (go) home.
3. I (not laugh) at the joke because I (hear) it before.
4. We (leave) the restaurant when we (have) dinner.
5. The house (be) dirty because they (not clean) it for weeks.

**Exercise 9. Complete the sentences with the Past Simple or Past Perfect form of the verb in brackets:**

When I (try) to use my laptop, I realized the battery (run) down. I (turn) the computer off, but forgot that I (not save) my work. I only remembered I (not pay) the bill when my Internet connection (stop) working. When I (receive) the e-mail, I couldn't understand who (send) it. When I (check) the instructions, I understood what I (do) I knew I (receive) a virus when I (run) the anti-virus program. As soon as I (download) the document, I knew I (make) a mistake. I could see what (go) wrong as soon as I (look) inside the printer. I knew I (press) the wrong key when nothing (happen). When the screen (go) blank, I couldn't understand how it (happen).

**Exercise 10. Put the verbs in brackets into the Future Perfect Tense:**

1. By the time he leaves this place, he (spend) all his money.
2. I hope you (not forget) all this by tomorrow.
3. Yes, I make jam every week. I (make) about 80 kilos by the end of the summer.
4. By this time they (be) married for 25 years.
5. When he reaches Land's End he (walk) 1,500 miles.
6. He's only 35 but he's started losing his hair already. He (lose) it all by the time he's 50.
7. By the end of next year I (work) for him for 45 years.

### **Exercise 11. Use will have done:**

Example: Tom and Ann are going to the cinema. The film begins at 7.30 and it is already 7.20. And it will take them 20 minutes to get there. When they get there, (the film / already / start) *the film will have already started.*

1. Jim always goes to bed at 11 o'clock. Tom is going to visit him at 11.30 this evening. When Tom arrives, (Jim / go / to bed) ... .

2. Tom is on holiday. He has very little money and he is spending too much too quickly. Before the end of his holiday, (he / spend / all his money). ... .

3. Chuck came to Britain from the US nearly three years ago. Next Monday it will be exactly three years since he arrived. Next Monday (he / be / here / exactly three years). ... .

### **Exercise 12. Put the verb into the correct form. Use the Future Continuous or Future Perfect:**

1. Don't phone between 7 and 8. ... (we / have) dinner then.

2. Phone me after 8 o'clock. ... (we / finish) dinner by then.

3. Tomorrow afternoon we're going to play tennis from 3 until 4.30. So at 4 o'clock, ... (we / play) tennis.

4. Do you think ... (you / still / do) the same job in ten years' time?

5. If you need to contact me, ... (I / stay) at the Lion Hotel until Friday.

6. ... (you / see) Laura tomorrow? – Yes, probably. Why? – I borrowed this CD from her. Can you give it back to her?

### **Test yourself**

#### **Choose the correct response:**

1. What is the status of Great Britain?

- a) Republic.
- b) Parliamentary monarchy.
- c) United Kingdom.

2. What ocean is Great Britain washed by?

- a) The Pacific Ocean.
- b) The Indian Ocean.
- c) The Atlantic Ocean.

3. What separates Great Britain from the continent?
  - a) The English Channel.
  - b) The Irish Sea.
  - c) The Atlantic Ocean.
  
4. What is the climate of Great Britain?
  - a) Cool and temperate.
  - b) Mild and humid.
  - c) Desert and hot.
  
5. The longest river of Great Britain is:
  - a) the Severn;
  - b) the Thames;
  - c) the Danube.
  
6. What is the age of London?
  - a) Over 1000 years.
  - b) Over 2000 years.
  - c) About 500 years.
  
7. What is the City?
  - a) Financial and business centre of London.
  - b) Industrial place of London.
  - c) The name of the skyscraper.
  
8. What place is the geographical centre of London?
  - a) Soho.
  - b) Docklands.
  - c) Trafalgar Square.
  
9. What is the symbol of luxury and wealth in London?
  - a) Westminster.
  - b) The City.
  - c) The West End.

## Unit V. HOLIDAYS AND CUSTOMS IN GREAT BRITAIN

*Grammar: Времена активного залога форм Past, Present, Future.*

### Vocabulary

#### Nouns:

**festival** – праздник, празднество

**celebration** – празднование

**fireworks** – фейерверк

**bonfire** – костер (часто по случаю празднества)

**present** – подарок

**maypole** – майское дерево

**church** – церковь

**witch** – ведьма

**ghost** – призрак, привидение

**lantern** – фонарь

**pumpkin** – тыква

**gunpowder** – порох

**straw** – солома

**pancake** – блин

**leaf** – лист, листва

**palm** – пальма

**Resurrection** – Воскресение, Воскрешение

**Lent** – Великий пост

**shell** – скорлупа

**gift** – подарок

**servant** – служащий

**adult** – взрослый

**vacation** – отпуск, каникулы

**heart** – сердце

**conspirator** заговорщик

**bible** – библия

**Christ** – Христос

#### Adjectives:

**unique** – уникальный

**old-fashioned** – старомодный

**famous** – известный

**public** – общественный

**thin** – тонкий  
**flat** – плоский, ровный  
**bright** – яркий  
**funny** – смешной, забавный  
**simple** – простой  
**special** – особый

#### **Verbs:**

**celebrate** – праздновать  
**gather** – собираться  
**sign** – подписывать  
**contain** – содержать  
**guess** – угадывать  
**send** – отправлять  
**spend** – проводить  
**look forward to** – ждать с нетерпением  
**paint** – окрашивать  
**represent** – олицетворять  
**mark** – отмечать  
**hold** – проводить  
**receive** – получать  
**believe** – верить  
**dress up** – наряжаться  
**remove** – удалять, убирать  
**knock on** – стучать в  
**blow up** – взрывать  
**discover** – обнаруживать, открывать  
**be made of** – быть сделанным из  
**be stuffed with** – быть наполненным  
**decorate** – украшать

#### **Word combinations:**

**outdoor event** – мероприятие на свежем воздухе  
**play trick or treat** – играть в детскую игру «кошелек или жизнь»  
**put to death** – казнить

#### **Holidays:**

**New Year's Eve** – Канун Нового года  
**New Year's Day** – Новый год

**St. Valentine's Day** – День Святого Валентина

**Shrove Tuesday** – Масленица

**Pancake Day** – Масленица

**Palm Sunday** – Вербное воскресенье

**Easter** – Пасха

**Mother's Day** – День матери

**Halloween** – Хэллоуин, канун Дня всех святых

**Bonfire Night** – Ночь костра

**GuyFawkes' Night** – Ночь Гая Фокса

**Christmas Day** – Рождество

### **Holidays and Customs in Great Britain**

Every country has its own unique holidays, celebrations and festivals each year. They make a nation special. Some of them are old-fashioned and many people remember them, others are a part of people's life.

People celebrate the start of the new year by going to parties on **New Year's Eve** (31<sup>st</sup> December). When midnight comes, they say "Happy New Year" to each other, kiss each other, and sing a song called *Auld Lang Syne*. **New Year's Day** (1<sup>st</sup> January) is seen as a time when people try to change their lives. In large cities many people gather in public places on New Year's Eve, such as Trafalgar Square in London.

**St Valentine's Day** (14<sup>th</sup> February) is a day when people celebrate romantic love, and send greeting cards called Valentine cards or Valentines or give red roses or chocolates to the person they love. The cards usually have designs of hearts and often contain a sentimental or funny message. Traditionally a Valentine card is not signed by the person who sends it, so the person who receives it has to guess who it is from.

In the UK **Shrove Tuesday** (also **Pancake Day**) is a day when people eat pancakes (very thin, flat, round cakes made by frying a mixture of butter, flour, and eggs). It is the day before Lent, a period of forty days when Christians eat only simple food.

**Palm Sunday** is the Sunday before Easter. In many Christian churches people who come to church on Palm Sunday are given a leaf of the palm tree in the shape of the cross. This tradition comes from the Bible story that people put palm leaves on the ground in front of Christ as he entered Jerusalem.

**Easter** is a holiday in late March or early April. Many people spend it with their family or have a short vacation. It is also an important Christian holiday. Easter Sunday, the day of the Resurrection, is the end of Lent

and the most important date in the Christian year. Many people who do not go to church at other times go on Easter Sunday. Children look forward to Easter Sunday because they are given chocolate Easter eggs. These are also popular with adults and millions are sold in the weeks before Easter. Many are packed in coloured foil in brightly-coloured boxes. Inside each egg are sweets or chocolates. Eggs represent new life and the start of spring, and children sometimes paint the shells of real eggs at home.

**May Day** (*1<sup>st</sup> May*) is the first day of May, which has been marked in Britain for many centuries by outdoor events held to celebrate the arrival of spring. In Britain, traditional events on or near May Day include dancing round the maypole and choosing a May Queen.

In Britain, **Mother's Day** is the fourth Sunday in Lent (around the middle of March), when mothers traditionally receive gifts and cards from their children. It was originally a day when servants were given a holiday to visit their families, taking gifts of flowers or a cake.

**Halloween** is the night of 31 October, when people once believed that ghosts could be seen. Now, in Britain, it is a time when children have parties, dress up as witches, ghosts, etc., make lanterns out of pumpkins from which the inside has been removed, and play trick or treat. They knock on people's door, and people give them sweets and small presents.

In Britain, **Bonfire Night** (also **Guy Fawkes' Night**) is celebrated every year on 5 November in memory of a famous event in British history, the Gunpowder Plot. On 5 November 1605 a group of Roman Catholics planned to blow up the Houses of Parliament while King James I was inside. On the evening before, one of them, Guy Fawkes, was caught in the cellars with gunpowder, and the plot was discovered. He and other conspirators were put to death. Originally, Bonfire Night was celebrated as a victory for Protestants over Catholics, but the holiday is now enjoyed by everyone. Some children make a guy, a figure of a man made of old clothes stuffed with newspaper or straw to represent Guy Fawkes.

**Christmas Day** (*25<sup>th</sup> December*) is the most important festival of the year. It is the birthday of Jesus Christ. People have a holiday from school and work, give each other presents, and decorate their homes. On Christmas Day families have a special meal together.

## Text exercises

**Exercise 1. Complete the definitions of the holidays below with their names in the box:**

New Year's Day	Shrove Tuesday	Christmas Day
St Valentine's Day	Easter	Mother's Day
Palm Sunday	Halloween	Bonfire Night

1. \_\_\_\_ is a festival commemorating the Resurrection of Jesus.
2. \_\_\_\_ is the first day of the year.
3. \_\_\_\_ is the Sunday before Easter.
4. \_\_\_\_ is the day before the Christian period of Lent begins.
5. \_\_\_\_ is the day when you give a card to someone you have, or would like to have, a romantic relationship with.
6. \_\_\_\_ is the birthday of Jesus Christ.
7. \_\_\_\_ is the day when women receive gifts and cards from their children.
8. \_\_\_\_ is the day when children play trick or treat.
9. \_\_\_\_ is celebrated in memory of a famous event in British history.

### Exercise 2. Answer the following questions:

1. What do people do on New Year's Eve?
2. What kind of holiday is New Year's Day?
3. When do people send Valentines?
4. What is the tradition of giving a leaf of the palm tree to people coming to church connected with?
5. What is Easter Sunday?
6. What do Easter eggs represent?
7. What are the traditions of Mother's Day?
8. When is the coming of spring celebrated?
9. What are the old traditions of Halloween?
10. What is the origin of Bonfire Night?
11. What kind of holiday is Christmas?

### Exercise 3. Explain the following references:

- a) Some of *them* are old-fashioned...  
What does the pronoun *them* refer to?
- b) ...so the person who receives *it* has to guess who *it* is from.  
What does the pronoun *it* refer to?
- c) Many people spend *it* with their family...  
What does the pronoun *it* refer to?
- d) These are also popular with adults...  
What does the pronoun *these* refer to?

**Exercise 4. Retell the text in English according to the plan to be made.**

### **Additional exercises**

**Exercise 1. It is common to use a special greeting on particular days, holidays and other occasions. Here are some of them:**

- *Birthdays:*

Happy birthday (to you)!

Many happy returns (of the day)!

Best wishes / Good luck on your seventeenth birthday!

- *Special holidays:*

(A) Happy / Merry Christmas!

(B) Happy New Year / Easter!

All the best for a Happy New Year / Easter!

In reply the person greeted may either repeat the greeting or say *Thank you, (and) (the) same to you.*

- *Special occasions:*

Congratulations (on...)! (*it is used when someone has achieved something, or been fortunate in some way*)

*e.g.* Congratulations on passing your exam!

Congratulations on your promotion!

Well done! (*it is used about the achievement*)

*e.g.* I came first in the chess competition. – Well done!

My / Our (very) best wishes for Woman's Day / May Day / Victory Day / Constitution Day.

**Exercise 2. Practise the following dialogues:**

### **Congratulations**

#### ***Dialogue 1***

**Elena:** How did you get on in your exam yesterday?

**Victor:** I passed it.

**Elena:** Congratulations! What mark did you get?

**Victor:** A four.

**Elena:** Well done. Now you can relax and enjoy yourself for a bit.

**Victor:** Yes. It's a big relief.

### *Dialogue 2*

**Mike:** Hallo, Nick. You look very pleased with yourself.

**Nick:** Well. I've just passed my driving test.

**Mike:** Congratulations!

**Nick:** Thanks.

**Mike:** I suppose you'll buy a car soon.

**Nick:** Oh no. I can't afford one yet. But my father will let me use his car sometimes.

### *Dialogue 3*

**Boris:** I've heard you won the first prize in the table-tennis competition.

**Igor:** Yes.

**Boris:** Congratulations!

**Igor:** Thanks. I never expected to win.

### *Dialogue 4*

**Chris:** Happy Christmas!

**Anne:** Thank you. Merry Christmas to you, too!

**Chris:** Thanks. Are you doing anything special?

**Anne:** No, just staying at home with my family. And you?

**Chris:** I'm going to visit my brother.

**Exercise 3. Make up and act some dialogues considering the following assignments. Use the above dialogues as a model:**

1. Your friend is 20 years old tomorrow.
2. Next week is 25 December. Congratulate your neighbour!
3. Your brother has just passed some important exams.
4. It will be 1 January in three days' time. Congratulate your cousin!
5. Your friend tells you he has just won some money.
6. It is Easter tomorrow. Congratulate your grandmother!
7. Your groupmate has won a drawing competition.

**Exercise 4. Practise the dialogue:**

### **Christmas**

**Bill:** When you were a boy – what was Christmas like?

**John:** On the day before Christmas Eve we decorated the Christmas tree and the whole house with bells, candles, paper chains and ribbons.

**Bill:** And what about the presents?

**John:** On Christmas Eve I always hung a Christmas stocking near my bed, and I wanted to stay awake all night waiting for the sound of silver bells. I dreamt of eight reindeer and Santa Claus coming to my room down the chimney.

**Bill:** And did it ever happen?

**John:** No, I was asleep and in the morning I could see the stocking stuffed with sweets and gifts.

**Bill:** What did you usually have for dinner?

**John:** Roast turkey and Christmas pudding.

**Bill:** And what did you do after dinner?

**John:** Our family came together, and we were sitting in front of the fire, talking and enjoying the atmosphere of Christmas.

**Bill:** Now Christmas is not as exciting as it was some years ago.

**John:** That's not true! Look at the fire and the Christmas tree, smell the roast turkey and the Christmas pudding and enjoy everything! Christmas will always remain enchanting and nothing will change that.

**Exercise 5. Answer the following questions about Christmas and use them in your own dialogue:**

1. Do you enjoy Christmas? 2. What do you enjoy the most / the least about it? 3. Does your family have any special Christmas traditions? If so, what are they? 4. What time do you open your presents, have Christmas dinner etc.? 5. What presents would you like to get this Christmas? 6. Do you put up Christmas decorations at home? 7. Do you have a Christmas tree? Is it real or fake? Do you decorate it yourself? 8. Do you know anyone who has a birthday at Christmas? What are the advantages and disadvantages of having a Christmas birthday? 9. Do you go to church at Christmas? 10. Do you think the original meaning of Christmas is disappearing? 11. Do you think Christmas is becoming too commercial?

**Exercise 6. Read the text. Which statements are true and false?**

### **Good Luck and Bad Luck**

Do many people believe in good luck? That isn't an easy question to answer. Some people are superstitious, and there are many superstitions with long traditions in every country. Here are some British superstitions. A lot of people in Britain think that black cats bring good luck. Do people in Russia believe in that, too? Another British superstition is that the num-

ber thirteen is unlucky, and Friday the 13<sup>th</sup> is a very unlucky day. Is there such a superstition in Russia, too? Catch falling leaves in autumn! They bring good luck! Each leaf means a lucky month in the next year. Do people in Russia try to catch falling leaves in autumn? How many leaves does a clover usually have? The answer is three. A clover with four leaves is lucky. Here is another British superstition: never leave an open umbrella inside the house, even if the umbrella is wet. That's very bad luck! Leave it open outside the house. Do you think there is such a superstition in Russia?

1. Many people are superstitious.
2. Black cats bring bad luck.
3. The number thirteen is lucky.
4. Friday the 13<sup>th</sup> is a very unlucky day.
5. It is bad luck to catch falling leaves in autumn.
6. A clover having four leaves is lucky.
7. Leaving an open umbrella inside the house is good luck.

**Exercise 7. Answer the questions mentioned in the text.**

**Exercise 8. Tell your groupmates about Russian superstitions.**

**Exercise 9. Write comments on the following statements:**

1. Some people think that holidays make a nation special, others say that they don't.
2. Some people think that New Year's Day is the most important holiday, others say that there are more important holidays of the year.

Use the following plan:

- a) make an introduction (state the problem);
- b) express your personal opinion and give reasons for it;
- c) give arguments for the other point of view and explain why you don't agree with it;
- d) draw a conclusion.

### **Grammar exercises**

**Exercise 1. Compare the following pairs of the sentences. Translate them:**

1. He *bought* a car yesterday. He *has just bought* a car. 2. I *know* him well. I *have known* him since my childhood. 3. There *were translating*

that text when I came into the classroom. They *had* already *translated* that text when I came into the classroom. 4. I think the film *will start* very soon. The film *will have started* by the time we get to the cinema. 5. Next year they *will get married*. Next year they *will have been married* for 25 years.

**Exercise 2. Write the following sentences in the negative form. Then change them to general, alternative, special and tag questions:**

1. They had gone home when I came to the party. (Where? When? Who?) 2. He has known them for a long time. (Who? How long?) 3. They will have finished dinner by then. (What? When? Who?) 4. She has seen Tom and his friends today. (Who? When? Whose?) 5. I had written to Mary three times before she phoned me. (Who? How many? When?) 6. Her father's company has made a profit this year. (What? When? Whose?)

**Exercise 3. Put the verbs into the correct form:**

My cousin's name (be) Sylvie Dupont. She (live) in Paris and (work) in a cafe in the centre of the city. She (work) there for three years. At the moment her best friend from England (stay) with her. She (enjoy) her holiday very much. They (already/visit) many museums together and they (be) to the theatre three times. Last week they (see) a new film and then (have) dinner at a restaurant. Last Tuesday they (go) to a disco with some friends of theirs. They (not/come) home until late. Sylvie (be) very tired then.

**Exercise 4. Put the verbs into the correct form:**

1. With whom you (talk) yesterday? 2. I (see) this film this week. I like it very much. 3. When I (enter) the kitchen, I (see) that my mother (stand) at the table and (cut) some cabbage. She (cook) dinner. 4. They (go) to the Hermitage last week. 5. They (be) to the Hermitage twice this week. 6. Yesterday afternoon he (come) home, (have) dinner, (read) an article from the latest magazine and (begin) doing his homework. 7. When your friend (return) from the south? – She (return) yesterday. – You (go) to the station to meet her? – No, I ..., I (be) too busy. 8. Your brother (return) from the north? – Yes, ... . He (come) back a few days ago. 9. You (be) to the Crimea? When you (be) there? – I (be) there in 2005. 10. As soon as I (see) him, I (understand) that he (work) hard. He (write) something and (not notice) anything. 11. When I (come) home yesterday, the children (run) and (sing) merrily. “We (learn) a new song!” they cried. 12. When I (hear) a cry,

I (run) out of the room and (see) that a child (lie) on the ground and (cry).  
“What (happen)? Why you (cry)? You (hurt) yourself?” I asked.

**Exercise 5. Fill in the blanks with *yet, already, just, ago, since, for, how long*:**

1. It is a year ... we last had a holiday. 2. I'm afraid I haven't finished my work ... . 3. Shakespeare was born over four hundred years ... . 4. Paul has ... bought one car, but he is going to buy a new one. 5. Don't eat that cake. I've ... made it and it is very hot. 6. My sister has been at university ... six months. 7. ... have you known Susan? 8. She's ... cleaned the house and it is only 9 o'clock. 9. Have you read those letters ...? 10. I haven't watched TV ... my TV set broke down.

**Exercise 6. Put the verbs in brackets into the correct tense: Present Perfect, Present Simple, Present Continuous or Present Perfect Continuous:**

1. Helen (learn) English at the university. She (learn) English since last autumn.
2. They are busy now. They (discuss) an important question. They (discuss) it since five o'clock.
3. Where is Mike? – He (work) in the library. – How long he (work)? – He (work) since morning.
4. My brother (be) in France now. He (be) there for ten days.
5. Mrs Smith (teach) Spanish. She is a very experienced teacher. She (teach) Spanish for ten years.
6. I (know) David well. – Since when you (know) him? – I (know) him since 1999.

**Exercise 7. Put the verbs into the correct form:**

1. He (not/see) me as he (read) when I (come) into the room.
2. When he (be) in York, he (visit) the places where he (play) as a boy.
3. The telegram (arrive) five minutes after you (leave) the house. ‘
4. It (rain) hard last night when I (leave) the office.
5. The train couldn't stop because it (travel) too fast at the time.
6. When I (come) to see my friend, his sister (tell) me that he (leave) half an hour before.
7. I (shout) to him to stop, but he (not/hear) me.
8. When I (hear) the news, I (hurry) to see him.

9. He (walk) to the station when it (start/rain).
10. He (sit) in the garden when the storm (break out).
11. He (thank) me for what I (do) for him.

**Exercise 8. Find the mistakes and correct them:**

1. London population not increased from 1955 to 1988.
2. It's hot in the room. I think I am going to open the window.
3. Mary writes a letter when I came at her house.
4. I would come if you ask me.
5. David would like going to Paris when he finishes school.
6. I'll phone you when I will finish the work.
7. John hasn't seen us for last year.
8. By the time the police arrived the burglars escaped.
9. Both of them is from Spain.
10. I drank coffee when the telephone rang.
11. Andrew has sent three telegrams to his brother before he got the answer.
12. Where have you been? I have waited for you for half an hour.
13. He didn't know why didn't they come.
14. Look out! The wall will fall down.
15. We are going swimming on Sunday.
16. I am living here since six years.

**Exercise 9. Put the verb *to study* into the correct form and translate the sentences:**

1. Он изучает древнюю историю в колледже.
2. Он изучает историю России в данный момент.
3. Он учил историю вчера.
4. Вчера с 6 до 9 вечера он учил историю.
5. Он изучает историю уже два года.
6. Он только что выучил тему по истории.
7. Завтра он выучит пять тем.
8. Когда я позвонила ему, он уже выучил две темы.
9. Когда я позвонила ему, он учил историю уже полтора часа.
10. Завтра к 6 часам я выучу все темы.
11. Завтра в 6 часов он будет учить историю Греции.
12. К тому времени, как придет отец, я уже несколько часов буду учить историю.

### Exercise 10. Define the grammar tenses of the verbs:

1. Том **вернется** из кинотеатра к пяти часам.
2. Где твой брат? – Он только что **пришел** домой. Он сейчас **принимает** душ.
3. Я всегда **прихожу** домой без четверти девять.
4. Я **шел** уже около двух часов, когда, наконец, **увидел** море.
5. К следующему Рождеству я **буду жить** в Лондоне уже два года.
6. Мистер Браун **пришел** час назад. Он **ожидает** Вас в приемной.
7. Когда **завонил** телефон, Джек **обедал**.
8. Что ты **будешь делать** завтра в семь часов? – Пока не знаю.
9. Сейчас вечер. Почему ты **пьешь** так много кофе?

### Test yourself

#### Complete the sentences choosing the best variant:

1. In Britain, traditional events on or near May Day include:
  - a) choosing a May Queen;
  - b) demonstrations;
  - c) taking gifts.
2. On Mother's Day mothers:
  - a) are taken for a meal at a restaurant;
  - b) give parties;
  - c) receive gifts.
3. On Halloween children:
  - a) play trick or treat;
  - b) receive presents from their parents;
  - c) have picnics.
4. Bonfire Night is celebrated in:
  - a) Russia;
  - b) the USA;
  - c) the UK.
5. People celebrate romantic love on:
  - a) Shrove Tuesday;

- b) St Valentine's Day;
  - c) May Day.
6. The most important festival of the year is:
- a) Christmas Day;
  - b) Palm Sunday;
  - c) Halloween.
7. The last day before Lent is:
- a) Palm Sunday;
  - b) Easter;
  - c) Shrove Tuesday.
8. On Easter Sunday people paint:
- a) the walls;
  - b) the shells of real eggs;
  - c) the buns.
9. New Year's Day is seen as a time when people try:
- a) to cook tasty food;
  - b) to change their lives;
  - c) to earn much money.

## Unit VI. TRAVELLING

*Grammar: Модальные глаголы и их эквиваленты.*

### Vocabulary

#### Nouns:

- accident** – несчастный случай
- beauty** – красота
- countryside** – сельская местность, деревня
- crowd** – толпа
- journey** – путешествие, поездка
- lake** – озеро
- lane** – переулок, аллея, проулок
- luggage** – багаж
- nature** – природа
- wreck** – крушение
- pleasure** – удовольствие
- porter** – носильщик
- seagull** – чайка
- voyage** – морское путешествие
- woods** – лес

#### Adjectives:

- comfortable** – удобный
- convenient** – удобный
- dangerous** – опасный
- hungry** – голодный
- wild** – дикий
- wonderful** – замечательный

#### Verbs:

- be sea-sick** – подверженный морской болезни
- communicate** – общаться
- drive** – водить
- be excited** – быть возбужденным, взволнованным
- feel** – чувствовать
- pass** – проходить
- pull** – тянуть, тащить
- hurry** – спешить

**wander through** – бродить

**board** – сесть на корабль, в поезд, на самолет

**reach** – достигать, добираться

### **Word combinations:**

**along the street** – по улице

**get tired of** – уставать от

**go abroad** – поехать за границу

**on business** – по делу

**railway carriage** – железнодорожный вагон

**refreshment room** – буфет

**splendid view** – великолепный вид

**travel by plane (by ship, by train, by car, on foot)** – путешествовать на самолете (на корабле, на поезде, на машине, пешком)

**arrive in a country, city** – прибывать в страну, город

**arrive at a town, village, place** – прибывать в город, деревню, место

**on one's arrival** – по прибытии

## **Travelling**

Nowadays travelling is a popular activity among people. It is very interesting to see new places, other towns and countries. People like travelling and they travel a lot. They can travel for pleasure or on business.

There are different methods of travelling. You can travel by plane, by ship, by train or by car. Some people travel on foot. You can go along little lanes where the fast car can't go. You can wander through meadows, pastures and wonderful woods. Also you can see wild animals and flowers in the forest. You can feel the beauty of nature. But I think, it's not a very comfortable way of travelling, because you can get tired of it very quickly.

I'm very fond of travelling and I prefer to travel by train. I think it's very pleasant. Especially if you have a comfortable seat in a railway carriage you can have a splendid view of the countryside. If the journey is long, you can sleep and have a good rest. Moreover, I consider, big railway stations are quite excited places. There are crowds of people, the porters pull the luggage along the platforms, and hungry passengers hurry to the refreshment rooms.

Some people prefer to travel by plane. I can say it is, of course, a comfortable and convenient method of travelling. And it is much quicker

than any other method, but, I think, it's more dangerous. Moreover nowadays there are a lot of accidents and plane wrecks.

For a change you can travel by ship. During such voyage you can enjoy the sea or the ocean, it's very exciting to watch the rise and fall of waves, to feel the fresh wind and hear the cry of the seagulls. But everything will be pleasant on board if you are not sea-sick.

Tours by car are also very popular. The main advantage of this method is that you are quite independent. You don't have to watch a timetable or buy any tickets. You can stop at any place you like and see sights at a short time. And you can drive in any direction.

I think that if you go abroad you should know foreign languages because they can help you to communicate with people in a foreign country, and you will feel more comfortable.

### **Text exercises**

#### **Exercise 1. Answer the following questions:**

1. Why is travelling a popular activity? 2. How can people travel? 3. Which way of travelling is not very comfortable? 4. Why do people prefer to travel by train? 5. Why is it dangerous to travel by plane? 6. What are advantages and disadvantages of travelling by ship? 7. Why are tours by car very popular? 8. What can help to communicate with people in a foreign country?

#### **Exercise 2. Agree or disagree:**

1. It is very boring to see new places, other towns and countries. 2. You can get tired of travelling on foot very quickly. 3. Big railway stations are quite excited places. 4. Travelling by plane is slower than any other way of travelling. 5. The main advantage of travelling by car is that you can see very many interesting places.

#### **Exercise 3. Put the missing words:**

1. People can travel ... .
2. If the journey is long, you can ... .
3. Everything will be pleasant on board the ship if you are ... .
4. Travelling by plane is ... .
5. If you go abroad you should ... .

## Additional exercises

### Exercise 1. Fill in the gaps with prepositions where necessary:

Mr Bridge is fond ... travelling. Last week he went ... Liverpool ... business. He travelled ... train. He arrived ... the station an hour ... the departure. ... his arrival ... the station he bought some newspapers and went ... the waiting room to wait ... his train. He was reading a newspaper when he heard: "Attention, please! The train ... Liverpool is leaving ... platform 6". Mr Bridge put his newspapers ... his bag, got up and went ... his platform. He found his carriage and boarded ... the train. He had a comfortable night ... the train and reached ... Liverpool ... 6 a.m.

### Exercise 2. Answer the following questions:

1. Are you fond of travelling? 2. Do you travel much? 3. How do you usually travel? 4. When did you last travel by train? 5. Did you travel light or heavy? 6. Did anybody help you to carry your luggage? 7. Are train tours convenient? 8. Have you ever been abroad? 9. Which countries have you been to? 10. Did you travel by train or by plane? 11. What formalities don't you like when you travel? 12. What do you think of the Aeroflot service? 13. What makes travelling pleasant (unpleasant)?

### Exercise 3. Act out the following situations:

1. You are planning to go on business. Tell your partners what you are going to do.
2. Advertise the advantages of travelling by train (by plane, by ship, by car, on foot).
3. Give your idea of how to enjoy a long journey.
4. Tell a story you have heard from a fellow-passenger during a trip.
5. You arrive at the airport, but your plane is already five minutes in the air. You mixed up the time of the flight. Imagine your explanation to an airport official.

### Exercise 4. Read the following conversations. Memorize them:

1. – What flights are there from London to Vienna tomorrow?  
- If you'd like to take a seat, I'll find out for you.  
- I'd like to travel first class, please.  
- The flight takes off from Heathrow at 10.00 and flies direct.  
- What time do I have to be there?

- You'll have to be at West London Air Terminal by 08.30 at the latest.
- 2. – I want to fly to Geneva.
- I'll just see what there is.
- I want to go economy, and I prefer the morning.
- Lufthansa Flight LH 305 leaves at 12.30.
- What time do I have to be there?
- The coach leaves for the airport at 11.25.
- 3. – When does the London train leave, please?
- 07.00. Platform 5.
- What time does it reach London?
- You should be there at 09.00, but you may be a bit late. Do I have to change?
- Yes. You change at Lewes and East Croydon.

**Exercise 5. Act out conversations on the topic suggested:**

1. You are phoning the booking-office and inquiring about the flights to New York.
2. You have come to the booking-office to book a flight to Warsaw. The clerk is ready to help you.
3. You want to go to Bern in a week. You are phoning the railway booking-office and inquiring about the time-table and tickets.

**Exercise 6. Act out as an interpreter:**

Imagine that you are having a group of English tourists. Translate the contents of the following Russian announcements to them.

1. Поезд № 23 Москва-Париж отправляется в 18 часов 17 минут от первой платформы.
2. Пассажиров, ожидающих поезд Москва-Берлин, просят перейти на шестую платформу.
3. Просим пассажиров не оставлять вещи без присмотра.
4. Отправление рейса ВА 236 Москва-Лондон задерживается на один час по метеорологическим условиям.
5. Объявляется посадка в самолет, следующий по маршруту Москва-Хельсинки. Просим пассажиров пройти к выходу № 3.

**English Announcements**

1. British Airways announce the departure of flight No BA 233 to Moscow. Would passengers please proceed to gate No 5. Thank you.

2. British Airways regret to announce a 2 hour delay of flight No BA 236 from Moscow. This is due to weather conditions.

3. Passengers are asked to fasten their safety belts and prepare for take off.

4. Passengers are reminded that any luggage left unattended will be removed. This is due to a threat of terrorism.

5. There is a platform alteration. The train for Amsterdam due to leave from platform 3 at 11.15 will now leave from platform 2. We apologize for any inconvenience this may cause. Thank you.

### **Grammar exercises**

#### **Exercise 1. Choose a modal verb. Translate the sentences:**

1. You (must, can) go to bed now.
2. She (may, should) read this book.
3. My mother (can, should) cook many delicious dishes.
4. The students (must, may) use a calculator at the Maths lesson.
5. Kate (may, can) remember a lot of words.
6. You (should, must) open the window. It is cold outside.
7. Children (must, can) go to school.

#### **Exercise 2. Write the sentences using appropriate modal verbs:**

1. He is obliged to make reports every week.
2. It is possible that Wendy is in the garden.
3. She knows how to speak English.
4. I advise you to work harder.
5. It is forbidden to walk here.
6. I didn't have the ability to sing when I was younger.
7. There is no need to answer the letter.

#### **Exercise 3. Match the sentences of both parts:**

1. Bill must complete a presentation tomorrow.
2. Bill couldn't complete it yesterday.
3. Brigit says she can help him tomorrow.
4. She has to help him, or the presentation will not be completed on time.
5. Birgit's boss says she may help Bill.

a) She needs to help him, or the presentation will not be completed on time.

- b) He says she is allowed to help Bill.
- c) He will have to write a presentation tomorrow.
- d) She says she will be able to help him tomorrow.
- e) He wasn't able to complete it yesterday.

**Exercise 4. Change these sentences using the modal verbs in the Past Simple, beginning with the given words. Use *could*, *had to*, *was to*, *was allowed to*:**

Example: Bob can't dive. Last year Bob couldn't dive.

- 1. We can't buy a new car. Last summer ...
- 2. You must show your identity card. Last night ...
- 3. Mary may take my laptop computer for a couple of hours. This morning ...
- 4. She is to be at the office at 9 a.m. Last Friday ...
- 5. Freddy has to call his mother. Yesterday ...

**Exercise 5. Change these sentences using the modal verbs in the future simple, beginning with the given words. Use *will be able to*, *will be allowed to*, *will have to*:**

Example: The baby can talk. Soon the baby will be able to talk.

- 1. I can read this poem in Italian. In two years ...
- 2. You may use my camera. Tomorrow ...
- 3. I must tell him the truth. Very soon ...
- 4. We can't get the tickets. I'm afraid ...
- 5. You have to take these pills 3 times a day. Tomorrow ...

**Exercise 6. Translate English proverbs paying attention to modal verbs. Find Russian equivalents of these proverbs. Make up situations with them:**

- 1. You **must** learn to walk before you **can** run.
- 2. A man **can** do no more than he **can**.
- 3. He who falls today **may** rise tomorrow.
- 4. People who live in glass houses **should** not throw stones at their neighbours.
- 5. A bird **may** be known by its song.

**Exercise 7. Give advice using the modal verb *should*:**

Example: My eyes are tired. – You should go to bed.

- 1. I am cold.

2. I am thirsty.
3. I am hungry.
4. My life is too hectic.
5. I've caught a cold.

**Exercise 8. Make up sentences placing the words in the correct order. Translate these sentences:**

1. he / manners / improve / his / needs to.
2. too much / you / salt / and / eat / sugar / shouldn't.
3. do / get / to / Turkey / I / have to / a visa?
4. ought to / bill / Robert / the electricity / pay / today.
5. needn't / you / complain.
6. catch / last / able to / we / were / train / the.
7. the light / I / switch / may / on?
8. my / cook / can / quite / wife / well.
9. not / jeans / you / must / wear / to / school.

**Exercise 9. Translate into Russian:**

1. You are not very well. Perhaps you should see a doctor.
2. You mustn't stay here. It's very dangerous.
3. She could swim when she was two.
4. He shouldn't spend all his money as soon as he has earned it.
5. We ought to study the problem and look for a solution together.
6. May I have a glass of water, please?
7. They were able to escape the fire.

**Exercise 10. Translate into English:**

1. Вы должны бросить курить.
2. Ты можешь решить эту проблему.
3. Тебе следует навестить своего больного друга.
4. Не хотите еще чая?
5. Я вынужден был сделать это.
6. Ты можешь делать все, что хочешь.
7. Ему разрешили взять машину своего отца в прошлую пятницу.

## Test yourself

### Choose the correct response:

1. May I help you?
  - a) Yes, you may.
  - b) Yes, you can.
  - c) Yes, please, thank you.
  
2. May I see your passport and ticket?
  - a) Here you are.
  - b) There it is.
  - c) Take it, please.
  
3. What can I do for you?
  - a) I must travel first class.
  - b) I'd like to travel first class.
  - c) I need a first class ticket.
  
4. This plane takes off from Heathrow.
  - a) What time can I be there?
  - b) What time may I be there?
  - c) What time do I have to be there?
  
5. Here's your return ticket.
  - a) Very well, thank you.
  - b) Very good, thank you.
  - c) All right, thank you.
  
6. Here is your passport and declaration.
  - a) Is everything true?
  - b) Is everything in order?
  - c) Is everything correct?
  
7. Your train leaves from platform 3.
  - a) What time does it reach London?
  - b) What time does it come to London?
  - c) What time does it go to London?
  
8. You can take the 9.30 train to Manchester.
  - a) Is there a change?

- b) Do I have to change?
  - c) Is it necessary to change?
9. Will you fill in this form, please?
- a) Where may I sign?
  - b) Where do I sign?
  - c) Where is my sign?

## Unit VII. HISTORY OF GEODESY

*Grammar: Времена Present, Past, Future Simple (revision).*

### Vocabulary

#### Nouns:

**beginning** – исток, начало

**boundary** – граница

**construction** – сооружение

**drainage** – осушение, дренаж

**attempt** – попытка

**development** – развитие

**level** – уровень

**theodolite** – теодолит

**height** – высота

**surface** – поверхность

**measurement** – измерение

**arc length** – длина дуги

**pendulum** – маятник

**gravity** – гравитация

**satellite** – спутник

#### Adjectives:

**ancient** – древний

**important** – важный

**extensive** – обширный

**geodetic** – геодезический

**various** – различный

#### Verbs:

**arise** (*np. arose*) – возникать, появляться

**establish** – установить

**calculate** – считать

**invent** – изобретать

**create** – создать

**carry out** – вести, проводить

**determine** – определить

**use** – использовать

**solve** – решать

## History of Geodesy

The beginnings of geodesy arose in ancient times, when it became necessary to establish the boundaries of land, the construction of irrigation canals, drainage of the land. The name "geodesy" was first used by Aristotle. The first attempt to calculate the size of the Earth was made by Eratosthenes in the 3-rd century B.C.

The development of modern geodesy began in the 17th century in Western Europe, when the telescope – the basis for creating the level and theodolite – was invented. Besides, the barometer – the first instrument for determining the height of the Earth's surface points – was soon created. The development of the triangulation method by W. Snellius in 1615-1617 was the most important stage in the development of geodesy. This method subsequently made it possible to create extensive networks of geodetic points, which are the basics of all types of geodetic measurements.

From the 17-th century, the meridian arc length degree measurements were carried out to determine the shape of the Earth.

In addition to degree measurements, there were also used the pendulumswing observations (gravimetry) to determine the magnitude of gravity in various places of the Earth to solve the problem of the Earth form.

In the second half of the 20-th century, geodetic satellites were used to solve geodetic problems. Since the 1990-s, most geodetic tasks have been solved by means of satellites forming satellite positioning systems.

### Text exercises

#### Exercise 1. Answer the following questions:

1. When did the beginnings of geodesy arise? 2. Who was the first to use the name "geodesy"? 3. Where did the development of modern geodesy begin? 4. What is "the theodolite"? 5. What is "the barometer"? 6. What did the method of triangulation help to create? 7. Who invented the triangulation method? 8. What measurements were carried out in the 17-th century to determine the shape of the Earth? 9. What does gravimetry determine? 10. How do satellites solve geodetic problems?

#### Exercise 2. Match the information (numbers) to the dates (letters) (e.g.: 1-e):

1. Geodetic satellites were used to solve geodetic problems in

a) 3-rd century B.C.;

...

- |  |  |
|--|--|
| 2. W. Snellius developed the triangulation method in ...                         | b) 1615-1617;                            |
| 3. The development of modern geodesy began in ...                                | c) 17-th century;                        |
| 4. Eratosthenes made the first attempt to calculate the size of the Earth in ... | d) 1990-s;                               |
| 5. Most geodetic tasks have been solved by means of satellites since ...         | e) the second half of the 20-th century. |

**Exercise 3. Decide if the following statements are *true* or *false*. Correct the false statements:**

1. The beginnings of geodesy arose in the 17-th century.
2. The name “geodesy” was first used by W. Snellius.
3. The first attempt to calculate the size of the Earth was made by Aristotle.
4. The development of modern geodesy began in Ancient Greece.
5. The level, the theodolite and the barometer were invented in the 17-th century.
6. The triangulation method measures the Earth form.
7. Geodetic satellites determine the magnitude of gravity.

**Exercise 4. Fill in the gaps with the information given at the end:**

1. ... .. was the basis for creating the level and the theodolite.
2. ... .. was the first instrument for determining the height of the Earth’s surface points.
3. ... .. were carried out to determine the shape of the Earth.
4. ... .. appeared when it became necessary to establish the boundaries of the land and the construction of irrigation canals.
5. ... .. made it possible to create extensive networks of geodetic points, which are the basics of all types of geodetic ... .
6. ... .. form satellite positioning systems.

Geodetic satellites; geodesy; the telescope; the meridian arc length degree measurements; the triangular method; the barometer; measurements.

**Exercise 5. Put the main ideas in the same order as they are in the Text:**

\_\_\_\_\_ The triangulation method invented by W. Snellius made it possible to create extensive networks of geodetic points.

\_\_\_\_\_ The scientists from Ancient Greece were the first to calculate the size of the Earth.

\_\_\_\_\_ In the 20-th century geodetic satellites were invented to solve geodetic problems.

\_\_\_\_\_ The development of modern geodesy began in the 17-th century in Western Europe.

\_\_\_\_\_ The telescope and the barometer were the first geodetic measuring instruments.

\_\_\_\_\_ The beginnings of the geodesy arose in ancient times.

\_\_\_\_\_ In the 17-th century the meridian arc length degree measurements and gravimetry were carried out.

**Additional exercises**

**Exercise 1. Translate into Russian:**

Important; height; surface; measurement; extensive; construction; drainage; arise (*np.* arose); establish; arc length; invent; create; pendulum; ancient; carry out; determine; geodetic; various; development; level; boundary; use; solve; gravity; satellite; beginning; calculate; attempt; theodolite.

**Exercise 2. Find the English equivalents:**

Важный; развитие; маятник; возникать; создать; измерение; теодолит; установить; появляться; длина дуги; обширный; попытка; решать; граница; геодезический; различный; осушение, дренаж; древний; вести, проводить; сооружение; поверхность; гравитация; спутник; изобретать; использовать; высота; считать; исток, начало; уровень; определить.

**Exercise 3. Fill in the gaps with the verbs given in the box below:**

1. The development of modern geodesy \_\_\_\_\_ in the 17th century in Western Europe.
2. The name "geodesy" was first \_\_\_\_\_ by Aristotle.
3. The first attempt to \_\_\_\_\_ the size of the Earth was by Eratosthenes in the 3-rd century B.C. made.

4. W. Snellius \_\_\_\_\_ the triangulation method in 1615-1617.
5. The meridian arc length degree measurements were \_\_\_\_\_ to determine the shape of the Earth.
6. In the 17-th century the barometer was \_\_\_\_\_.

*began used calculate invented carried out created*

**Exercise 4. Complete the following sentences:**

1. The beginnings of geodesy arose in ancient times, when it became \_\_\_\_\_ necessary \_\_\_\_\_.
2. The \_\_\_\_\_ first \_\_\_\_\_ attempt \_\_\_\_\_ was made by Eratosthenes in the 3-rd century B.C.
3. The development of modern geodesy began in the 17th century in Western Europe, when the telescope – \_\_\_\_\_ – was invented.
4. The development of \_\_\_\_\_ by W. Snellius in 1615-1617 was the most important stage in the development of geodesy.
5. The triangulation method made it possible to \_\_\_\_\_, which are the basics of all types of geodetic measurements.
6. The pendulum swing observations (gravimetry) were made \_\_\_\_\_ to solve the problem of the Earth form.
7. Since the 1990-s, most geodetic tasks have been solved by means of satellites forming \_\_\_\_\_.

**Exercise 5. Ask and answer the questions about:**

- the telescope;
- the level and the theodolite;
- the barometer;
- the satellite;
- the pendulum swing observations (gravimetry).

**Exercise 6. Look at the pictures: *What scientists are shown? Where and when did they live? Talk about their contribution to the development of geodesy:***



**Exercise 7. Translate into English:**

1. Зачатки геодезии возникли в глубокой древности, когда появилась необходимость установления границ участков земли.
2. Название «геодезия» впервые употребил *Аристотель*.
3. Развитие современной геодезии началось в XVII веке в Западной Европе, когда был изобретен телескоп.
4. Телескоп стал основой для создания *нивелира и теодолита*.
5. *Барометр* стал первым инструментом для определения высот точек земной поверхности.
6. Первую попытку вычислить размеры Земли предпринял *Эратосфен* в III веке до н.э.
7. Важнейшим этапом в развитии геодезии стала *разработка В. Снеллиусом* в 1615-1617 годах метода *триангуляции*.
8. Для определения *фигуры Земли* с XVII века осуществлялись *градусные измерения длины дуги меридиана*.
9. Для решения вопроса о виде Земли ученые определяли величины *силы тяжести* в различных местах земной поверхности из наблюдений над качанием *маятника*.
10. *Геодезические спутники* стали использоваться во второй половине XX века для решения геодезических задач.

## Grammar exercises

### The Present Simple Tense

#### Exercise 1. Replace *I* with *he* or *she* as in the example:

*Example: I go to the office every day. - He goes to the office every day.*

1. I write many letters every day. 2. I read books from the library. 3. I study grammar rules by heart 4. I usually go to work by bus. 5. I often meet my friends on the way to work. 6. I work in an office. 7. I come home very late. 8. I have dinner (supper) at 9 o'clock. 9. I go to bed at 12 o'clock. 10. I sleep very badly. 11. I often send emails in the evening. 12. I play the guitare very day.

#### Exercise 2. Put the verbs in the correct forms. Use -s /-es where necessary:

1. He go ... to school by bus. 2. She like ... milk. 3. My father watch ... TV in the evening. 4. I play ... tennis on Sundays. 5. My brother play ... football quite well. 6. My sister sing ... very well. 7. She wash ... her face and hands in the morning and in the evening. 8. I usually drink ... tea for breakfast. 9. Jane do ... her English exercises after school. 10. Peter drive... a car.

#### Exercise 3. Choose the correct forms of the verbs:

1. She (swim/swims) very well. 2. Luc (live/lives) in London. 3. Jack (come/comes) from the USA. 4. Betty (dance/dances) a little. 5. He (have/has) three brothers. 6. My granny (speak/speaks) French. 7. My cat (sleep/sleeps) on a mat. 8. I often (see/sees) Jane. 9. Ted (like/likes) music. 10. Chris (cook/cooks) cakes quite well.

#### Exercise 4. Make the sentences negative. Use *don't* / *doesn't*:

1. Mary takes the dog for a walk in the evenings. 2. Peter buys a morning newspaper every day. 3. I come to every lesson. 4. We go to the seaside every summer. 5. You go shopping on Saturday mornings. 6. Peter plays the piano very well. 7. The sun rises in the west. 8. My big brother knows everything. 9. Dogs like cats. 10. Some children like chocolate. 11. It rains very often in summer.

**Exercise 5. Make the sentences interrogative. Use the words given in brackets:**

1. Ann watches TV. (How often?)...
2. I write emails to my parents. (How often?)...
3. They have dinner in the evening. (What time/usually?) ...
4. Tom works. (Where?) ...
5. Mark and his sister go to the cinema. (How often?)...
6. People do stupid things. (Why?) ...
7. The car breaks down. (How often?) ...

**Exercise 6. Use the given words to ask your questions:**

- 1) buy/you/do/what/at the shops;
- 2) is/who/that man;
- 3) your parents/moment/where/at the/are;
- 4) you/how/come/to school/do;
- 5) is/your car/where.

**Exercise 7. Make your questions to the following statements. Use the words given in brackets:**

1. The Greens live in Tomsk. (Where)
2. She lives in Green Street. (Where)
3. Grace usually has supper at nine o'clock. (When)
4. Tim reads many books. (Does)
5. Sally speaks Spanish. (Does)
6. We have English lessons on Tuesdays and Fridays. (Do ... or...)
7. They work on a farm. (Where)
8. I make my bed in the morning. (Do)
9. The children play in the park, not in the square. (Do ... or...)
10. They do their homework after school. (When)
11. I have a glass of milk for supper. (What)
12. We like watching TV in the evening. (Do)

**Exercise 8. Translate into English:**

1. Обычно я встаю в 7 часов. Я люблю вставать рано.
2. Дети часто гуляют после школы. Они не хотят идти домой.
3. Мой отец всегда читает вечером. Он любит читать.
4. Иногда она ходит в кино. Она не любит ходить в театр.
5. Моя мать редко смотрит телевизор. А ты любишь смотреть ТВ?

**Exercise 9. Correct the mistakes in the following sentences:**

1. The stars shines in the sky.
2. I like watch sunset.
3. They do go to the seaside every year.
4. The leaves are fall down in autumn.
5. The sun bright.

**The Past Simple Tense**

**Exercise 10. Insert the necessary verbs. Use the Past Simple Tense:**

*1) be (2), feed, take, start, visit, listen*

The children went to London. The Tour \_\_\_\_\_ at Hyde Park in the morning. The children \_\_\_\_\_ the ducks and squirrels there. Then they \_\_\_\_\_ photos of Trafalgar Square. The next stop \_\_\_\_\_ the British Museum. They also \_\_\_\_\_ the Tower of London. The children \_\_\_\_\_ to the famous bell Big Ben. In the evening they \_\_\_\_\_ very tired.

*2) see, find, help, be, put, catch, be*

One day the children were on the ship. The sea was quiet. Suddenly they \_\_\_\_\_ the pirates' ship. The pirates \_\_\_\_\_ the children and \_\_\_\_\_ them in a dark room, but Kevin \_\_\_\_\_ Steve and Maggie. In the room the children \_\_\_\_\_ the eighth magic pearl. Kevin put the eight pearls together and saved the Shell Kingdom. Kevin's parents \_\_\_\_\_ very happy.

**Exercise 11. Translate into Russian. Use the Past Simple Tense:**

1. I didn't ride a bicycle.
2. I didn't pick mushrooms.
3. I didn't open a book.
4. I didn't play any game.
5. I didn't sit by the river.
6. I didn't write letters.
7. I didn't meet my friends.
8. I didn't visit my relatives.
9. I didn't sleep long.
10. I didn't walk in the forest.

11. I didn't listen to the birds.
12. I didn't sunbathe.

**Exercise 12. Insert *was, were, did*.**

1. When \_\_\_\_\_ Mother's Day last year?  
- It \_\_\_\_\_ in April.
2. What \_\_\_\_\_ you do?  
- We made a cake and cards for Mum.
3. \_\_\_\_\_ Mum happy?  
- Yes, she \_\_\_\_\_.
4. Who \_\_\_\_\_ you invite?  
- Our grandparents.
5. What \_\_\_\_\_ you give to your granny?  
- Flowers.
6. \_\_\_\_\_ you tired?  
- No, we weren't.

**Exercise 13. Complete the dialogue. Use the Past Simple Tense:**

Kim: What \_\_\_\_\_ (you do) last night, Lisa?

Lisa: I went to the cinema.

Kim: What film \_\_\_\_\_ (you see)?

Lisa: Shrek.

Kim: Who \_\_\_\_\_ (you go) with?

Lisa: Pete and Zoe.

Kim: \_\_\_\_\_ (you enjoy) it?

Lisa: Well, the special effects were brilliant, but the story wasn't very good.

Kim: What time \_\_\_\_\_ (it finish)?

Lisa: At ten o'clock.

Kim: What \_\_\_\_\_ (you do) after the film?

Lisa: We went for a pizza.

**Exercise 14. Complete the dialogue with the necessary questions:**

Neil : Did you stay at home last weekend?

Karen: No, I didn't. I went to Brighton with my family

Neil: \_\_\_\_\_ to Brighton on the train?

Karen: No, we went by coach.

Neil: \_\_\_\_\_ swimming?

Karen: Yes, we did. The water was very cold!

Neil: \_\_\_\_\_ Brighton Pavilion?

Karen: Yes, we did. It was fantastic!

Neil: \_\_\_\_\_ souvenirs?

Karen: Oh, yes!

### **Exercise 15. Translate into English:**

1. Вчера я встал в 7 часов.
2. Дети вчера гуляли после школы. Они не хотели идти домой.
3. Мой отец любил читать по вечерам. Он читал книги.
4. На прошлой неделе она ходила в кино. Она не ходила в театр.
5. Моя мать не смотрела телевизор вчера.

### **Exercise 16. Correct the mistakes in the following sentences:**

1. We write a test yesterday.
2. They didn't went to the library.
3. Nick did get up at 8 o'clock yesterday.
4. Do you saw him yesterday?
5. I give her that book a week ago.

### **The Future Simple Tense**

#### **Exercise 17. Write in I'll, we'll, he'll, she'll, they'll, it'll.**

1. I'd like to see animals. I think \_\_\_\_\_ go to the zoo today.
2. Wendy likes dinosaurs. I think \_\_\_\_\_ go to the Natural History Museum.
3. We like dancing. I think \_\_\_\_\_ go to the disco.
4. My parents want to buy presents. I think \_\_\_\_\_ go to the gift shop.
5. Jim likes walking. I think \_\_\_\_\_ go to the park.
6. Put on your scarf and hat. I think \_\_\_\_\_ be cold today.
7. I want to watch a cartoon. I think \_\_\_\_\_ go to the cinema tomorrow.
8. Mike is ill. I don't think \_\_\_\_\_ go for a walk with him.

#### **Exercise 18. Put the verbs in brackets in Future Simple Tense:**

1. I think we \_\_\_\_\_ two return tickets (to buy).
2. Kate \_\_\_\_\_ ten tomorrow (to be).
3. My aunt \_\_\_\_\_ to Canada next summer (to go).
4. I \_\_\_\_\_ you in the evening (to phone).
5. I'm sure our 3-day tour \_\_\_\_\_ more than 5000 roubles (to cost).

**Exercise 19. Insert 'll/ won't:**

1. Lucy was born in 1995. In 2007 she \_\_\_\_\_ be 12.
2. It's sunny today. It \_\_\_\_\_ rain.
3. Kelly is eleven today. She \_\_\_\_\_ be twelve until next year.
4. Rob is nine. He \_\_\_\_\_ be ten on his next birthday.
5. This month is May. It \_\_\_\_\_ be June next month.
6. Jenny: 'Mum, the bus is late. I \_\_\_\_\_ be home until eight o'clock.
7. It's 25 degrees today. It \_\_\_\_\_ snow tomorrow.
8. I sent the letter this afternoon. It \_\_\_\_\_ arrive until tomorrow.

**Exercise 20. Complete the sentences. Use 'll or won't:**

1. Amy's brother is thirteen. He \_\_\_\_\_ be fourteen on his next birthday.
2. I bought a lottery ticket, but I \_\_\_\_\_ win
3. My dad is thirty-nine. He \_\_\_\_\_ be forty on his next birthday.
4. My sister Mary is fifteen. She \_\_\_\_\_ be sixteen until next year.
5. My brother's clever. He \_\_\_\_\_ pass all his exams.
6. It's raining now. But it \_\_\_\_\_ be sunny later.
7. Debbie and Bob are always late. They \_\_\_\_\_ arrive until eight o'clock.

**Exercise 21. Imagine: You are on an island. What do you think you'll do?**

1. Will you live in a cave or in a village?

*Example: I think I'll live in a cave.*

2. Will you sleep on the grass or in the tree?

I think I'll \_\_\_\_\_ .

3. Will you eat caterpillars or snakes?

- \_\_\_\_\_
4. Will you go fishing or collect fruit?

- \_\_\_\_\_
5. Will you wash in the sea or in the river?

- \_\_\_\_\_
6. Will you ride a horse or an ostrich?

- \_\_\_\_\_
7. Will you make friends with dolphins or with parrots?

- \_\_\_\_\_
8. Will you drink milk or water?

**Exercise 22. Make up your questions and answer them:**

**- Do you think that in the future, you will:**

- 1) learn a new language;
- 2) travel a lot;
- 3) move to a different country;
- 4) learn a musical instrument or a new musical instrument;
- 5) be richer.

**Write your sentences. Use the example: I think I'll learn a new language.**

*Perhaps I'll learn a new language. / I don't think I'll learn a new language.*

I think I'll \_\_\_\_\_

Perhaps I'll \_\_\_\_\_

I don't think I'll \_\_\_\_\_

**Exercise 23. Imagine that you will be very busy next week. Say what will you do? Use Future Simple Tense:**

*Example: (go home)*

*- After the lessons I'll go home*

- see;
- go to;
- buy;
- meet;
- read;
- visit;
- play;
- learn.

**Exercise 24. Make Positive, Interrogative and Negative sentences. Use the Future Simple Tense:**

*Example: She / travel by car / next summer*

+ She will travel by car next summer.

? Will she travel by car next summer?

— She won't travel by car next summer.

*I / buy a present / tomorrow*

+ \_\_\_\_\_  
— \_\_\_\_\_  
? \_\_\_\_\_

*We / go to the cinema / after classes*

+ \_\_\_\_\_  
— \_\_\_\_\_  
? \_\_\_\_\_

**Exercise 25. Ask questions to the following sentences and answer them in the negative:**

1. We will go to the zoo on Sunday.
2. They will go to the park next Sunday.
3. My father will go to the country next month.
4. My friend will come to see me on Sunday.
5. You will see an interesting film over TV next week.

**Exercise 26. Make questions for the following sentences:**

1. He will buy tickets tomorrow.  
When \_\_\_\_\_?
2. Mike will go to the railway station in the afternoon.  
Who \_\_\_\_\_?
3. Sally will go to the airport on Monday.  
How \_\_\_\_\_?
4. I think the ticket will cost 100 pounds.  
How much \_\_\_\_\_?

### **Test yourself**

**Choose the correct response:**

1. My sister \_\_\_ lunch yesterday at 7 o'clock.  
a) had;  
b) will have;  
c) has.
2. We \_\_\_ TV tomorrow in the evening.  
a) will watch;  
b) watch;  
c) watched.

3. Tom usually \_\_\_ his homework .  
a) does;  
b) did;  
c) will do.
4. I \_\_\_ to school next Sunday.  
a) does not go;  
b) did not go;  
c) will not go.
5. Yesterday afternoon Kitty \_\_\_ about the house.  
a) helps;  
b) helped;  
c) will help.
6. She \_\_\_ her toys and books.  
a) likes;  
b) like;  
c) will like.
7. We \_\_\_ our Mother after breakfast yesterday.  
a) thanked;  
b) will thank;  
c) thank.
8. Last week I \_\_\_ at the school sports ground.  
a) jumped;  
b) jump;  
c) will jump.
9. Jane always \_\_\_ her teeth in the morning.  
a) clean;  
b) cleans;  
c) will clean.
10. He \_\_\_ at the ice rink tomorrow  
a) skate;  
b) will skate;  
c) skated.

11. Yesterday morning Tim \_\_\_ his hands and face.  
a) washed;  
b) washes;  
c) will wash.
12. Every evening last week we \_\_\_ chess.  
a) played;  
b) will play;  
c) play.
13. Last year they \_\_\_ at the school sports ground.  
a) skied;  
b) will ski;  
c) ski.
14. We \_\_\_ our Granny about the house yesterday.  
a) helped;  
b) help;  
c) will help.
15. I \_\_\_ to school yesterday  
a) go;  
b) will go;  
c) went.
16. She \_\_\_ dinner tomorrow.  
a) cooked;  
b) cooks;  
c) will cook.
17. The boy \_\_\_ his homework 2 days ago  
a) did not do;  
b) will not do;  
c) does not do.
18. We \_\_\_ this book next week.  
a) read;  
b) reads;  
c) will read.

19. \_\_\_ you play tennis tomorrow?

a) will;

b) did;

c) do.

20. I \_\_\_ my granny next week.

a) will visit;

b) visits;

c) will visit.

## Unit VIII. THE TASKS OF GEODESY

*Grammar: Времена Present, Past, Future Continuous (revision).*

### Vocabulary

#### Nouns:

**branch** – отрасль  
**production** – производство  
**determination** – определение  
**characteristic** – характеристика  
**terrain** – местность  
**cartography** – картография  
**land management** – землеустройство  
**cadastre** – кадастр  
**construction** – сооружение  
**mining** – горное дело  
**exploration** – геологоразведка  
**activity** – деятельность  
**state** – государство  
**surface** – поверхность  
**measurement** – измерение  
**displacement** – смещение  
**crust** – кора  
**plane** – плоскость  
**means** – средство  
**curvature** – кривизна

#### Adjectives:

**spatial** – пространственный  
**artificial** – искусственный  
**single** – единый  
**individual** – отдельный  
**lower** – низкий, нижний  
**higher** – высокий, высший

#### Verbs:

**associate (with)** – ассоциировать (с)  
**use (for)** – использовать (для)

**can be taken** – можно принять, может быть принято  
**take into account** – принять в расчет

### **The Main Tasks of Geodesy**

Geodesy is the branch of production associated with the determination of the spatial characteristics of terrain and artificial objects. Geodesy is used for coordinate support of cartography, construction, land management, cadastre, mining, exploration and other areas of economic activity.

The main tasks of geodesy are:

- determination of the shape, size and gravitation of the Earth;
- distribution of a single coordinate system to the territory of an individual state, continent and the Earth as a whole;
- taking measurements on the Earth's surface;
- image of land surface areas on topographic maps and plans;
- global displacements of the Earth's crust blocks study.

A small part of the Earth's surface can be taken as a plane; the study of such a part can be done using very simple means and methods and is the subject of lower geodesy, or topography; in higher geodesy, the curvature of the Earth's surface is taken into account.

### **Text exercises**

#### **Exercise 1. Answer the following questions:**

1. What is geodesy? 2. What is geodesy used for? 3. What are the main tasks of geodesy? 4. How can a plane be studied? 5. What is topography? 6. What is the subject of lower geodesy? 7. What is taken into account in higher geodesy?

#### **Exercise 2. Agree or disagree. Give your reasons:**

1. A small part of the Earth's surface can be taken as a plane.
2. Cadastre is not a part of geodesy.
3. Gravitation is taken into account in higher geodesy.
4. The subject of topography is the study of the Earth as a whole.
5. A plane can be studied by use of simple means and methods.
6. Geodesy doesn't study global displacements of the Earth's crust blocks.

#### **Exercise 3. Fill in the gaps with the information given at the end:**

The main tasks of geodesy are:

- ...of a single coordinate system to the territory of an individual state, continent and the Earth as a whole;
  - ... of the shape, size and gravitation of the Earth;
  - ... of the Earth's crust blocks study;
  - ... on the Earth's surface;
  - ... on topographic maps and plans.
- (determination, distribution, taking measurements, image of land surface areas, global displacements)*

**Exercise 4. Match the information (numbers to the letters) (e.g.: 1-e):**

- |  |  |
|--|--|
| 1. A plane is ...                                  | a) taken into account in higher geodesy; |
| 2. The curvature of the Earth's surface is ...     | b) the subject of lower geodesy;         |
| 3. The study of a plane is ...                     | c) small part of the Earth's surface;    |
| 4. Geodesy is used for ...                         | d) one of the main tasks of geodesy;     |
| 5. Taking measurements on the Earth surface is ... | e) many areas of economic activity.      |

**Exercise 5. Put the main ideas in the same order as they are in the text:**

\_\_\_ Global displacements of the Earth's crust blocks study is the other main task of geodesy.

\_\_\_ The study of a plane using simple means and methods is the subject of topography.

\_\_\_ Geodesy is the branch of production associated with the determination of the spatial characteristics of terrain and artificial objects.

\_\_\_ The curvature of the Earth's surface is the subject of higher geodesy.

\_\_\_ Determination of the shape, size and gravitation of the Earth is one of the main tasks of geodesy.

\_\_\_ Geodesy is used for coordinate support of cartography, construction, land management, cadastre, mining, exploration and other areas of economic activity.

## Additional exercises

### Exercise 1. Translate into Russian:

Characteristic; terrain; can be taken; surface; measurement; individual; means; curvature; lower; land management; artificial; displacement; crust; plane; single; take into account; construction; cadastre; higher; determination; branch; activity; associate (with); use (for); production; spatial; mining; exploration; state; cartography.

### Exercise 2. Find the English equivalents:

Может быть принято; государство; единый; кора; измерение; использовать (для); нижний; ассоциировать (с); смещение; отрасль; кадастр; искусственный; землеустройство; плоскость; кривизна; пространственный; геологоразведка; кадастр; высший; средство; местность; отдельный; деятельность; производство; принять в расчет; определение; можно принять; картография; сооружение; характеристика.

### Exercise 3. Fill in the gaps with the words given in the box below:

1. Geodesy is the branch of production associated with the \_\_\_\_\_ of the spatial characteristics of terrain and artificial objects.
2. Geodesy is used for coordinate \_\_\_\_\_ of cartography, construction, land \_\_\_\_\_, cadastre, mining, exploration and other areas of economic activity.
3. One task of the geodesy is \_\_\_\_\_ displacements of the Earth's crust blocks study.
4. A \_\_\_\_\_ part of the earth's surface can be taken as a plane.
5. A plane can be measured using \_\_\_\_\_ means and methods.
6. In \_\_\_\_\_ geodesy, the curvature of the earth's surface is taken into account.
7. A plane measurement is the subject of \_\_\_\_\_ geodesy, or topography.

*support simple global determination higher small  
management lower*

**Exercise 4. Complete the following sentences:**

1. Geodesy is the branch of production \_\_\_\_\_.
2. Geodesy is used for \_\_\_\_\_.
3. Geodesy deals with determination \_\_\_\_\_.
4. Geodesy is engaged in taking measurements \_\_\_\_\_.
5. The lower geodesy studies \_\_\_\_\_.
6. The higher geodesy studies \_\_\_\_\_.

**Exercise 5. Read the dialogue and complete it with the necessary questions:**

**A:** – \_\_\_\_\_?

**B:** – Geodesy is the branch of production associated with the determination of the spatial characteristics of terrain and artificial objects.

**A:** – \_\_\_\_\_?

**B:** – Geodesy is used for coordinate support of cartography, construction, land management, cadastre, mining, exploration and other areas of economic activity.

**A:** – \_\_\_\_\_?

**B:** – A plane is the subject of lower geodesy.

**A:** – \_\_\_\_\_?

**B:** – Lower geodesy is called “topography”.

**A:** – \_\_\_\_\_?

**B:** – It deals with the curvature of the Earth’s surface.

**Exercise 6. Expand the following statements:**

1. Determination of the shape, size and gravitation of the Earth is necessary because ...

2. Taking measurements on the Earth’s surface is important because ...

3. Image of land surface areas on topographic maps and plans helps ...

4. Global displacements of the Earth's crust blocks study is (not) important because ...

5. Distribution of a single coordinate system to various territories helps ...

**Exercise 7. Translate into English:**

1. Геодезия – отрасль производства, связанная с определением пространственных характеристик местности и искусственных объектов.

2. Геодезия применяется для многих областей хозяйственной деятельности.

3. Определение фигуры, размеров и *гравитационного поля Земли* – одна из основных задач геодезии.

4. Геодезия также занимается выполнением измерений на поверхности земли.

5. Низшая геодезия исследует плоскость – небольшую часть земной поверхности – при помощи весьма простых средств и способов.

6. Высшая геодезия изучает кривизну земной поверхности.

## **Grammar exercises**

### **The Present Continuous Tense**

**Exercise 1. Use the verbs in the list to complete the sentences:**

*eat; go; fly; watch; do; sing; write; work; wait*

1. Listen! Somebody ... a nice song.
2. I ... to London next week.
3. I .... a letter to my friend Pam now.
4. I'm very tired. We ... hard these days.
5. Jane .... a delicious cake with maple syrup.
6. We ... to play football tomorrow with Bob's friends.
7. They .... interesting programme about animals at the moment.
8. Sarah .... a bus at the bus stop at the moment.
9. Peter and Liza ... the washing-up now.

**Exercise 2. Write questions and negatives:**

1. She is reading a book now.
2. We are listening to music.
3. They are going to wash the car.
4. He is cleaning his bedroom now.
5. They are swimming in the river.
6. The children are playing basketball in the garden.

**Exercise 3. Put the verbs in brackets into the correct form of Present Continuous:**

1. Be quiet! Mum ... (sleep).
2. What ... you ... (do) now?
3. The dog ... (play) with a ball.
4. I ... (watch) TV. I'm listening to music.
5. The children ... (drink) milk in the kitchen.

6. He ... (have) a bath.
7. Why ... you ... (laugh)?

**Exercise 4. Make questions using the words below:**

1. (Why / looking / are / you / me / at?)
2. (She / dishes / washing / is / now?)
3. (are / What / reading / you?)
4. (going / she / Where / is?)
5. (your parents / travelling / are / abroad?)
6. (she / is / a / nice / wearing / dress?)
7. (is / working / clock / that?)

**Exercise 5. Write short answer to the questions:**

1. Is your friend riding his bike? – Yes, he is. / No, he isn't.
2. Is your sister wearing a new dress?
3. Are you playing computer games?
4. Is it snowing now?
5. Is your father reading a newspaper?
6. Are your grandparents walking in the park?
7. Are your parents sleeping?

**Exercise 6. Correct the mistakes:**

1. They learning English.
2. She is play tennis.
3. You is drinking milk.
4. What is they doing?
5. Where your friends staying?
6. He am going to the shops.
7. I isn't talking on the phone.

**Exercise 7. Match the numbers to the letters. Use the letters to give the full answers to the questions:**

- |                                  |                            |
|----------------------------------|----------------------------|
| 1. Why is she crying?            | a) A cartoon.              |
| 2. Is it snowing now?            | b) I'm listening to music. |
| 3. Where are they staying?       | c) Yes, he is.             |
| 4. What is he watching?          | d) At the Sun Hotel.       |
| 5. What are you doing?           | e) Because she's sad.      |
| 6. Is he playing computer games? | f) No, it isn't.           |

## The Past Continuous Tense

### Exercise 8. Open the brackets. Use The Past Continuous Tense:

1. While I \_\_\_\_\_ (to copy) the exercise, my friends \_\_\_\_\_ (to describe) a picture.
2. When we came in, the children \_\_\_\_\_ (to clean) their desks.
3. We met her at the bus stop. She \_\_\_\_\_ (to wait) for the bus.
4. Some of the children \_\_\_\_\_ (to ski) while other children \_\_\_\_\_ (to skate). Everybody \_\_\_\_\_ (to have) a lot of fun.
5. When we came the family \_\_\_\_\_ (to get) everything ready for Christmas. Bob and Helen \_\_\_\_\_ (to decorate) the Christmas tree.
6. The girls \_\_\_\_\_ (to feed) the birds in the garden while the boys \_\_\_\_\_ (to make) a bird-house.

### Exercise 9. Read and translate the text. Underline the verbs given in The Past Continuous Tense. Answer the following question:

- *Who broke the window ?*

At 7 o'clock the match started on TV, so Dad was still watching it at 7.30. Mum was sitting in the kitchen. She was quietly reading a woman's magazine. Rosie was trying on her Mum's clothes in her room. Nick's cousins were listening to rock music. It was very loud so they didn't hear the crash. At 7.30 the dogs were lying in front of the fire and they were sleeping. Nick went into the garden with his friend to play football. So at 7.30 he was still there.

### Exercise 10. Complete the sentences using the text from exercise 9. Use The Past Continuous Tense:

1. When someone broke the window Dad \_\_\_\_\_
2. When Mum heard the crash she \_\_\_\_\_
3. The cousins didn't hear the noise because they \_\_\_\_\_
4. The dogs when the noise woke them up. \_\_\_\_\_
5. At 7.30 Nick \_\_\_\_\_

### Exercise 11. Give short and full answers to the following questions. Use The Past Continuous Tense:

*Example:*

- *Were you going to the cinema at 7 o'clock?*

- *Yes, I was. I was going to the cinema.*
- *No, I wasn't. I wasn't going to the cinema.*

1. Were you having dinner at 2 o'clock?
2. Was your friend sitting in the yard when you saw him?
3. Was your mother cooking when you came home?
4. Was your sister reading when you called her?
5. Were the children sitting at their desks when you entered the classroom?
6. Were the little children running along the corridor when the lesson began?
7. Were you doing your homework at 7 o'clock last night?
8. Was your father working in the garden when you asked him to dinner?

**Exercise 12. Use the words and phrases from the brackets to ask and answer the questions:**

*Example:*

*After the lesson Victor was explaining the new rule (to you)*

- Was Victor explaining the new rule *to you*?
- Yes, he was. He was explaining the new rule to me.

*The children were decorating their classroom. (when)*

- *When* were they decorating the classroom?
- They were decorating it after the lessons.

1. When I went into the yard, the boys were playing, (football).
2. When we were playing, Bob was shouting (loudly).
3. I met Victor in the street. He was running quickly (where).
4. The weather was fine, the sun was shining (all day).
5. Nick was watching his little sister in the garden (why).
6. His sister was helping him to pack his things when I came (what things).
7. They were cooking dinner at that time, (with whom).
8. I was waiting for him at 3 o'clock yesterday (where).
9. He was looking for something when I came in (what).
10. They were laughing when I entered the classroom (why).

**Exercise 13. Ask your friend what he/she was doing last Saturday at 6 o'clock. Use the words given in the box:**

*to watch to listen to to carry to look at to wait for to explain something to somebody to work to sit to play*

**Exercise 14. Insert the suitable verbs. Use The Past Continuous Tense: (play; swim; feed; sleep; laugh)**

Yesterday we went to the zoo and saw there a lot of animals. First we went to see the white bears. They \_\_\_\_\_. Then we went to the cage with monkeys. There were a lot of children in front of the cage. They \_\_\_\_\_ because a monkey in the the cage \_\_\_\_\_. After that we went to see the elephant. There was a man there. He \_\_\_\_\_ the elephant. But we \_\_\_\_\_ see much of the lions. They \_\_\_\_\_.

**Exercise 15. Ask your questions suitable to the given answers. Use The Past Continuous Tense when asking:**

1. Where | the white bears | swimming | were?  
- In the swimming pool.
2. It | was | raining?  
- Oh, no. It wasn't. The sun was shining brightly.
3. The elephant | what | eating | was?  
- Some grass and fruit.
4. What | was | playing with | the monkey?  
- With a small ball.
5. Were | how many lions | sleeping in the cage?  
- Both of them.

**Exercise 16. Fill in the gaps with the verbs in The Past Continuous Tense:**

- Mr. Rambler , what \_\_\_\_\_ you \_\_\_\_\_ (do) at 6.30 ?
- Oh, I \_\_\_\_\_ (read) at that time in my room.
- Were you? \_\_\_\_\_ you really \_\_\_\_\_ (read)? What \_\_\_\_\_ you \_\_\_\_\_ (read) at that time?
- A book.
- Did your friends see you then?
- No, they didn't. They \_\_\_\_\_ (watch TV).
- What \_\_\_\_\_ they \_\_\_\_\_ (watch)?
- Some film. But why?

- Some people saw a man who \_\_\_\_\_ (try) to kill an elephant at that time. We think it was you.

**Exercise 17. Ask your questions using The Past Continuous Tense. Use the words given in brackets:**

1. Were you watching TV at 11 o'clock last night? (When)
2. We were speaking about books at the lesson. (What, where)
3. After school they were practicing a new game. (Alternative)
4. When I came, Nick was cleaning his room. (What)
5. He was returning to his camp with a pail of water. (Where)

### **The Future Continuous Tense**

**Exercise 18. Open the brackets. Use The Future Continuous Tense:**

1. Tomorrow at eight o'clock I \_\_\_\_\_ at the warehouse (work).
2. This time next Tuesday Andrew \_\_\_\_\_ his first lesson (give).
3. They \_\_\_\_\_ all night (dance).
4. I \_\_\_\_\_ at midnight (not to sleep).
5. \_\_\_\_\_ you \_\_\_\_\_ at nine o'clock? (walk)
6. The players \_\_\_\_\_ on this field in an hour (practise).

**Exercise 19. Open the brackets. Use The Future Continuous Tense:**

1. This time next Monday, I \_\_\_\_\_ in a huge office in New York. (work)
2. This time on Tuesday, Mary \_\_\_\_\_ on a beach in Italy.  
3. (sunbathe)
4. Don't make noise after midnight – I \_\_\_\_\_ soundly, I hope.  
(sleep)
5. Jackeline \_\_\_\_\_ to Kenya tomorrow at this time. (fly)
6. Students \_\_\_\_\_ copies while he \_\_\_\_\_ the report. (make/finish)
7. I \_\_\_\_\_ in my study library at 6pm tomorrow. (work).
8. This time next year we \_\_\_\_\_ the Pacific Ocean. (cross)
9. I \_\_\_\_\_ (lay) the dinner table while my mother \_\_\_\_\_  
(prepare) the meat.

10. You'll recognize Molly! She \_\_\_\_\_ a pink hat. (wear)
11. From 7 till 12 I \_\_\_\_\_ classes. (have)
12. \_\_\_\_\_ you \_\_\_\_\_ your bike this evening? (use)
13. My auntie and uncle \_\_\_\_\_ with us this weekend. (stay)
14. I \_\_\_\_\_ television from ten pm to midnight. (watch)
15. This time on Friday I \_\_\_\_\_ on the beach. (lie)
16. What \_\_\_\_\_ you \_\_\_\_\_ tomorrow evening? (do)
17. \_\_\_\_\_ you \_\_\_\_\_ late tomorrow night? (work)
18. Don't ring Greg up at 10am. He \_\_\_\_\_ his music lesson.  
(have)
19. The boys of our team \_\_\_\_\_ football tomorrow morning.  
(play)
20. It \_\_\_\_\_ probably \_\_\_\_\_ when we arrive in Kongo.  
(rain)
21. It is mid-autumn, the leaves \_\_\_\_\_ soon. (fall)

**Exercise 20. Answer the questions in Future Continuous.**

*Example:*

- *What will Mike be doing? (drive to the seaside)*
- *Mike will be driving to the seaside.*

1. What will Yana be doing? (make a skirt)
2. What will Michael be doing? (swim in the Red Sea)
3. What will Paul's grandfather be doing? (work in the orchard)
4. What will Greg be doing at the University? (study languages)
5. What will Megan's mother be doing? (fly to Mumbai)
6. What will the singer be doing at the concert? (sing songs)
7. What will the journalist be doing? (interview the President)
8. What will the professor be doing next September? (reading lectures)

**Exercise 21. Expand the statement. Use The Future Continuous Tense:**

*Example:*

*Don't call Greg at seven. (have a bath) – Don't call Greg at seven, he will be having a bath.*

1. Don't leave the tiny newborn alone. (cry)
2. Don't call on Steven tonight. (pack)
3. Don't ring anybody up at six am. (sleep)
4. Don't wait for Melody tomorrow. (train)
5. Don't tell your Granny. (grumble)
6. Don't expect Molly to come on Saturday. (work)
7. Don't come to see Miranda after lunch. (typing her novel)
8. Don't send Molly any letters in July. (travel)

**Exercise 22. Translate into English. Use The Future Continuous**

**Tense:**

1. Андрей будет ждать тебя возле гипермаркета в 4.
2. Ты пообедаешь со мной завтра? – В это время я сдаю экзамен.
3. Интересно, чем будут заняты дети, пока мы будем наслаждаться концертом.
4. Как я узнаю Тома? На нем будет зеленое пальто.
5. Интересно, будем ли мы все еще встречаться через год.
6. Если ты ей расскажешь, она будет плакать.
7. Чем ты будешь занят завтра в шесть?
8. Уже через час Гриша будет работать в огороде.
9. Сегодня в кино ты будешь сидеть со мной.

**Test yourself**

**Choose the correct response:**

1. ... you still ... .. at six o'clock?

- a) will / working / be;
- b) working / will / be;
- c) be / will / working;
- d) will / be / working.

2. He ... .. at midnight:

- a) be / will / sleep;
- b) be / will / sleeping;
- c) will / be / sleeping;
- d) will / be / sleep.

3. We ... .. our flat in May:

- a) will / be / renovating;
- b) will / be / renovate;

- c) will / being / renovate;
- d) be / will / renovating.

4. I ... .. for you at that moment:

- a) will be waiting;
- b) will be wait;
- c) will being wait;
- d) be will waiting.

5. What ... you ... .. when he comes?

- a) will / be / do;
- b) will / be / doing;
- c) be / will / do;
- d) be / will / be doing.

6. They ... the TV when I came in:

- a) watched;
- b) were watching;
- c) have watched.

7. When I phoned she ... a bath:

- a) had;
- b) was having;
- c) was have.

8. What ... when your mother came back home?

- a) were you doing;
- b) you did;
- c) did you.

9. She ... because she couldn't find her dog:

- a) cried;
- b) was crying;
- c) crying.

10. While I \_\_\_\_\_ this morning, I \_\_\_\_\_ my money. I don't know how:

- a) shopped / lose;
- b) was shopping / lost;
- c) shopped / was losing.

11. I \_\_\_\_\_ a friend while I \_\_\_\_\_ the shopping:

- a) was meeting / did;
- b) met / was doing;
- c) meet / do.

12. I \_\_\_\_\_ for my things when I \_\_\_\_\_ someone call my name:

- a) paid / was hearing;
- b) pay / heard;
- c) was paying / heard.

13. While we \_\_\_\_\_ a drink, a waiter \_\_\_\_\_ a pile of plates.

- a) had / was dropping;
- b) have / dropped;
- c) were having / dropped.

14. Now I ... in the club. And what about you? What are you doing?

- a) am dancing;
- b) is dancing;
- c) are danced;
- d) dancing.

15. Right now he ... home:

- a) drives;
- b) is driving;
- c) are driving;
- d) will drive.

16. Listen! Somebody ... to break into our house! Call the police immediately:

- a) is trying;
- b) are trying;
- c) tries;
- d) tried.

17. Look! All the teachers ... at him. He may be expelled from school in a little while:

- a) is shouting;
- b) am shouting;
- c) shout;
- d) are shouting.

18. More and more animals ... extinct. We need to take care of nature:

- a) is becoming;
- b) are becoming;
- c) become;
- d) will become.

19. Don't talk so loudly. Our son ... in his room:

- a) are studying;
- b) studying;
- c) is studying;
- d) studies.

20. My nephew ... for another job these days. He wants to work at night:

- a) are looking;
- b) look;
- c) looking;
- d) is looking.

21. Just now we ... the table (убираем посуду со стола) and washing up:

- a) is clearing;
- b) are clearing;
- c) clear;
- d) clears.

## Unit IX. GEODESY SECTIONS

*Grammar: Время Future Simple (revision), оборот be going to.*

### Vocabulary

#### Nouns:

**branch** – отрасль

**determination** – определение

**cartography (mapping)** – картография

**displacement** – смещение

**means** – средство

**direction** – направление

**network** – сеть

**method** – метод

**creation** – создание

**application** – применение

**latitude** – широта

**reduction** – снижение

**gravimetry** – гравиметрия

**quantity** – количество

**rock** – гора

**strike** – удар

satellite – спутник

**launch** – запуск

**spacecraft** – космический аппарат

**depicting** – изображение

**locality** – местность

**scale** – масштаб

**researching** – исследование

**modeling** – моделирование

**displaying** – отображение

#### Adjectives and adverbs:

**spatial** – пространственный

**artificial** – искусственный

**higher** – высокий, высший

**astronomodetic** – астрономогеодезический

**high-precision** – высокоточный

**gravitational** – гравитационный  
**celestial** – звездный, небесный  
**natural** – естественный, природный  
**scientific** – научный  
**directly** – прямо, непосредственно  
**closely** – близко  
**external** – внешний  
**filming** – снимающий на пленку, съемочный  
**local** – местный  
**marine** – морской  
**engineering** – инженерный  
**applied** – прикладной

**Verbs:**

**introduce** – внедрять  
**engage** – заниматься  
**determine** – определять  
**relate (to)** – относиться (к)  
**provide** – снабжать, обеспечивать  
**solve** – решать  
**perform** – выполнять  
**develop** – развивать  
**research** – исследовать  
**study** – изучать

### **Geodesy Sections**

*Higher geodesy* (theoretical geodesy) is one of the main directions of modern geodesy, which was introduced by the German scientist-geodesist, Friedrich Robert Helmert (1907). Higher geodesy studies the methods and means of creating an astronomodetic network – a geodetic network, the methods of high-precision geodetic measurements, astronomical observations in relation to the creation of an astronomodetic network.

*Geodetic astronomy* is a branch of astronomy engaged in the practical application of spherical astronomy knowledge in order to determine the latitude, time and direction of the meridian. Spherical astronomy uses mathematical methods of spherical geometry and astronomical measurements, and is closely related to the problem of observations reduction. Geodetic astronomy provides the determination of these points from astronomical observations;

*Geodesic gravimetry* is the science of measuring quantities that characterize the gravitational field of the Earth and other celestial bodies. Geodesic gravimetry studies the distribution of gravity on the Earth's surface, the displacement of rocks and the Earth's surface, rock strikes, gravimetric determinations on a part of the points;

*Space geodesy (satellite geodesy)* is a science that studies the use of the results of the Earth artificial and natural satellites observations to solve scientific and scientific-technical problems of geodesy. Observations are performed both from the surface of the planet and directly on satellites. Space geodesy has been widely developed since the launch of the first artificial Earth satellite. Space geodesy uses observations of artificial Earth satellites and spacecraft to study the shape and size of the Earth and its external gravitational field.

*Topography* is a scientific discipline that studies the methods of depicting geographic and geometrical elements of a locality on the basis of filming work (ground, from air or from space) and creating topographic maps and plans based on them. Topography is a description of the Earth's surface on a local scale.

*Cartography (Mapping)* is the science of researching, modeling and displaying the spatial location, combination and interconnection of objects, phenomena of nature and society. Cartography (Mapping) provides a description of the Earth's surface on a global scale.

*Aerial photo geodesy* studies the methods of creating topographic maps based on aerial photographs, determining the size, shape and position of objects from their images in photographs.

*Marine geodesy* studies methods for mapping in the seas and oceans.

*Engineering geodesy (applied geodesy)* is one of the main directions of modern geodesy. Engineering geodesy studies the methods of geodetic work performed during surveys, in the design, construction and operation of various buildings and structures, in mineral exploration, as well as in the use and protection of natural resources.

### **Text exercises**

#### **Exercise 1. Answer the questions:**

1. How many geodetic sections do you know? 2. Who introduced theoretical geodesy? 3. What does higher geodesy study? 4. What is geodetic astronomy? 5. What methods does spherical astronomy use? 6. What is geodetic gravimetry? 7. What does geodetic gravimetry study? 8. What does space geodesy study? 9. What observations does space geodesy use?

10. What is topography? 11. What does cartography provide? 12. What does aerial photo geodesy study? 13. What is marine geodesy? 14. What does engineering geodesy study?

**Exercise 2. Match the terms (numbers) to their definitions (letters) ( e.g.: 1-a):**

- |                            |   |
|----------------------------|---|
| 1. Mapping ...             | a) studies the methods and means of creating an astronomodetic network;   |
| 2. Space geodesy ...       | b) studies methods for mapping in the seas and oceans;  |
| 3. Engineering geodesy ... | c) provides a description of the Earth's surface on a global scale;   |
| 4. Topography ...          | d) studies the use of the results of the Earth artificial and natural satellites observations to solve scientific and scientific-technical problems of geodesy;           |
| 5. Higher geodesy ...      | e) studies the methods of geodetic work performed during surveys, in the design, construction and operation of various buildings and structures;                          |
| 6. Marine geodesy ...      | f) studies the methods of depicting geographic and geometrical elements of a locality on the basis of filming work and creating topographic maps and plans based on them. |

**Exercise 3. Fill in the gaps with the information given at the end:**

1. Higher geodesy (theoretical geodesy) is one of the main \_\_\_\_\_ of \_\_\_\_\_ geodesy, which was introduced by the German scientist-geodesist, Friedrich Robert Helmert.

2. Geodetic astronomy is a branch of astronomy engaged in the \_\_\_\_\_ of spherical astronomy knowledge in order to determine the \_\_\_\_\_, time and direction of the meridian.

3. Spherical astronomy uses \_\_\_\_\_ of spherical geometry and astronomical \_\_\_\_\_ .

4. Aerial photo geodesy studies the methods of creating \_\_\_\_\_ .

5. \_\_\_\_\_ geodesy studies methods for mapping in the seas and oceans.

6. Spherical astronomy uses mathematical methods of spherical geometry and astronomical measurements, and is closely related to the problem of \_\_\_\_\_.

Directions; mathematical methods; marine; observations reduction; practical application; measurements; modern; topographic maps; latitude.

**Exercise 4. Agree or disagree. Give your reasons:**

1. Geodetic astronomy was introduced by F.R. Helmert.

2. Geodetic gravimetry studies the use of the results of the Earth artificial and natural satellites observations to solve scientific and scientific-technical problems of geodesy.

3. Cartography doesn't provide a description of the Earth's surface on a global scale.

4. Space geodesy has been widely developed since the launch of the first artificial Moon satellite.

5. Topography is a description of the Moon's surface on a local scale.

6. Engineering geodesy is called theoretical geodesy.

**Exercise 5. Complete the following dialogue with the missing information:**

A: – Who introduced theoretical geodesy?

B: – \_\_\_\_\_.

A: – \_\_\_\_\_?

B: – Geodetic astronomy is engaged in the practical application of spherical astronomy knowledge in order to determine the latitude, time and direction of the meridian.

A: – What methods does spherical astronomy use?

B: – \_\_\_\_\_.

A: – \_\_\_\_\_?

B: – They characterize the gravitational field of the Earth and other celestial bodies.

A: – What methods does engineering geodesy study?

B: – \_\_\_\_\_.

A: – \_\_\_\_\_?

B: – It provides a description of the Earth's surface on a global scale.

## Additional exercises

### Exercise 1. Translate into Russian:

Direction; display; study; network; develop; researching; modeling; method; marine; engineering; applied; introduce; engaged; determine; creation; application; latitude; astronomodetic; high-precision; gravitational; relate(to); provide; solve; perform; reduction; gravimetry; quantity; rock; strike; branch; determination; cartography (mapping); displacement; means; satellite; launch; gravitational; external; filming; local; celestial; natural; spacecraft; depicting; locality; scientific; directly; closely; scale.

### Exercise 2. Find the English equivalents:

Применение; отрасль; количество; пространственный; масштаб; искусственный; снабжать, обеспечивать; решать; гора; относиться (к); местный; морской; удар; заниматься; определять; астрономогеодезический; исследование; научный; прямо, непосредственно; звездный, небесный; инженерный; внедрять; прикладной; местность; спутник; выполнять; широта; снижение; гравиметрия; высокоточный; гравитационный; близко; внешний; сеть; метод; создание; снимающий на пленку, съемочный; естественный, природный; моделирование; отображение; высокий, высший; определение; картография; смещение; развивать; исследовать; изучать; запуск; космический аппарат; изображение; средство; направление.

### Exercise 3. Fill in the gaps with the adjectives given in the box below:

1. Higher geodesy studies the methods and means of creating an \_\_\_\_\_ network – a geodetic network, the methods and methods of \_\_\_\_\_ geodetic measurements, \_\_\_\_\_ observations in relation to the creation of an astronomodetic network.

2. Topography is a scientific discipline that studies the methods of depicting \_\_\_\_\_ and \_\_\_\_\_ elements of a locality on the basis of \_\_\_\_\_ work.

3. Space geodesy is a science that studies the use of the results of the Earth \_\_\_\_\_ and \_\_\_\_\_ satellites observations to solve scientific and \_\_\_\_\_ problems of geodesy.

4. \_\_\_\_\_ geodesy uses observations of artificial Earth satellites and spacecraft to study the shape and size of the Earth and its \_\_\_\_\_ gravitational field.

5. Mapping is the science of researching, modeling and displaying the \_\_\_\_\_ location, combination and interconnection of objects, phenomena of nature and society.

*filming astronomodetic artificial geographic scientific-technical  
high-precision natural astronomical space geometrical spatial  
external*

**Exercise 4. Complete the sentences:**

1. F.R. Helmert \_\_\_\_\_ .
2. Geodetic astronomy is closely related to \_\_\_\_\_ .
3. Mapping is the science of \_\_\_\_\_ .
4. Engineering geodesy studies the methods of geodetic work performed during \_\_\_\_\_ .
5. Space geodesy observations are performed \_\_\_\_\_ .
6. Aerial photo geodesy studies the methods of \_\_\_\_\_ .

**Exercise 5. Ask and answer the questions about:**

- Methods and means of higher geodesy.
- Methods of engineering geodesy.
- Methods and means of space geodesy.
- Methods of spherical astronomy.
- Methods of marine geodesy.

**Exercise 6. Make up your own dialogues:**

*Situations:*

You are at a scientific conference. Ask your colleague(s) about:

- a) Topography, its methods and means.
- b) Cartography, its tasks and methods.

**Exercise 7. Translate into English:**

1. Прикладная геодезия – одно из ведущих направлений современной геодезии.
2. Геодезическая гравиметрия изучает распределение силы тяжести на земной поверхности, смещение горных пород и земной поверхности, горные удары.

3. Космическая геодезия использует наблюдения за искусственными спутниками Земли и космическими аппаратами для изучения формы и размеров Земли и ее внешнего гравитационного поля.

4. Картография дает описание земной поверхности в глобальных масштабах.

5. Топография – научная дисциплина, изучающая методы изображения географических и геометрических элементов местности на основе съемочных работ и создания на их основе топографических карт и планов.

6. Высшая геодезия изучает методы и средства создания геодезической сети, методы и способы высокоточных геодезических измерений.

7. Космическая геодезия получила широкое развитие с момента запуска первого искусственного спутника Земли.

8. Морская геодезия использует методы картографирования в морях и океанах.

9. Высшая геодезия – одно из основных направлений современной геодезии. Она также имеет название «теоретическая геодезия».

10. Аэрофотогеодезия изучает методы создания топографических карт по материалам аэрофотосъемки.

### **Grammar exercises**

#### **Be going to / Future Simple Tense**

##### **Exercise 1. Write positive sentences in *going to* future:**

1. I / work – *I am going to work.*
2. you / dance.
3. it / rain.
4. they / ask.
5. he / stays.
6. we / speak.
7. I / give a piece of advice.
8. she / try.
9. they / help.
10. he / push.

**Exercise 2. The following people are about to do something. You can see that they have already planned or prepared the action. Write positive sentences in *going to* future:**

1. What does she need the telephone for?

- (she / call / her boyfriend)
2. Why are they wearing sport suits?  
→ (they / play / squash)
3. Why has Fiona bought chocolates?  
→ (she / visit / her grandma)
4. Why do you need a map?  
→ (we / walk / in the mountains)
5. What do you need the cloth and the bucket for?  
→ (we / wash / the car)
6. Why are you running about with the toothbrush?  
→ (I / brush / my teeth)
7. Why is daddy not coming with us?  
→ (he / repair / the car)
8. Hurry up!  
→ (they / light / the bonfire)
9. Why are all these tapes on the table?  
→ (we / learn / Greek)
10. What do you need the pen for?  
→ (I / write / some postcards)

**Exercise 3. The following people do not intend to do the following actions. Write negative sentences in *going to* future:**

1. (I / sell / my car).
2. (he / help / us).
3. (they / study / harder).
4. (we / cook / dinner tonight).
5. (I / celebrate / my birthday this year).
6. (she / clean / her room).
7. (they / move / house).
8. (she / stay / with Amy).
9. (they / change / their clothes).
10. (we / get up early / next Sunday).

**Exercise 4. Write questions in *going to* future:**

1. (he / cook dinner / tonight)
2. (you / run / in the race).
3. (they / climb / that mountain).
4. (she / exercise / at the gym / in the afternoon).
5. (you / carry / that heavy box).

6. (computer / crash).
7. (we / eat / fish / tonight).
8. (he / play football / tomorrow).
9. (Lucy / call / a taxi).
10. (you / sing / a song / for us).

**Exercise 5. Put the verbs into the correct form (Future I). Use *going to*:**

1. It (rain) *is going to rain*.
2. They (eat) stew.
3. I (wear) blue shoes tonight.
4. We (not / help) you.
5. Jack (not / walk) home.
6. (cook / you) dinner?
7. Sue (share / not) her biscuits.
8. (leave / they) the house?
9. (take part / she) in the contest?
10. I (not / spend) my holiday abroad this year.

**Exercise 6. Choose between *Future Simple* and *be going to* complete the conversation:**

- Can I speak to Fiona, please?
- Speaking. Is that you, Pat?
- It's me. Hi. What you \_\_\_\_\_ (1 - do) tonight?
- I don't know yet. I think, I \_\_\_\_\_ (2 - read) the book Nora gave me yesterday.
- How about going to the cinema?
- Sounds good, but I'm looking after my little brother after eight, because my parents are going to their friend's birthday party.
- Poor you. Your brother is so naughty sometimes!
- But I love him. He's so funny! I think, he \_\_\_\_\_
- (3 - be) a good clown. He says he \_\_\_\_\_ (4 - be) a pilot, nothing else. Well, what \_\_\_\_\_ (5 - do) you tonight?
- I don't know either. I wanted to go somewhere nice with you, but you are baby-sitting tonight, so I \_\_\_\_\_ (6 - help) you to baby-sit, if you don't mind.
- Of course, I don't. Come along and we \_\_\_\_\_ (7 - have) a nice cup of tea and \_\_\_\_\_ (8 - play) with my brother.

**Exercise 7. Choose between Future Simple and be going to:**

1. She is sure that he \_\_\_\_\_ (not/manage) to catch the train.
2. Next year we \_\_\_\_\_ (travel) together around Europe.
3. The athletes soon \_\_\_\_\_ (return) from the competition.
4. His parents think Jim \_\_\_\_\_ (become) a doctor one day.
5. They have bought new sports shoes. They \_\_\_\_\_ (start) running next week.
6. It's getting dark. I \_\_\_\_\_ (turn) on the light.
7. They \_\_\_\_\_ (be) eighteen next month.
8. Scientists for sure \_\_\_\_\_ (find) a cure for this disease.

**Exercise 8. Choose and underline the correct form of the verb:**

a)

A: It's hot in here.

B: I'm going to / I'll open the window.

A: Do you want tea or coffee?

B: I'm going to / I'll have coffee, please.

A: What are you going to / will you do next weekend?

B: I don't know.

b)

A: The phone's ringing. Shall I answer it?

B: It's going to / It'll be Janet for me. Don't get up.

c)

A: I'm going to / I'll see a film at two o'clock.

B: I'm going to / I'll come with you.

IV. Robots are going to / will do everything for us in the future.

V.

A: I'm hungry, Mum.

B: The oven is hot now. Dinner will be / is going to be ready in twenty minutes.

**Exercise 9. Choose between Future Simple and be going to:**

Becky: What \_\_\_\_\_ (1 you do) this weekend?

Liam: I \_\_\_\_\_ (2 help) my dad on Saturday. What about you?

Becky: Well, I \_\_\_\_\_ (3 not help) my dad! My grandparents live in Wales. I \_\_\_\_\_ (4 visit) them.

Liam: That sounds great! Have you got any plans for Sunday?

Becky: I \_\_\_\_\_ (5 play) volleyball on Sunday at three o'clock. I play for a team. We've got some good players. I think we \_\_\_\_\_ (6 win). Would you like to come and watch?

Liam: OK, great idea! I \_\_\_\_\_ (7 see) you at the sports centre at three.

Helen: I \_\_\_\_\_ (8 go) to the shops this afternoon with my mum.

Mark: Oh, really? (9 you buy) \_\_\_\_\_ a birthday present for Jackie?

Helen: Yes, I am. I \_\_\_\_\_ (10 look) for a new skirt for her party too.

Mark: Mmm. I'd like to go shopping. Can I come with you?

Helen: Of course! I \_\_\_\_\_ (11 ask) my mum.

**Exercise 10. Complete the conversation. Use 'm going to, 're going to, 'll or won't:**

A: (1) I \_\_\_\_\_ play tennis this afternoon.

B: Great! (2) I \_\_\_\_\_ come with you.

A: But you haven't got a tennis racket.

B: (3) I \_\_\_\_\_ borrow my brother's racket.

A: And you don't know how to play tennis.

B: (4) I \_\_\_\_\_ practice first.

A: But (5) I \_\_\_\_\_ play with Phil and after the match (6) we \_\_\_\_\_ have lunch with his parents.

B: Oh! Well, then (7) I \_\_\_\_\_ come with you. (8) I \_\_\_\_\_ do my homework.

### Test yourself

#### Choose the correct answer:

1. – Someone is knocking at the door.

– Don't stand up. I ... open.

a) will;

b) am going to.

2. – Did you know that Elly is in hospital?

– Yes, I know. I ... visit her.

a) will;

b) am going to.

3. – Tomorrow is your exam. When ... start preparing for it?

– I think I ...

pass without any preparation.

- a) are you going to/am going to;
- b) are you going to/will;
- c) will / will.

4. – I've bought a new cat for Molly's birthday. Do you like it?  
– Yes, I do! I'm sure Molly ... like it.

- a) will;
- b) is going to.

6. What time is it?

– I don't know. My watch is broken. I ... take it to a watchmaker.

- a) will;
- b) am going to.

6. – The holiday started! Where are you going to spend it?

– We ... to France. I think it ... be a wonderful holiday!

- a) are going to/will;
- b) will/will;
- c) are going to/is going to.

7. – Where are you going?

– I ... to the shop. There is no food in the fridge.

- a) will;
- b) am going to.

8. – Why are you buying this tin of paint?

– I ... redecorate my house. I haven't painted it for several years.

- a) will;
- b) am going to.

9. – Look at Mary! She ...cry.

- a) will;
- b) is going to.

10. The engine ... stop in a minute.

- a) will;
- b) is going to.

## Unit X. GEODETIC MEASUREMENTS

*Grammar: Времена Present, Past, Future Perfect.*

### Vocabulary

#### Nouns:

**level** – уровень

**height** – высота

**difference** – разница

**reference** – отсчет

**geoid** – геоид

**theodolite** – теодолит

**angle** – угол

**target** – цель

**point** – точка

**tacheometer** – тахеометр

**survey** – наблюдение

**technique** – метод, техника

**alternative** – альтернатива

**entry** – ввод

**data** – данные

**database** – база данных

**frame** – система

**receiver** – приемник

**satellite laser ranging** – спутниковая лазерная локация

**lunar laser ranging** – лунная лазерная локация

**interferometry** – интерферометрия

**motion** – движение

**plate** – плита, плоскость

**gravity** – гравитация

**gravimeter** – гравиметр

**altitude** – высота, долгота

**dilation** – замедление

#### Adjectives and adverbs:

**spirit** – спиртовой

**directly** – непосредственно

**precise** – точный

**additionally** – дополнительно

**commonly** – в целом  
**old-fashioned** – устаревший  
**widely used** – широко применяемый  
**inexpensive** – недорогой  
**digitally** – в цифровом виде  
**three-dimensional** – трехмерный  
**completely** – полностью  
**terrestrial** – наземный  
**large-scale** – крупномасштабный  
**previously** – раньше  
**impossible** – невозможный  
**geospatial** – геопространственный  
**superconducting** – сверхпроводящий  
**sensitive** – чувствительный  
**world wide** – во всем мире  
**relativistic** – релятивистский

#### **Verbs:**

**determine** – определять  
**refer (to)** – относиться (к)  
**produce** – производить, выполнять  
**require** – требовать  
**accumulate** – накапливать  
**expect** – ожидать  
**measure** – измерять  
**tag** – помечать  
**record** – записывать  
**serve** – служить  
**monitor** – мониторить, отслеживать

### **Geodetic Measurements**

The level is used for determining height differences and height reference systems, commonly referred to mean sea level. The traditional spirit level produces these practically most useful heights above sea level directly; the more economical use of GPS instruments for height determination requires precise knowledge of the figure of the geoid, as GPS only gives heights above the GRS80 reference ellipsoid. As geoid knowledge accumulates, one may expect the use of GPS heighting to spread.

The theodolite is used to measure horizontal and vertical angles to target points. These angles are referred to the local vertical. The tacheometer additionally determines, electronically or electro-optically, the distance to target, and is highly automated to even robotic in its operations. The method of free station position is widely used.

For local detail surveys, tacheometers are commonly employed although the old-fashioned rectangular technique using angle prism and steel tape is still an inexpensive alternative. Real-time kinematic (RTK) GPS techniques are used as well. Data collected are tagged and recorded digitally for entry into a Geographic Information System (GIS) database.

Geodetic GPS (Global Positioning System) receivers produce directly three-dimensional coordinates in a geocentric coordinate frame. Such a frame is, e.g., WGS84, or the frames that are regularly produced and published by the International Earth Rotation and Reference Systems Service (IERS).

GPS receivers have almost completely replaced terrestrial instruments for large-scale base network surveys. For planet-wide geodetic surveys, previously impossible, we can still mention satellite laser ranging (SLR) and lunar laser ranging (LLR) and very-long-baseline interferometry (VLBI) techniques. All these techniques also serve to monitor irregularities in Earth's rotation as well as plate tectonic motions.

Gravity is measured using gravimeters, of which there are two kinds. First, "absolute gravimeters" are based on measuring the acceleration of free fall (e.g., of a reflecting prism in a vacuum tube). They are used to establish the vertical geospatial control and can be used in the field. Second, "relative gravimeters" are spring-based and are more common. They are used in gravity surveys over large areas for establishing the figure of the geoid over these areas. The most accurate relative gravimeters are called "superconducting" gravimeters, which are sensitive to one-thousandth of one-billionth of Earth-surface gravity. Twenty-some superconducting gravimeters are used worldwide for studying Earth's tides, rotation, interior, and ocean and atmospheric loading, as well as for verifying the Newtonian constant of gravitation.

In the future, gravity and altitude, will be measured by relativistic time dilation measured by strontium optical clocks.

## Text exercises

### Exercise 1. Answer the questions:

1. What means are used for geodetic measurements? 2. What is the level used for? 3. What does the theodolite measure? 4. Why are tacheometers employed? 5. What coordinates do GPS receivers produce? 6. What have GPS receivers commonly replaced? 7. Why do SLR and LLR serve? 8. How is gravity measured? 9. What types of gravimeters do you know? 10. How will gravity and altitude be measured in future?

### Exercise 2. Agree or disagree. Give your reasons:

1. The tacheometer is used for local detail surveys.
2. The most accurate absolute gravimeters are called “relative gravimeters”.
3. The theodolite is used for determining height differences and height reference systems.
4. GPS receivers have replaced terrestrial instruments for large-scale base network surveys.
5. The level is used to measure horizontal and vertical angles to target points.
6. Gravity is now measured by strontium optical clocks.

### Exercise 3. Match the instruments(numbers) to their use (letters) ( e.g.: 1-a):

- |                                |   |
|--------------------------------|---|
| 1. The level is used ...       | a) to measure horizontal and vertical angles to target points;  |
| 2. The theodolite is used ...  | b) large-scale base network surveys;  |
| 3. The tacheometer is used ... | c) to study Earth's tides, rotation, interior, and ocean and atmospheric loading;                     |
| 4. GPS receiver is used for... | d) to determine the distance to target;   |
| 5. SLR & LLR are used for ...  | e) to determine height differences and height reference systems, commonly referred to mean sea level; |
| 6. The gravimeter is used ...  | f) planet-wide geodetic surveys.  |

**Exercise 4. Fill in the gaps with the information given at the end:**

1. The traditional \_\_\_\_\_ produces these practically most useful heights above sea level directly.
2. Data collected are tagged and recorded \_\_\_\_\_ for entry into a Geographic Information System (GIS) database.
3. Geodetic GPS (Global Positioning System) receivers produce directly \_\_\_\_\_ coordinates in a geocentric coordinate frame.
4. For planet-wide geodetic surveys, previously impossible, we can still mention satellite laser ranging and \_\_\_\_\_ and very-long-baseline \_\_\_\_\_ (VLBI) techniques.
5. Absolute gravimeters are used to establish the vertical \_\_\_\_\_ control and can be used in the field.
6. Twenty-some superconducting gravimeters are used \_\_\_\_\_ for studying Earth's tides, rotation, \_\_\_\_\_, and ocean and \_\_\_\_\_ loading, as well as for verifying the Newtonian constant of gravitation.

Worldwide; geospatial; three-dimensional; interferometry; interior; digitally; atmospheric; lunar laser ranging; spirit level.

**Exercise 5. Read the following dialogue and fill in the missing information:**

A: – \_\_\_\_\_ ?

B: – As geoid knowledge accumulates, one may expect the use of GPS heighting to spread.

A: – What is an inexpensive alternative for the tacheometer?

B: – \_\_\_\_\_ .

A: – What are the local detail surveys' data tagged and collated for?

B: – \_\_\_\_\_ .

A: – \_\_\_\_\_ ?

B: – In the future, gravity and altitude, will be measured by relativistic time dilation measured by strontium optical clocks.

**Additional exercises**

**Exercise 1. Translate into Russian:**

Determine; database; widely used; directly; digitally; three-dimensional; spirit; completely level; height; theodolite; measure; tag; gravimeter; altitude; dilation; satellite laser ranging; require; accumulate; expect; lunar laser ranging; terrestrial; large-scale; previously; impossible;

interferometry; precise; inexpensive; angle; target; point; sensitive; technique; plate; gravity; alternative; entry; data; worldwide; relativistic; motion; refer (to); produce; tachometer; survey; additionally; commonly; old-fashioned; difference; geospatial; superconducting; record; serve; monitor; frame; receiver; reference; geoid.

### **Exercise 2. Find the English equivalents:**

Ввод; данные; сверхпроводящий; чувствительный; спутниковая лазерная локация; лунная лазерная локация; интерферометрия; база данных; записывать; служить; отсчет; геоид; во всем мире; релятивистский; мониторить, отслеживать; полностью; тахеометр; наблюдение; недорогой; в цифровом виде; система; приемник; трехмерный; метод, техника; альтернатива; наземный; крупномасштабный; относиться (к); в целом; устаревший; широко применяемый; уровень; высота; разница; раньше; невозможный; геопространственный; движение; плита, плоскость; производить, выполнять; требовать; накапливать; определять; теодолит; угол; цель; спиртовой; непосредственно; точный; дополнительно; гравитация; гравиметр; ожидать; измерять; помечать; высота, долгота; замедление; точка.

### **Exercise 3. Fill in the gaps with the nouns given in the box below:**

1. The level is used for determining \_\_\_\_\_ differences.
2. The tachometer additionally determines, electronically or electro-optically, the distance to \_\_\_\_\_, and is highly automated to even robotic in its \_\_\_\_\_.
3. The theodolite is used to measure horizontal and vertical \_\_\_\_\_ to target \_\_\_\_\_.
4. For local detail surveys, tachometers are commonly employed although the old-fashioned rectangular technique using angle \_\_\_\_\_ and steel tape is still an inexpensive \_\_\_\_\_.
5. Real-time kinematic (RTK) GPS \_\_\_\_\_ are used as well.
6. \_\_\_\_\_ collected are tagged and recorded digitally for entry into a Geographic Information System (GIS) \_\_\_\_\_.
7. GPS receivers have almost completely replaced terrestrial \_\_\_\_\_ for large-scale base network \_\_\_\_\_.
8. All these \_\_\_\_\_ also serve to monitor irregularities in Earth's rotation as well as plate tectonic motions.
9. \_\_\_\_\_ is measured using gravimeters, of which there are two kinds.

10. The most accurate relative gravimeters are called "superconducting" \_\_\_\_\_, which are sensitive to one-thousandth of one-billionth of Earth-surface gravity.

*techniques surveys database target gravimeters prism data points instruments gravity techniques alternative height operations angles*

**Exercise 4. Talk about:**

- GPS receivers.
- Absolute gravimeters.
- Relative gravimeters.
- Superconducting gravimeters.
- SLR and LLR.

**Exercise 5. Translate into English:**

1. Для локальных детальных съемок обычно применяются тахеометры, хотя старомодная прямоугольная техника с использованием угловой призмы и стальной ленты все еще остается недорогой альтернативой.

2. Эти углы относятся к местной вертикали.

3. Более экономичное использование инструментов GPS для определения высоты требует точного знания фигуры геоида, поскольку GPS дает только высоты над эталонным эллипсоидом.

4. Для ранее невозможных геодезических исследований по всей планете все еще используются методы спутниковой лазерной локации и лунной лазерной локации и интерферометрии с очень длинной базой.

5. «Абсолютные» гравиметры основаны на измерении ускорения свободного падения (например, отражающей призмы в вакуумной трубке).

6. Наиболее точные относительные гравиметры называются «сверхпроводящими» гравиметрами.

7. Собранные данные помечаются и записываются в цифровом виде для ввода в базу данных географической информационной системы.

8. В будущем гравитация и высота будут измеряться релятивистским замедлением времени, измеренным стронциевыми оптическими часами.

9. Несколько сверхпроводящих гравиметров используется во всем мире для изучения приливов, вращений, внутренних и океанских и атмосферных нагрузок Земли, а также для проверки Ньютоновской постоянной гравитации.

10. Тахеометр очень автоматизирован и даже роботизирован в своих операциях.

### Grammar exercises

#### The Present Perfect Tense

**Exercise 1. Complete the table with the base forms and the Past Participles. Use the verbs in the box:**

Base form	Past Simple	Past Participle
	bought	
	did	
	ate	
	lost	
	ran	
	swam	
	took	
	won	
	wrote	

Lose; taken; swim; bought; do; written; run; eaten; take; won; write; done; buy; lost; win; run; eat; swum.

#### Exercise 2. Open the brackets. Use the Present Perfect Tense:

1. He \_\_\_\_\_ (finish) training.
2. She \_\_\_\_\_ (score) twenty points in the match.
3. We \_\_\_\_\_ (watch) all the Champions League matches this season.
4. That's amazing! She \_\_\_\_\_ (run) fifteen kilometers this morning!
5. She \_\_\_\_\_ (buy) some really nice rollerblades!
6. Oh, no! I \_\_\_\_\_ (lose) my money!
7. My mum \_\_\_\_\_ (write) shopping list. It's on the kitchen table.
8. Dad, you \_\_\_\_\_ (eat) my biscuit!
9. I'm tired. I \_\_\_\_\_ (watch) three X-Files videos.
10. Hurry up! They \_\_\_\_\_ (start) the film!
11. Mary \_\_\_\_\_ (study) hard this year, so she'll pass her exams.
12. Oh no! She \_\_\_\_\_ (drop) the plate!

13. The garden is very green. It \_\_\_\_\_ (rain) a lot this month.
14. These are my favourite trousers. I \_\_\_\_\_ (have) them for five years.
15. Tom's my best friend. I \_\_\_\_\_ (know) him for three years.
16. They \_\_\_\_\_ (live) in Miami for two years.
17. Jo has earache. He \_\_\_\_\_ (have) it since 7 o'clock.
18. Brad \_\_\_\_\_ (live) in Chicago since 1998.

**Exercise 3. Open the brackets. Use the Present Perfect negative:**

1. I \_\_\_\_\_ (not clean) my football boots.
2. They \_\_\_\_\_ (not start) their meal.
3. I \_\_\_\_\_ (not do) my homework.
4. He \_\_\_\_\_ (not win) all his matches this year.
5. My brother and I \_\_\_\_\_ (not see) any films this week.
6. It's my birthday party today. I \_\_\_\_\_ (not invite) many people.
7. He \_\_\_\_\_ (not wash) his hands. They're very dirty.
8. Mum's really angry. We \_\_\_\_\_ (not tidy) our room!
9. I can't play with my friends this evening. I \_\_\_\_\_ (not finish) my homework.
10. I \_\_\_\_\_ (not visit) New York for three years.
11. Where's Alison? We \_\_\_\_\_ (not see) her since yesterday.
12. Dad \_\_\_\_\_ (not take) a holiday since last August.
13. John \_\_\_\_\_ (not play) the violin since he was at school.

**Exercise 4. Complete the sentences. Use *for* or *since*:**

1. I've lived in Washington \_\_\_\_\_ 1997.
2. Ben has studied English \_\_\_\_\_ three years.
3. They haven't visited their grandparents \_\_\_\_\_ months.
4. Julie's ill. She's been in bed \_\_\_\_\_ Tuesday.
5. My dad has had his car \_\_\_\_\_ sixteen.
6. It's been ten years \_\_\_\_\_ we moved to Oxford.

**Exercise 5. Make up your sentences. Use *since* / *for* where necessary. Use the Present Perfect Tense:**

1. Kate/be/in bed/a long time.
  1. She / not eat / anything / this morning.
  2. She / not see / her friends / a week.
  3. She / stay / at home / Tuesday.
  4. She / have / a red nose / three days.

5. She / not play / basketball / last weekend.
6. She / not do / any school work / Monday.

**Exercise 6. Write your questions in the Present Perfect Tense.  
Give your answers:**

*Example:*

*(eat Italian food)*

- *Have you ever eaten Italian food?*

- *Lots of times.*

1. (ski)

- \_\_\_\_\_

- \_\_\_\_\_

2. (win money)

- \_\_\_\_\_

- \_\_\_\_\_

3. (have a dream)

- \_\_\_\_\_

- \_\_\_\_\_

4. (break a leg)

- \_\_\_\_\_

- \_\_\_\_\_

5. (go to a concert)

- \_\_\_\_\_

- \_\_\_\_\_

**Exercise 7. Complete the dialogue. Use the Present Perfect Tense:**

**Reporter:** (you do) *Have you done* a lot of training this year?

**Trish:** *Yes, I have.* I have trained six times a week all year.

**Reporter:** Who \_\_\_\_\_ (1 you train) with?

**Trish:** With my coach, and the team.

**Reporter:** Where \_\_\_\_\_ (2 you play) this year?

**Trish:** Mostly in Britain. But we've also travelled to Holland.

**Reporter:** \_\_\_\_\_ (3 you win) many matches?

**Trish:** Yes, we (4) \_\_\_\_\_.

**Reporter:** And how many matches \_\_\_\_\_ (5 you lose)?

**Trish:** Only three.

**Reporter:** That's great. \_\_\_\_\_ (6 you have) any injuries?

**Trish:** No, I \_\_\_\_\_ (7).

**Reporter:** Thanks, Trish, and good luck.

### **The Past Perfect Tense**

#### **Exercise 8. Insert the verbs in the Past Perfect Tense:**

1. I ... (to have) breakfast before I went to school.
2. He went to meet his friends after he ... (to do) his homework.
3. By 8 o'clock the rain ... (to stop).
4. Alice was late because she ... (to miss) the bus.
5. She went to the post-office after she ... (to write) the letter.
6. He ... (to work) at the factory before he entered the college.
7. He got a bad mark for his test because he ... (to make) a lot of mistakes in it.
8. I went to bed after I ... (to finish) reading the book.
9. The child ... (to fall) asleep before the parents came home.
10. They ... (to marry) before they bought this house.

#### **Exercise 9. Complete the sentences using the Past Perfect Tense of the verbs below:**

*Example: to learn the poem*

- I went to bed after I *had learnt* the poem.

*(to have dinner; to do homework; to come; to read the book; to clean the room; to go shopping; to return from Australia; to finish work)*

1. I went to see my friend after...
2. I watched TV after...
3. They went home after...
4. He phoned me after...
5. She went to dance after...
6. We wrote a composition after...
7. They rebuilt the house after...
8. We went for a walk after...

#### **Exercise 10. Insert the verbs in the Past Perfect tense:**

1. Jill was afraid she \_\_\_\_\_ (forget) her key at home, but she found it in her handbag.
2. Dad wasn't at home when I came back. He \_\_\_\_\_ (go) out twenty minutes before.

3. I wasn't hungry because I \_\_\_\_\_ (just/have) breakfast.
4. Peter saw an urgent message on his table. Somebody \_\_\_\_\_ (leave) it the day before.
5. I apologized I \_\_\_\_\_ (not/phone) her.
6. He told me that he \_\_\_\_\_ (come back) a fortnight before.
7. I knew him at once though I \_\_\_\_\_ (meet) him many years before.
8. We spent the night in Klin, a town we \_\_\_\_\_ (often/hear of) but \_\_\_\_\_ (never/see).
9. They couldn't believe he \_\_\_\_\_ (give up) his job in the bank. He \_\_\_\_\_ (make) a good living there.
10. Mr. Jackson said that he \_\_\_\_\_ (already/buy) everything for lunch.
11. Alice asked her brother where he \_\_\_\_\_ (arrange) to meet his friends.
12. We had no car at that time because we \_\_\_\_\_ (sell) our old one.
13. They \_\_\_\_\_ (finish) painting the ceiling by two o'clock.

**Exercise 11. Connect each pair of sentences with the conjunctions *before, as soon as, after*:**

*Example: They had lived in the country. They moved to the city.*  
 – *They had lived in the country before they moved to the city.*

1. He had finished school. He went to a camp.
2. She had phoned her friend. She went to meet her.
3. I read the book. I had seen the film.
4. I had cleaned my room. I invited my friends home.
5. He entered the university. He had finished school.
6. He told me about his impressions. He had returned from his journey.
7. He was unhappy. He had got bad news.
8. I had finished the text. I handed in my exercise-book.

**Exercise 12. Complete the sentences using the Past Perfect Tense:**

1. I watched a new film after...
2. I went for a walk after...
3. I fell asleep after...
4. I began to read a book after...
5. I helped my mother about the house after...

## The Future Perfect Tense

### Exercise 13. Open the brackets. Use the Future Perfect Tense:

1. By the end of the spring we ... (do) five exams.
2. You ... (eat) something by the time the bus arrives?
3. By the time he is 30 years old he ... (make) his first million of dollars.
4. Our plane ... (not land) by 9 o'clock.
5. Your favourite programme already ... (start) by the time we come home.
6. I'm afraid Max ... (not receive) my parcel by Christmas.
7. They ... (write down) all the exercises by the end of the lesson?
8. Next year Brad and Angelina ... (be married) for 25 years.
9. I think she ... (not finish) her essay by Wednesday.
10. The workers ... (build) the swimming-pool by next autumn?

### Exercise 14. Make up your own sentences. Use the Future Perfect Tense:

*Example: By the next week I will have bought a new bicycle.*

1. When I'm 25 years old – to open a Ballet School.
2. Next year – to start learning French.
3. In 2050 – to travel the world.
4. When I get married – to graduate from the university.
5. At the end of this year – to learn figure-skating.
6. In December – to visit my aunt in Australia.
7. When I'm 40 years old – to have three children.
8. Next summer – to finish my book of poems.

### Exercise 15. Insert the verbs in the Future Perfect Tense:

1. I \_\_\_\_\_ a Londoner for five and a half years by next September. (be)
2. By Tuesday Jill \_\_\_\_\_ these novels by O'Henry. (finish)
3. Next year is Fred and Kate's 10th wedding anniversary. They \_\_\_\_\_ happily married for ten years. (be)
4. Molly thinks the film \_\_\_\_\_ by the time she gets to Fred's. (to start)
5. They \_\_\_\_\_ the plans by then. (finish)
6. Before his holiday Tom \_\_\_\_\_ all his money. (spend)
7. The train \_\_\_\_\_ by the time the couple get to the station. (leave)

8. I \_\_\_\_\_ dinner by then. (cook)
9. I \_\_\_\_\_ my chemistry homework before Jillian comes home. (finish)
10. Fernando \_\_\_\_\_ his operation by August and should be much fitter. (have)
11. Before Lisa arrives, I \_\_\_\_\_ dinner. (finish)
12. Johnny \_\_\_\_\_ this document by 7 pm o'clock this afternoon. (translate)
13. Helen \_\_\_\_\_ this awesome doll by her daughter's birthday. (make)
14. Steven \_\_\_\_\_ his lesson by tomorrow. (not/learn)
15. This test is so arduous, that I \_\_\_\_\_ it in a day's time. (not/complete)
16. You \_\_\_\_\_ over half a thousand words when you finish this English book (learn).
17. The commission \_\_\_\_\_ to a definite decision in a month. (come)
18. I won't see Molly on the 1<sup>st</sup> of August since I \_\_\_\_\_ to the South by that time. (go)

**Exercise 16. Answer the questions. Use the verbs given in brackets in the Future Perfect tense:**

1. Will the couple be at their hotel on Monday? (move to the old beach house)
2. Will the committee be discussing the project at 2 o'clock? (make a decision)
3. Will the pupils be writing their test at ten? (finish)
4. Will Mike's niece still be a pupil next autumn? (finish school)
5. Will Greg still remember Molly in ten years? (forget)
6. Will Greg be at home on Tuesday? (leave for China)

**Exercise 17. Translate into English using the Future Perfect Tense:**

1. Майкл закончит этот отчет до завтра.
2. Студенты доделают работу к трем часам по полудню.
3. К июню мы сдадим сессию.
4. Строители построят школу к началу сентября.
5. Я напишу заявление к тому времени, как придет секретарь.
6. Поезд уйдет, пока мы доберемся до станции.

7. Зоя переведет этот доклад к понедельнику.
8. К ночи Меган переведет эту длинную статью.
9. Стивен уже уедет в Париж, когда Молли вернется из Конго.
10. Зора не дочитает эту дурацкую книгу к концу года.

### Test yourself

#### Choose the correct answer:

1. Я купил книгу на этой неделе.
  - a) I buy a book every week.
  - b) I'll buy a book next week.
  - c) I bought a book last week.
  - d) I am buying a book now.
  - e) I have bought a book this week.
  
2. Он никогда не был в Париже.
  - a) He did not be in Paris.
  - b) He has never been to Paris.
  - c) He was not in Paris.
  - d) He never was in Paris.
  - e) He has never be to Paris.
  
3. Кто написал эту статью?
  - a) Who wrote this article?
  - b) Who did write this article?
  - c) Who has written this article?
  - d) Who has write this article?
  - e) Who has wrote this article?
  
4. Ты уже слушал новую песню?
  - a) Have you listened to the new song yet?
  - b) You have listened to the new song yet?
  - c) You listened to the new song yet?
  - d) Did you listen to the new song already?
  - e) Have you listen to the new song already?
  
5. Она уже позавтракала.
  - a) She had breakfast.
  - b) She has already had breakfast.
  - c) She has breakfast.

- d) She has already have breakfast.
- e) She have already had breakfast.

6. I \_\_\_\_\_ her for everything she \_\_\_\_\_:

- a) thanking / did;
- b) thanked / had done;
- c) have thanked / has done;
- d) had thanked / had done.

7. When I got to the office, I \_\_\_\_\_ that I \_\_\_\_\_ to lock the front door:

- a) had realized / forget;
- b) realized / had forgotten;
- c) realized / forget;
- d) had realized / had forgotten.

8. Lisa \_\_\_\_\_ me a lift because I \_\_\_\_\_ the bus:

- a) gave / missed;
- b) have given / have missed;
- c) gave / had missed;
- d) had gave / missed.

9. I \_\_\_\_\_ you at 8.00, but you \_\_\_\_\_ just \_\_\_\_\_ out:

- a) call / have / gone;
- b) called / have / gone;
- c) called / had / gone;
- d) have called / have / gone.

10. We could not send you a postcard because we \_\_\_\_\_ our address book:

- a) have forgotten;
- b) had forgotted;
- c) had forgotten.

11. I \_\_\_\_\_ the key that he had given to me:

- a) lost;
- b) losted;
- c) had lost.

12. She put on the red dress, which she \_\_\_\_\_ for ages:

- a) has not worn;
- b) not had worn;
- c) had not worn.

13. \_\_\_\_\_ your homework before you went to the cinema?

- a) had you finished;
- b) did you finished;
- c) you had finished.

14. I \_\_\_\_\_ downstairs because I had heard a noise:

- a) go;
- b) had gone;
- c) went.

15. When they came home, Sue

\_\_\_\_\_ dinner already:

- a) has cooked;
- b) had cooked;
- c) had cooking.

16. Why \_\_\_\_\_ the bathroom before you bathed the dog?

- a) had you cleaned;
- b) you had cleaned;
- c) had you clean.

17. The waiter served something that we \_\_\_\_\_:

- a) have not ordered;
- b) had not ordered;
- c) not had ordered.

18. Had she found a place to stay when she \_\_\_\_\_ to Boston?

- a) will go;
- b) went;
- c) go.

19. His mother was angry because he \_\_\_\_\_ her with the shopping:

- a) have not helped;
- b) not had helped;
- c) had not helped.

20. Tomorrow by 3 o'clock I ... my article:

- a) will write;
- b) have written;
- c) had written;
- d) will have written;
- e) has written.

21. He ... , when you come to see us:

- a) return;
- b) will return;
- c) has returned;
- d) had returned;
- e) will have returned.

22. I am sure by next Sunday I ... my report:

- a) have prepared;
- b) has prepared;
- c) had prepared;
- d) will prepare;
- e) will have prepared.

23. They ... football before he returns:

- a) will have played;
- b) have played;
- c) has played;
- d) had played;
- e) play.

## Unit XI. PRINCIPLES OF GEODESY

*Grammar: Времена Present, Past, Future Perfect Continuous.*

### Vocabulary

#### Nouns:

**area** – область, сфера, площадь

**branch** – ветвь, отрасль

**capability** – способность, возможность

**curiosity** – любопытство

**Earth** – земля

**fear** – страх

**figure** – фигура, цифра, схема, рисунок

**fuel consumption** – расход топлива

**gravity field** – гравитационное поле

**measurement** – измерение

**natural happening** – естественное явление

**observation** – наблюдение

**point** – точка

**reliability** – надежность

**safety** – безопасность

**science** – наука

**shape** – форма

**size** – размер

**spatial reference system** – пространственная система отсчета

**surface** – поверхность

**terrain** – местность

#### Adjectives:

**accurate** – точный, правильный

**applied** – прикладной

**exact** – точный

**three-dimensional** – трехмерный

#### Verbs:

**according to smb, smth** – согласно кому-либо, чему-либо

**be divided into smth** – подразделяться на что-либо

**be driven by smth** – движимый чем-либо

**capture** – охватить, отразить  
**deal with smb, smth** – иметь дело с кем-либо, чем-либо  
**define** – определять  
**depend on smth** – зависеть от чего-либо  
**determine** – определять  
**ensure** – обеспечивать, гарантировать  
**establish** - устанавливать  
**portray** – изображать  
**predict** – предсказывать  
**reduce costs** – сокращать затраты  
**save** – экономить, беречь

### **Principles of Geodesy**

Webster defines geodesy as “that branch of applied mathematics which is determined by observation and measurement of the exact positions of the points and the figures and areas of large portions of the Earth, the shape and size of the Earth, and the variations of terrestrial gravity”. In practice, geodesy uses the principles of mathematics, astronomy and physics, and applies them within the capabilities of modern engineering and technology.

Geodesy is a science, the oldest Earth (geo-) science, in fact. It was born of fear and curiosity, driven by a desire to predict natural happenings and understand them. The classical definition, according to one of the “fathers of geodesy”, Helmert, reads: “Geodesy is the science of measuring and portraying the Earth’s surface”. Nowadays, geodesy is captured by the following definition: “Geodesy is the discipline that deals with the measurement and representation of the Earth, including its gravity field, in a three-dimensional time varying space”.

Building roads and bridges, connecting land surveys, and making maps are some of the important activities that depend on a spatial reference system. For example, if you build a bridge, you need to know where to start on both sides of the river. If you don’t, your bridge may not meet in the middle.

Geodesy helps the transportation industry ensure safety and reliability, while reducing costs. Geodesy also helps shipping companies save time and money by shortening their ships’ and airplanes’ routes and reducing fuel consumption.

Geologists, oceanographers, meteorologists and even paleontologists use geodesy to understand physical processes on, above, and within the

Earth. Scientists can use the results of extremely accurate measurements of geodesy to determine exactly how much the Earth's surface has changed over very short and very long periods of time.

Geodesy is divided into global geodesy, national geodetic surveys and plane surveying. Global geodesy is responsible for the determination of the figure of the Earth and of the external gravity field. Geodetic surveys establish the fundamentals for the determination of the surface and gravity field of the country. In plane surveying (topographic surveying, cadastral surveying, engineering surveying), the details of the terrain are obtained.

### **Text exercises**

#### **Exercise 1. Answer the following questions:**

1. What is the classical definition of geodesy? 2. What sciences are connected with geodesy? 3. How does geodesy help the transportation industry? 4. What is the connection between geodesy and physical processes of the Earth? 5. What areas is geodesy divided into?

#### **Exercise 2. Choose the right variant:**

1. According to Helmert: "Geodesy is the science of measuring and ... the Earth's surface":

- a) depicting;
- b) portraying;
- c) picturing;
- d) imaging.

2. Geodesy was born of fear and ... , driven by a desire to understand natural happenings:

- a) curiosity;
- b) misunderstanding;
- c) danger;
- d) anger.

3. Geodesy ... exactly how much the Earth's surface has changed over very short and very long periods of time:

- a) establishes;
- b) predicts;
- c) determines;
- d) portrays.

4. Global geodesy is responsible for the determination of the ... of the Earth:

- a) size;
- b) shape;
- c) figure;
- d) gravity.

5. Geodesy is captured by different:

- a) definitions;
- b) branches;
- c) areas;
- d) sciences.

**Exercise 3. Complete the statements:**

1. Geodesy uses the principles of \_\_\_\_\_ .
2. Building roads and bridges, connecting land surveys, and making maps are \_\_\_\_\_ .
3. Geologists, oceanographers, meteorologists and even paleontologists use geodesy \_\_\_\_\_ .
4. Scientists can use the results of extremely accurate measurements of geodesy to determine exactly \_\_\_\_\_ .
5. Geodetic surveys establish the fundamentals for \_\_\_\_\_ .
6. In plane surveying (topographic surveying, cadastral surveying, engineering surveying), \_\_\_\_\_ are obtained.

**Exercise 4. Put the main ideas in the same order as they are in the text:**

- \_\_\_\_\_ Many economic activities depend on geodesy.
- \_\_\_\_\_ Geodesy is divided into three main sections.
- \_\_\_\_\_ Geodesy has got a lot of definitions.
- \_\_\_\_\_ Geodesy uses the principles of various subjects and applies them with the capabilities of modern engineering and technology.
- \_\_\_\_\_ Scientists in many fields use geodesy to explain the processes on, above and within the Earth.
- \_\_\_\_\_ Geodesy helps many industries to be more effective.

## **Additional exercises**

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

Capture; deal with smb, smth; applied; spatial reference system; shape; size; three-dimensional; surface; depend on smth; determine; figure; fuel consumption; gravity field; ensure; establish point; reliability; terrain; portray; predict; curiosity; Earth; fear; according to smb, smth; be divided into smth; measurement; natural happening; reduce costs; save; observation; be driven by smth; exact; safety; science; accurate; area; branch; define.

### **Exercise 2. Find the English equivalents:**

Область, сфера, площадь; предсказывать; сокращать затраты; экономить, беречь; любопытство; ветвь, отрасль; согласно кому-либо, чему-либо; подразделяться на что-либо; способность, возможность; точный, правильный; прикладной; фигура, цифра, схема, рисунок; согласно кому-либо, чему-либо; подразделяться на что-либо; поверхность; местность; форма; размер; пространственная система отсчета; расход топлива; гравитационное поле; движимый чем-либо; охватить, отразить; земля; страх; точный; трехмерный; устанавливать; изображать; измерение; естественное явление; наблюдение; зависеть от чего-либо; определять; обеспечивать, гарантировать; точка; надежность; наука; безопасность; иметь дело с кем-либо, чем-либо; определять.

### **Exercise 3. Agree or disagree. Give your reasons:**

1. Helmert defines geodesy as “that branch of applied mathematics which is determined by observation and measurement of the exact positions of the points and the figures and areas of large portions of the Earth, the shape and size of the Earth, and the variations of terrestrial gravity”.

2. Webster says that “Geodesy is the science of measuring and portraying the Earth’s surface”.

3. Global geodesy is not responsible for the determination of the figure of the Earth and of the external gravity field.

4. Geodetic surveys establish the fundamentals for the determination of the surface and gravity field of the country.

5. Topographic surveying, cadastral surveying, engineering surveying is called “plane surveying”.

6. Nowadays geodesy is defined as the discipline that deals with the measurement and representation of the Earth, including its gravity field, in a three-dimensional time varying space.

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

1. Geodesy \_\_\_\_\_ of fear and curiosity, driven by a desire to \_\_\_\_\_ natural happenings and understand them.
2. If you build a bridge, you need to \_\_\_\_\_ where to start on both sides of the river.
3. Geodesy helps the transportation industry \_\_\_\_\_ safety and reliability, while reducing costs.
4. Scientists can use the results of extremely accurate measurements of geodesy to \_\_\_\_\_ exactly how much the Earth's surface \_\_\_\_\_ over very short and very long periods of time.
5. Global geodesy \_\_\_\_\_ for the determination of the figure of the Earth and of the external gravity field.
6. Geodesy \_\_\_\_\_ the principles of mathematics, astronomy and physics, and \_\_\_\_\_ them within the capabilities of modern engineering and technology.

*has changed was born applies know is responsible predict  
determine ensure uses*

**Exercise 5. Ask and answer questions about:**

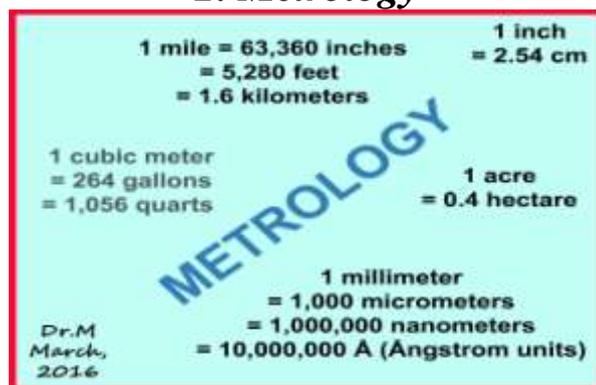
- the way geodesy was born;
- the definition(s) of geodesy;
- sections of geodesy;
- the relationship of geodesy with mathematics; physics; astronomy; technology.

**Exercise 6. Look at the pictures and talk about the role geodesy plays in various industries:**

***1. Transportation industry***



## 2. Metrology



## 3. Road building industry



### Exercise 7. Translate into English:

1. Геодезия – наука об измерении и изображении поверхности Земли.
2. Ученые могут использовать результаты геодезических измерений, чтобы точно определить, насколько сильно изменилась поверхность Земли за очень короткие и очень длительные периоды времени.
3. Геодезические изыскания необходимы для определения поверхности и составления кадастровой карты страны.
4. Геологи, океанографы, метеорологи и даже палеонтологи используют геодезию для понимания физических процессов на Земле, над и внутри Земли.
5. На практике геодезия использует принципы математики, астрономии и физики и применяет их в рамках возможностей современной техники и технологий.

6. Если вы строите мост, вам нужно знать, с чего начать по обеим сторонам реки, потому что, если вы этого не сделаете, ваш мост может не сойтись посередине.

## Grammar exercises

### The Present Perfect Continuous Tense

**Exercise 1. Open the brackets. Use the Present Perfect Continuous Tense:**

1. The vegetables ... (boil) since 10 o'clock.
2. He ... (wait) for her answer for six months.
3. My sister ... (send) job applications for 3 months.
4. I ... (try) to find my documents since last Sunday.
5. They ... (learn) Japanese for a couple of years.
6. Father ... (drill) holes in the wall since noon.
7. My brother ... (play) computer games for 3 hours.
8. I ... (listen) to you very carefully.
9. He ... (not take) his medicine for the last week.
10. We ... (save) the money for a holiday for a year.

**Exercise 2. Ask and answer the questions. Use the Present Perfect Continuous Tense:** *Example: wait for a bus / be angry*

– *Why are you angry?*

– *Because I have been waiting for a bus for a long time.*

- |   |  |
|---|--|
| 1. Why is she crying?                         | a) wash the floors;                            |
| 2. Boys, why are your shorts dirty and green? | b) decorate a Christmas tree;                  |
| 3. Why are you sweating?                      | c) use expensive creams for a couple of years; |
| 4. Why are your hands so cold?                | d) peel the onions;                            |
| 5. Why are the children so excited?           | e) make a snowman in the garden;               |
| 6. Why does she look so young?                | f) play football on the grass.                 |

**Exercise 3. Insert *for* or *since*:**

1. Bob has been playing hockey ... he was a small boy.
2. She's been driving that car ... five years.
3. We have been planning our vacation ... last month.

4. He has been talking on the phone ... 8 o'clock.
5. You have been telling the same anecdotes ... many years.
6. I have been feeling ill ... a couple of days.

**Exercise 4. Make your sentences. Use the Present Perfect Continuous Tense:**

1. I/to read/this book/for three days.
2. We/to play volleyball/ for twenty minutes.
3. She/to clean/the flat/for more than an hour.
4. Peter/to swim/for half an hour.
5. Anna/to speak/on the phone/for an hour now.
6. You/to wait/for a bus/for ten minutes only.
7. Nelly and Mary/to do the shopping/since early morning.
8. It/to snow/since last night.
9. Jack and his friend/ to ride bikes/for three hours now.
10. The teacher/to explain/ a grammar rule/since the beginning of the lesson.

**Exercise 5. Translate into English:**

1. Я учу японский язык с октября.
2. Она работает в Сингапуре с 2014 года.
3. Как долго идет дождь?
4. Мэри ищет работу уже шесть месяцев.
5. Китти путешествует уже последние 4 месяца.
6. Она учила этот предмет на протяжении 5 лет.
7. Сэм очень устал. Он трудился весь день.
8. – Ты звонила Тони? – Да, она придет сегодня. Она готовилась к экзамену последние несколько дней.
9. Лори занималась в библиотеке последние 6 часов.
10. Мы планировали эту поездку месяцами.

**Exercise 6. Fill in the gaps with *prepositions* where necessary:**

1. According ... the opinion of the psychologists almost everything happening in our life depends on our positive or negative settings.
2. Geodesy is divided ... three areas.
3. She deals ... the representatives of different companies.
4. It will save ... your time and money.
5. Driven ... a desire to know everything, people often become curious.

## The Past Perfect Continuous Tense

**Exercise 7. Make your sentences. Use the Past Perfect Continuous Tense.** *Example: ... before we came from the supermarket. Liz/ to clean/the flat/for two hours. – Liz had been cleaning the flat for two hours before we came **from** the supermarket.*

1. ... before Tom came to the court. Helen/to play/tennis/for an hour and a half.
2. ... before he retired. Mr. Black/to work/as a lawyer/for twenty-five years.
3. ... when the bus arrived. We/ to wait/for forty minutes.
4. Sheila looked tired because She/to sew/a dress/for her little daughter/all day.
5. Before Jack got to level four .... He/to play/the same game/for three hours.
6. Mike's neighbours were angry because .... He/to listen/to loud music/for four hours/yesterday evening.
7. Everybody was very hungry because .... They/to work/all day/without/a break for lunch.
8. ... when suddenly the car broke down. We/ to drive/for five hours.
9. ... before the plane landed in the airport late in the evening yesterday. They/to fly/for six hours.
10. ... since Easter. Alex and Den/to prepare/for the exams.

**Exercise 8. Open the brackets. Use the Past Perfect Continuous Tense:**

1. My sister ... (practise) for two months before that concert.
2. The boys ... (fish) for three hours before Tom caught the first fish.
3. We ... (discuss) that problem for more than an hour before we found the right solution.
4. Henry ... (wait) for half an hour before he saw his girlfriend getting off the tram.
5. Driving to the hospital was difficult as it ... (snow) all night.
6. Polly ... (study) economy since she entered university.
7. Ron's collection of coins was valuable as he ... (collect) them since he was a schoolboy.
8. When Sam returned home we ... (watch) that TV programme for a quarter of an hour already.

9. Bill's coat and mittens were wet because he ... (play) snowballs with his friends in the yard.

10. David was irritated because the police inspector ... (ask) him questions for more than an hour.

**Exercise 9. Make the sentences negative and interrogative:**

1. Brian had been trying to find a better job for three weeks.

2. Little Johnny had been riding his new bike all day yesterday.

3. Robert and Frank had been fixing that computer for two hours yesterday.

4. Julia had been typing the report all the morning yesterday.

5. It had been raining all night last Tuesday.

6. The Smiths had been building their house for four years.

7. We had been skating for three hours yesterday.

8. You had been decorating the classroom for more than two hours last Saturday.

9. The twins had been fighting in the backyard when their mother saw them.

10. Molly had been speaking on the phone for an hour and a half yesterday evening.

**Exercise 10. Open the brackets. Use the Past Perfect Continuous Tense:**

1. It ... (snow) for five hours before the weather changed.

2. Betty and Jane ... (argue) for half an hour when their parents returned home.

3. Why did Ed miss his training yesterday? - He couldn't come because he ... (to prepare) his project all day yesterday.

4. ... Isabel... (work) as a secretary for four years before she moved to another town? - No, she .... She ... (work) as a secretary just for two years.

5. ... Pete ... (play) computer games all the evening last Friday? - No, he .... He ... (write) an essay for two hours and then he went for a walk.

6. Jean ... (not to wait) for our boss all the morning yesterday. She ... (speak) to some clients for about an hour and then she went to the bank.

7. Kevin was exhausted because he ... (unload) the lorry for three hours.

8. I was really happy that Ron won that competition because he ... (prepare) for it for half a year.

9. ... you ... (save) money for a new computer for a long time? - Yes, I... . I... (not to spend) a penny for six months before I got a sufficient sum.

10. Cathy and Sue ... (tidy) our cottage house for two days after that birthday party.

### **The Future Perfect Continuous Tense**

**Exercise 11. Make your sentences. Use the Future Perfect Continuous Tense:**

1. By the beginning of April/my father/to work as the General Manager of this corporation/for fifteen years.

2. By 8 o'clock/we/ to surf the Net/for five hours.

3. By the end of next month/we/ to live/in this city/for ten years.

4. By the end of this day/Dolly/ not to design/this fancy dress/for seven hours.

5. Ted/to work/ as an attorney/for twenty years/by the end of March?

6. Jack and Alison/to build/their house/for a year by Easter?

7. My parents/ to run/this cafe/for six years/by next September.

8. By 4 o'clock/ they/to play volleyball/for three hours.

9. By 3 o'clock/the students/to write/the test for two hours and a half.

10. By next Friday/Henry/to train/for the competition/for ten months.

**Exercise 12. Open the brackets. Use the Future Continuous Tense:**

1. By the 25th of December she ... (work) on this project for six months.

2. By Saturday, Fred ... (paint) this picture for two weeks.

3. We ... (study) marketing for a year by the end of the academic year.

4. By tomorrow morning Laura ... (sleep) for twelve hours.

5. ... they ... (work) together for ten years by the end of May? - Yes, they ....

6. ... Nick ... (train) for four hours by 6 o'clock? - No, he ....

7. By 5 o'clock Jessica ... (sit) at the dentist's for three hours.

8. By 12 o'clock the children ... (swim) for two hours.
9. By the end of the day the workers ... ( paint) this house for nine hours.
10. By 6 o'clock in the evening we ... (wait) for his message for five hours.

**Exercise 13. Choose the correct variant:**

1. By 6 o'clock Jimmy *will be playing/will have been playing* computer games for four hours.
2. At 3 o'clock tomorrow we *will be watching/will have watched* a film.
3. *Will you be shopping/ will you have been shopping* a bit later today? Can you buy me a bottle of milk?
4. By the beginning of February I *will have attended/will have been attending* computer courses for four months.
5. Don't call Henry. I *will have seen/will be seeing* him in the office later, so I'll tell him about the seminar.
6. This time next week they *will be cruising/will have been cruising* round South America.
7. The postman *will be delivering/will have delivered* all the newspapers by 4 o'clock.
8. By the end of next month Mrs. Wilson *will have taught /will have been teaching* for thirty years.
9. *Will you be using/will you have been using* the printer for long? I need to print the article.
10. By 5 o'clock tomorrow Fred *will be receiving/will have received* your telegram.

**Test yourself**

**Choose the correct answer:**

1. Look at her hands! They are dirty! She ... fruits for 2 hours:
  - a) has been picking;
  - b) have been picking;
  - c) was picking;
  - d) picked.
  
2. Is it true that you ... to find me all day long?
  - a) has been tried;
  - b) have been;
  - c) have called;
  - d) have been trying,

3. Sorry. I ... one of your glasses:

- a) have broken;
- b) have been breaking;
- c) have been broken;
- d) have breaking.

4. My daughter ... since early morning:

- a) have been studies;
- b) has studied;
- c) have studied;
- d) has been studying.

5. I ... for you since seven o'clock. Why are you so late?

- a) have been waiting;
- b) has been wait;
- c) have been waited;
- d) waited.

6. They felt tired that morning because they (drive) all night:

- a) were driving;
- b) had been driving;
- c) had driven.

7. She understood the problems of the company because she (work) there since it started:

- a) was working;
- b) worked;
- c) had been working.

8. He was dizzy. He (work) on the computer since morning:

- a) had been working;
- b) had worked;
- c) was working.

9. My eyes ached because I (read) for three hours:

- a) was reading;
- b) had been reading;
- c) had read.

10. The children were filthy. They (play) in the garden, and they were covered with mud:

- a) were playing;
- b) had been playing;
- c) played.

11. How long you (wait) here, before I came?

- a) had you been waiting;
- b) were you waiting;
- c) waited.

12. They \_\_\_\_\_ (travel) for two days when I start the trip.

- a) will have been travelling;
- b) will have travelling;
- c) will be travelling;
- d) will have been traveling.

13. Next month, I \_\_\_\_\_ (learn) Turkish for a year:

- a) will be learning;
- b) will have learning;
- c) will have been learning;
- d) will have be learning.

14. You \_\_\_\_\_ (drive) for an hour by the time you reach your grandmother's place:

- a) will have been driving;
- b) will have been driving;
- c) will have driving;
- d) will been driving.

15. Next year, we \_\_\_\_\_ (live) here for 10 years:

- a) will have been living;
- b) will have be living;
- c) will have been lived;
- d) will have living.

## Unit XII. GEODETIC SURVEYING TECHNIQUES

*Grammar: Пассивный залог. Герундий.*

### Vocabulary

#### Nouns:

**angle** – угол

**astronomic positioning** – астрономическое позиционирование

**axis** – ось

**calibrated tape** – калиброванная рулетка

**data** – данные

**entire network** – целая сеть

**error** – ошибка

**explorer** – исследователь

**invar** – инвар, сплав железа с никелем

**leveling device** – нивелирующий прибор

**loop** – петля, виток, лупа

**perpendicular** – перпендикуляр

**plumb line** – отвес, мерило, критерий, вертикаль

**reckoning** – расчет, счет, подсчет

**survey** – исследование, обзор, съемка, межевание

**traverse** – траверс

**triangle** – треугольник

**triangulation** – триангуляция

**trilateration** – трилатерация

**wire** – провод, проволока

#### Adjectives:

**conterminous** – совпадающий

**rectangular** – прямоугольный

**resistant to smth** – устойчивый к чему-то

**uncharted** – неизведанный, неведомый

#### Verbs:

**adjust** – регулировать, устанавливать, выверять

**be based on smth** – быть основанным на чем-то

**coincide** – совпадать, соответствовать, равняться

**combine** – объединять, соединять

**consist of smth** – состоять из чего-то

**furnish** – представлять, предоставлять

**imply** – значить, предполагать

**insure** – обеспечивать, гарантировать, страховать

**involve** – вовлекать, привлекать, затрагивать, подразумевать

**result from smth** – следовать, вытекать из чего-то

### **Geodetic Surveying Techniques**

Four traditional surveying techniques (astronomic positioning, triangulation, trilateration, traverse) are in general use for determining the exact positions of points on the Earth's surface.

Astronomic positioning is the oldest positioning method. Airmen have used it for many years. Explorers have often used the astronomic method to locate themselves in uncharted areas. As the name implies, astronomic positions are obtained by measuring the angles between the plumb line at the point and a star or series of stars and recording the precise time at which the measurements are made. After combining the data with information obtained from star catalogues, the direction of the plumb line is computed. Astronomic observations are made by optical instruments-theodolite, zenith camera, prismatic astrolabe-which all contain leveling devices. When properly adjusted, the vertical axis of the instrument coincides with the direction of gravity and is, therefore, perpendicular to the geoid.

The most common type of geodetic survey is known as triangulation. It consists of the measurement of the angles of a series of triangles. The principle of triangulation is based on simple trigonometric procedures. If the distance along one side of a triangle and the angles at each end of the side are accurately measured, the other two sides and the remaining angle can be computed. All of the angles of every triangle are measured for the minimization of error and to furnish data for use in computing the precision of the measurements. Measurements are made as carefully and accurately as possible with specially calibrated tapes or wires of invar, an alloy highly resistant to changes in length resulting from changes in temperature.

Trilateration, another surveying method that has been used involves the use of radar and aircraft. Since very long lines (to 500 miles) could be measured by electronic distance measuring systems, geodetic triangulation networks have been extended over vast areas in comparatively short periods of time. The surveys of islands and even continents separated by extensive water barriers have been connected by the techniques. Only distances are measured in trilateration and each side is measured repeatedly to insure precision. The entire network is then adjusted to minimize the ef-

facts of the observation errors. The angles of the triangles are computed so the geodetic positions are obtained as in triangulation.

The simplest method of extending control is called traverse. The system is similar to dead reckoning navigation where distances and directions are measured. Since electronic distance measuring equipment has become available, the accuracy of traverse surveys has increased significantly. For example, the tellurometer has been used in Australia to complete a network covering that continent. The traverse consists of a series of high-precision length, angle and astronomic azimuth determinations running approximately east-west and north-south through the conterminous states, forming somewhat rectangular loops.

### **Text exercises**

#### **Exercise 1. Answer the following questions:**

1. How many traditional surveying techniques are in general use?
2. By what instruments are astronomic observations made?
3. What does triangulation consist of?
4. What is the principle of triangulation based on?
5. What does the system of traverse look like?

#### **Exercise 2. Choose the right variant:**

1. The vertical axis of the instrument ... with the direction of gravity:
  - a) adjusts;
  - b) coincides;
  - c) combines;
  - d) involves.
  
2. The most common type of geodetic survey is:
  - a) triangulation;
  - b) positioning;
  - c) trilateration;
  - d) traverse.
  
3. Astronomic observations are made by ... devices:
  - a) measuring;
  - b) uncharted;
  - c) calibrated;
  - d) leveling.

4. Explorers have used the astronomic method to locate themselves in ... areas:

- a) unknown;
- b) new;
- c) uncharted;
- d) hard.

5. The system of traverse is similar to dead reckoning navigation where distances and directions are measured:

- a) reckoning;
- b) computing;
- c) calculating;
- d) counting.

**Exercise 3. Match the terms (numbers) to their definitions (letters) ( e.g.: 1-a):**

- |   |  |
|---|--|
| 1. Astronomic positioning is ...        | a) by optical instruments, theodolite, zenith camera, prismatic astrolabe-which all contain leveling devices;  |
| 2. Trilateration ...                    | b) the simplest method of extending control;   |
| 3. The traverse ...                     | c) the oldest positioning method. airmen have used it for many years;  |
| 4. Triangulation is known ...           | d) involves the use of radar and aircraft;   |
| 5. Astronomic observations are made ... | e) consists of a series of high-precision length, angle and astronomic azimuth determinations running approximately east-west and north-south through the conterminous states, forming somewhat rectangular loops; |
| 6. Traverse is ...                      | f) as the most common type of geodetic survey.   |

**Exercise 4. Agree or disagree. Give your reasons:**

1. Three traditional surveying techniques are in general use for determining the exact positions of points on the Earth's surface.
2. Since electronic distance measuring equipment has become available, the accuracy of traverse surveys has increased significantly.
3. Before combining the data with information obtained from star catalogues, the direction of the plumb line is computed.
4. Astronomic positions are obtained by measuring the angles between the plumb line at the point and a star or series of stars at any time.
5. Distances are measured in triangulation and each side is measured repeatedly to insure precision.
6. The angles of the triangles are computed so the geodetic positions are obtained as in triangulation.

**Exercise 5. Complete the following dialogue with the necessary information:**

A: – How many traditional survey techniques do you know?

B: – \_\_\_\_\_ .

A: – \_\_\_\_\_ ?

B: – They have used the astronomic method to locate themselves in uncharted areas.

A: – On what procedures is the principle of triangulation based?

B: – \_\_\_\_\_ .

A: – \_\_\_\_\_ ?

B: – Measurements are made as carefully and accurately as possible with specially calibrated tapes or wires of invar, an alloy highly resistant to changes in length resulting from changes in temperature.

A: – Why has tellurometer been used in Australia?

B: – \_\_\_\_\_ .

A: – \_\_\_\_\_ ?

B: – It consists of a series of high-precision length, angle and astronomic azimuth determinations running approximately east-west and north-south through the conterminous states, forming somewhat rectangular loops.

## Additional exercises

### Exercise 1. Translate into Russian:

Angle; entire; network; error; explorer; trilateration; wire; resistant to smth; reckoning; survey; uncharted; invar; leveling device; insure; involve; result from smth; conterminous; rectangular; astronomic positioning; traverse; triangle; be based on smth; coincide; combine; triangulation; consist of smth; furnish; loop; perpendicular; plumb line; imply; calibrated tape; data; traverse; triangle; adjust; triangulation; axis.

### Exercise 2. Find the English equivalents:

Обеспечивать, гарантировать; страховать; калиброванная рулетка; угол; регулировать, устанавливать, выверять; астрономическое позиционирование; ось; данные; ошибка; исследователь; инвар, сплав железа с никелем; нивелирующий прибор; представлять, предоставлять; значить, предполагать; петля, виток, лупа; перпендикуляр; отвес, мерило, критерий, вертикаль; быть основанным на чем-то; целая сеть; совпадающий; триангуляция; совпадать; соответствовать, равняться; объединять, соединять; состоять из чего-то; расчет, счет, подсчет; исследование, обзор, съемка, межевание; траверс; треугольник; трилатерация; провод, проволока; прямоугольный; устойчивый к чему-то; неизведанный, неведомый; вовлекать, привлекать, затрагивать, подразумевать; следовать, вытекать из чего-то.

### Exercise 3. Talk about:

- astronomic positioning;
- optical instruments;
- electronic distance measuring equipment;
- observation errors;
- specially calibrated tapes of invar.

### Exercise 4. Put the main ideas in the same order as they are in the text:

\_\_\_\_\_ The traverse which is the simplest method of extending control consists of a series of high-precision length, angle and astronomic azimuth determinations.

\_\_\_\_\_ There are four traditional surveying techniques for determining the exact positions of points on the Earth's surface.

\_\_\_\_\_ Triangulation consists of the measurement of the angles of a series of triangles.

\_\_\_ Only distances are measured in trilateration and each side is measured repeatedly to insure precision.

\_\_\_ The angles of the triangles are computed so the geodetic positions are obtained as in triangulation.

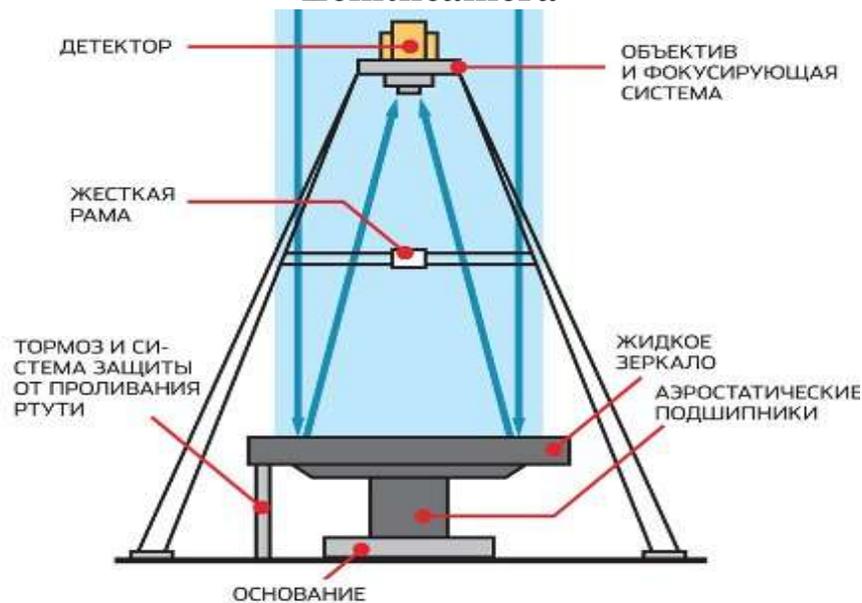
\_\_\_ Astronomic observations are made by optical instruments which all contain leveling devices.

**Exercise 5. Look at the optical instruments shown in the pictures. What are they used for?**

### Astronomic theodolite



### Zenithcamera



## Prismatic astrolabe



### Exercise 6. Translate into English:

1. При правильной настройке вертикальная ось прибора совпадает с направлением силы тяжести и, следовательно, перпендикулярна геоиду.

2. Принцип триангуляции основан на простых тригонометрических процедурах.

3. После объединения данных с информацией, полученной из звездных каталогов, вычисляется направление отвесной линии.

4. Все углы каждого треугольника измеряются для минимизации ошибки и для предоставления данных для использования при вычислении точности измерений.

5. Обследования островов и даже континентов, разделенных обширными водными барьерами, были сделаны с использованием этих методов.

6. Исследователи часто использовали астрономический метод, чтобы определить свое местонахождение на неизвестной территории.

### Grammar exercises

#### Exercise 1. Fill in the gaps with prepositions where necessary:

1. This theory is based ... the arguments of outstanding scientists.

2. Our house is resistant ... earthquakes.

3. It resulted ... long laborious work.

4. This technique combines ... four methods.

5. Their group consists ... 10 girls and 9 boys.

## The Gerund

### Exercise 2. Choose the correct answer:

- *We look forward to seeing this film.*
  1. Вы посмотрели этот фильм.
  2. Мы с нетерпением ждем, когда посмотрим этот фильм.
  3. Мы смотрели этот фильм.
  4. Мы посмотрим этот фильм.
  
- *Do you mind answering this question?*
  1. Ты не хочешь ответить на этот вопрос?
  2. Ты думаешь над ответом на этот вопрос?
  3. Ты ответишь на этот вопрос?
  4. Ты не возражаешь, если я отвечу на этот вопрос?
  
- *She insists on my going there.*
  1. Она настаивает поехать туда.
  2. Она настаивает на отъезде туда.
  3. Я настаиваю на том, чтобы она поехала туда.
  4. Она настаивает на том, чтобы я поехал туда.
  
- *She doesn't like being asked such questions.*
  1. Она не любит задавать такие вопросы.
  2. Она не любит, когда ей задают такие вопросы.
  3. Она не любит такие вопросы.
  4. Она любит задавать такие вопросы.
  
- *She enjoys his singing.*
  1. Ей нравится, как он поет.
  2. Ей нравится петь.
  3. Ей нравится, что он поет.
  4. Ей нравятся его песни.

### Exercise 3. Match the numbers to the letters:

- |                           |                           |
|---------------------------|---------------------------|
| 1. She is interested ...  | a) drinking alcohol;      |
| 2. I would like ...       | b) to seeing my daughter; |
| 3. You should give up ... | c) being ill;             |
| 4. We really enjoy ...    | d) laughing at her;       |

- |                            |                                |
|----------------------------|--------------------------------|
| 5. I'm looking forward ... | e) to living in a dirty house; |
| 6. He is used ...          | f) talking to drunk people;    |
| 7. She pretended ...       | g) swimming in the sea;        |
| 8. Pamela is good ...      | h) to have a cup of coffee;    |
| 9. I couldn't help ...     | i) in surfing the Internet;    |
| 10. She avoids ...         | j) at riding a horse.          |

**Exercise 4. Open the brackets. Use the Gerund.**

1. There is no sense in ... (earn) more money than you can spend.
2. Do you mind ... (work) overtime?
3. Normally I enjoy ... (go) out but today I'd prefer ... (stay) in-doors.
4. The film was really worth ... (see).
5. Brent is looking forward to ... (take) a short break next month.
6. She is fond of ... (have) picnics.

**Exercise 5. Translate into Russian:**

1. She has always dreamt of living in a small house by the sea.
2. She disliked living in her old house.
3. She was thinking of buying a new one.
4. Now, she enjoys living in a beautiful new house.
5. She misses seeing the neighbours of course.
6. Usually she enjoyed talking to them and didn't mind helping them.
7. She likes cooking and is very good at it.
8. But she doesn't like washing and ironing.
9. She hates getting up early, but she has to.
10. She doesn't mind working a lot, you know.
11. She enjoys driving an expensive car.
12. She has always dreamt of travelling round the world.
13. But she hates flying and she's never been overseas.
14. She has risen to be head of the company in spite of being a woman in a man's world.
15. She loves meeting people because she can't bear being alone.
16. She loves talking to the press and appearing on TV shows.
17. She enjoys being photographed because she thinks she's beautiful.
18. She hates being laughed at.
19. She likes being stared at because she thinks she's attractive.
20. But she hates being ignored.

**Exercise 6. Fill in the gaps in the sentences with the verbs given below. Use the Gerund: try, steal, meet, look, write, make, be run, wash, play, eat, splash, go, drive, take**

*Example:*

*Do you miss \_\_\_\_\_ tennis every afternoon? - Do you miss **playing** tennis every afternoon?*

1. Could you please stop \_\_\_\_\_ so much noise?
2. I don't enjoy \_\_\_\_\_ letters.
3. Does your job involve \_\_\_\_\_ a lot of people?
4. I considered \_\_\_\_\_ the job, but in the end I decided against it.
5. If you use the shower, try and avoid \_\_\_\_\_ water on the floor.
6. Jake gave up \_\_\_\_\_ to be an actor and decided to become a teacher.
7. Have you finished \_\_\_\_\_ your hair yet?
8. The phone rang while Ann was having dinner. She didn't answer it; she just went on \_\_\_\_\_.
9. She admitted \_\_\_\_\_ the car but denied \_\_\_\_\_ it dangerously.
10. Why do you keep on \_\_\_\_\_ at me like that?
11. They had to postpone \_\_\_\_\_ away because their son was sick.
12. If you cross the street without looking, you risk \_\_\_\_\_ over by a car.

**Exercise 7. Complete the following sentences with the missing verbs. Use the Gerund: say; watch; travel; be; come**

1. He prefers \_\_\_\_\_ by train to flying.
2. I am afraid of \_\_\_\_\_ late for the flight.
3. He suggests our \_\_\_\_\_ to see him.
4. \_\_\_\_\_ cartoons is always fun.
5. He left us without \_\_\_\_\_ a word.

**Exercise 8. Translate into English. Use the Gerund:**

1. Тебе нужно позвонить перед уходом из дома.
2. Мой любимый вид отдыха – путешествие.
3. Вы не будете возражать, если я открою окно?
4. Для него предпочтительнее путешествовать поездом, чем самолетом.
5. Он предлагает, чтобы мы пришли к нему в гости.
6. Я боюсь опоздания на рейс.
7. Он ушел от нас, не сказав ни слова.
8. Смотреть мультики всегда забавно.

**Exercise 9. Insert the necessary prepositions:**

1. The girls **insisted** \_\_\_\_\_ going out with Jenny.
2. I am **looking forward** \_\_\_\_\_ getting married soon.
3. She **concentrated** \_\_\_\_\_ creating the designs and her husband on printing and merchandising them.
4. The stranger **apologized** \_\_\_\_\_ calling late in the evening.
5. It was cool out and Mary **felt** \_\_\_\_\_ staying at home.
6. She often **complains** \_\_\_\_\_ having nightmares.
7. On a hot summer day, who doesn't **think** \_\_\_\_\_ spending the afternoon with a fishing pole?
8. He **was afraid** \_\_\_\_\_ being caught by the police.
9. How many years does it take to **be good** \_\_\_\_\_ playing guitar?
10. Have you ever **dreamed** \_\_\_\_\_ starting a business?

**Exercise 10. Underline the Gerund in each sentence. Translate the sentences into Russian:**

1. Smoking costs a lot of money.
2. I will call you after arriving at the office.
3. Please have a drink before leaving.
4. I am looking forward to meeting you.
5. Do you object to working late?
6. Mary always dreams about going on holiday.
7. Please excuse us for waiting too long.
8. My favorite occupation is reading.
9. We are interested in buying these goods.
10. I have three shirts that need washing.
11. They insisted on being sent the results of tests.
12. What is the purpose of his going there?
13. This letter requires signing.
14. I am grateful for his helping me. I am grateful for his having helped me.
15. We thank you for sending us your letter.
16. The house wants repainting.

**Exercise 11. Complete the following sentences using -need(s)- with the verbs given below:**

*clean, cut, empty, redecorate, tighten*

1. Her jacket is dirty. **It needs cleaning.**
2. The glass is very long. It needs.....

3. The room is not nice. It .....
4. The screw is loose. It.....
5. The bin is full. It.....

### **The Passive Voice**

#### **Exercise 12. Translate into Russian:**

1. Breakfast was cooked by our mother.
2. The new rule was explained to us at the English lesson.
3. The story was written by Chekhov.
4. This sports centre was visited by lots of people.
5. This sports game is often played at P.E. lessons.
6. The ball was thrown over the fence.
7. The boxer was knocked down.
8. I was born in Moscow.
9. They will be trained by a famous coach.
10. I will be sent to the competition.

#### **Exercise 13. Choose the correct variant:**

1. The news programme (is watched / watched) by millions of people every day.
2. The Mona Liza (painted / was painted) by Leonardo da Vinci.
3. The new cinema (be built / will be built) next year.
4. New pop groups (are much spoken / is much spoken) about among teenagers.
5. Alexander Pushkin's first poem (was written / written) when he was fourteen.
6. The letters (be sent / will be sent) by post tomorrow.
7. The translation (was finished / were finished) two hours ago.
8. London (visited / is visited) by hundreds of tourists every year.
9. The dinner (be / will be) ready in an hour (через час).
10. The dogs (were taken out/ was taken out) three times yesterday.

#### **Exercise 14. Open the brackets using Present, Past or Future Simple Passive:**

1. Tom always (to ask) at the lessons.
2. I (to ask) at the last lesson.
3. Our country house (to finish) next year.
4. The dog (to find) by my sister yesterday.
5. This work (to do) tomorrow.

6. This text (to translate) at the last lesson.
7. These trees (to plant) every autumn.
8. Many interesting games always (to play) at our P.E. lessons.
9. This bone (to give) to my dog tomorrow.
10. We (to invite) to a concert last Saturday.

**Exercise 15. Open the brackets. Use the correct form of the verbs:**

1. At the station they will (meet, be met) by a man from the travel agency. 2. She will (meet, be met) them in the hall upstairs. 3. The porter will (bring, be brought) your luggage to your room. 4. Your luggage will (bring, be brought) up in the lift. 5. You may (leave, be left) your hat and coat in the cloakroom downstairs. 6. They can (leave, be left) the key with the clerk downstairs. 7. From the station they will (take, be taken) straight to the hotel. 8. Tomorrow he will (take, be taken) them to the Russian Museum.

**Exercise 16. Open the brackets using Present Simple, Present Perfect, Present Continuous, Past Simple, Future Simple Active or Passive:**

1. The house \_\_\_\_\_ (to build) in 2020.
2. The boy \_\_\_\_\_ (not to hear) the news yet.
3. The Brooks \_\_\_\_\_ (to become) famous last year.
4. Money \_\_\_\_\_ (to keep) in the bank.
5. The parcel \_\_\_\_\_ (to send) yesterday.
6. I would like \_\_\_\_\_ (to know) English very well.
7. Where \_\_\_\_\_ the road \_\_\_\_\_ (to lead) to?
8. Look! The leaves \_\_\_\_\_ (to fall).
9. All the money \_\_\_\_\_ (to spend) on clothes last week.
10. The pie has gone! Who \_\_\_\_\_ (to eat) it?

**Exercise 17. Translate into English:**

1. Детей наказывают.... – Детей наказали... – Детей накажут....
2. Хлеб едят... – Хлеб съели... – Хлеб съедят...
3. Розы выращивают... – Розы вырастили... – Розы вырастят....

4. Картину рисуют... – Картину нарисовали... – Картину нарисуют... .
5. Обо мне говорят. – Обо мне говорили. – Обо мне будут говорить... .
6. О нас забывают – О нас забыли.... – О нас забудут... .

**Exercise 18. Transform the sentences from Active into Passive:**

1. We learn English.
2. The teacher asked the students a question.
3. They told me about the accident.
4. We will find our pets.
5. Next year we will learn French.
6. The teacher asked her a question.
7. I take my dog out every day.

**Exercise 19. Transform the sentences from Active into Passive.**

**Start with the words in bold:**

*Example: Mother waters **the flowers** in the evening. – The flowers are watered in the evening (by Mother).*

1. Irene's husband brought her **some beautiful shells** from the south.
2. The explorers gave the newspaper reporters **a long interview**.
3. Mr. Wilson will teach **you** English.
4. Tom gave **Nick** a book for his birthday.
5. Our mother tells us **stories** every evening.
6. Lydia will show **you** a new book of pictures.
7. A boy showed **her** the way.
8. They will send us **a box of fruit**.
9. Five or six small children followed **them**.
10. We will do **the translation** in the evening.

**Test yourself**

**Choose the correct answer:**

1. Do you like \_\_\_\_\_ football on TV?

- a) watch;
- b) watched;
- c) watches;
- d) watching.

2. Thank you for \_\_\_\_\_ me:

- a) helping;
- b) help;
- c) to help;
- d) helped.

3. I'm afraid of \_\_\_\_\_ mistakes:

- a) to make;
- b) made;
- c) make;
- d) making.

4. It is important \_\_\_\_\_:

- a) to win;
- b) winning;
- c) win;
- d) won.

5. A: – This problem is too difficult. I can't solve it.

B: – Is it really too difficult for you \_\_\_\_\_?

- a) solving;
- b) solve;
- c) to solve;
- d) solved.

6. My hobby is .... It's great because ... is good for health:

- a) dancing/dance;
- b) dance/dance;
- c) dancing/dancing;
- d) to dance/to dance.

7. Do you see the signboard "NO ...". What on earth do you do on the sea?

- a) to swim;
- b) swim;
- c) in swim;
- d) swimming.

8. Is it worth while ... tickets now – one month before a performance – or it's no use ...them in advance?

- a) to buy/ to buy;
- b) buying/buying;
- c) to buy/buying;
- d) buying/to buy.

9. Do you mind my (me) ... here till tomorrow?

- a) stay;
- b) to stay;
- c) staying;
- d) stayed.

10. Why do you avoid ... your husband?

- a) to meet;
- b) meet;
- c) meeting;
- d) met .

11. Did you suggest her ... to the museum with you? Yes but she insisted on ... at home:

- a) going/staying;
- b) to go/ to stay;
- c) going/stay;
- d) go/stay.

12. Are they bad at ... languages? No, they are good at ... languages. They are keen on (увлекаются) ... as well:

- a) learn/master/singing;
- b) to learn/to master/to sing;
- c) learning/mastering/singing;
- d) learning/master/singing.

13. He abandoned her without ... anything. Is she angry with him for ... so?

- a) saying/doing;
- b) say/do;
- c) to say/ to do;
- d) saying/ done.

14. After ... in Berlin they made for (направились) the door "EXIT":

- a) arrived;
- b) arriving;
- c) to arrive;
- d) in arrive.

15. Are you thinking of ... an actor? – No, my father objects to my (me) ... an actor:

- a) to be/to be;
- b) be/be;
- c) being/to be;
- d) being/being.

16. William Shakespeare ... Romeo and Juliet:

- a) write;
- b) wrote;
- c) is written.

17. “Oliver Twist” and “Domby and Son” ... by Charles Dickens:

- a) is written;
- b) are written;
- c) were written.

18. In 1926 the theatre ... by fire:

- a) is destroyed;
- b) was destroyed;
- c) destroyed.

19. The shop ... at nine every day:

- a) is opened;
- b) was opened;
- c) will be opened.

20. William Shakespeare ... in Stratford-upon-Avon:

- a) were born;
- b) is born;
- c) was born.

21. London is the place where many famous writers:

- a) were born;
- b) is born;
- c) was born.

22. Many great writers ... in Westminster Abbey:

- a) are buried;
- b) buried;
- c) were buried.

23. The Poet's Corner .... by many people:

- a) was known;
- b) are known;
- c) is known.

24. The English language .... all over the world:

- a) speak;
- b) was spoken;
- c) is spoken.

25. Jane Austen ... in the Bath between 1800 and 1806:

- a) lived and worked;
- b) was lived and worked;
- c) live and work.

26. Burn's poems ...all over the world:

- a) recited;
- b) are recited;
- c) is recited.

27. Shakespeare's works ...read all over the world:

- a) is read;
- b) were read;
- c) are read.

28. Yesterday I ... a very interesting book:

- a) read;
- b) am reading;
- c) am read.

29. The State Turgenev Museum ....in the author's native town of Oriol:

- a) open:
- b) opened:
- c) was opened.

30. William the Conqueror ...the Tower of London in the 11th century:

- a) build;
- b) built;
- c) was built.

## Unit XIII. ROADS

*Grammar: Инфинитив. Сложное подлежащее. Сложное дополнение.*

### Vocabulary

#### Nouns:

**alignment** – выравнивание, регулировка, выверка

**bend** – сгиб, изгиб

**boredom** – скука, тоска

**curve** – изгиб, кривизна

**driver** – водитель

**effect** – влияние, воздействие

**efficiency** – эффективность

**gradient** – уклон, наклон, крутизна, изгиб

**hedge** – живая изгородь, ограда, препятствие, преграда

**highway** – магистраль, автострада, шоссе, автотрасса

**recognition** – признание

**road** – дорога

**safety** – безопасность

**signpost** – указатель

**vehicle** – транспортное средство

**visibility** – видимость

#### Adjectives and adverbs:

**auxiliary** – вспомогательный, добавочный

**beneath** – внизу, ниже

**consequently** – следовательно

**desirable** – желательный

**enormously** – чрезвычайно, очень

**profound** – глубокий

**slight** – легкий, слабый, тонкий

**undoubtedly** – несомненно, безусловно

#### Verbs:

**alter** – изменяться, меняться

**anticipate** – ожидать, предвидеть, предупреждать

**arrange** – устраивать, организовывать

**avoid** – избегать  
**contribute to smth** – способствовать чему-либо  
**devise** – задумывать, придумывать, изобретать  
**ensure** – обеспечивать, гарантировать  
**enable** – давать возможность  
**hinder** – препятствовать, мешать  
**meet the requirements** – соответствовать требованиям  
**obtain** – получать, приобретать  
**overstress** – перегружать  
**possess** – обладать, владеть, иметь  
**provide** – обеспечивать  
**serve the purpose** – являться целью

## **Roads**

Transportation is a system consisting essentially of three components: 1) driver, 2) vehicle, 3) road. To ensure maximum safety for the transportation system, it is very necessary to plan and design highways on sound engineering techniques. It is possible to obtain maximum safety on highways by controlling their geometry, alignment, vertical and horizontal curves and providing adequate sight distances for the speeds which it is desirable to obtain on these highways.

The traffic on the road has completely altered within the last twenty-five years and therefore the existing system of roads in many countries should also be changed, in order to meet modern requirements. The modern trend is undoubtedly towards national and consequently uniform planning, design and construction.

The efficiency of a country's road network has a profound effect on its prosperity. The ability of roads to enable traffic to flow freely and safely between the industrial and commercial centers contributes enormously to a progressive economy. In fact, the importance of good roads, both nationally and internationally, cannot be overstressed.

In order to serve their purpose, modern roads should possess the following principal features:

1. They should be designed according to the anticipated volume and speed of the traffic.
2. Bends and gradients, where necessary, should always be slight.
3. Visibility should not be hindered.
4. They should be well and clearly signposted.

5. Adequate provision should be made for both cyclists and pedestrians with regards to their safety.

6. They should be well lit, where necessary.

7. Hedge and tree planting on the sides and central reservations should be arranged to provide a pleasant and interesting outlook for the road user, to avoid monotony and boredom.

In modern road construction, there is a much greater recognition of the importance of the subsoil beneath a road than years ago. As a result of this various methods have been devised in recent years to improve its quality and consequently its stability.

The constantly increasing volume of modern traffic, especially in the towns, indicates that there is an urgent need for countless road construction projects in the near future. This involves the construction of numerous auxiliary structures, such as bridges, tunnels and underpasses. It is mainly these structures that will present problems for the engineers.

### **Text exercises**

#### **Exercise 1. Answer the following questions:**

1. Why is it necessary to plan and design highways on sound engineering techniques? 2. Why should the existing system of roads be changed?

3. What components does the transportation system consist of?

4. What is supposed to be of great importance in modern road construction?

5. What do road construction projects involve?

#### **Exercise 2. Choose the right variant:**

1. Transportation is a system consisting of three components: 1) driver, 2) ... , 3) road:

a) pedestrian;

b) vehicle;

c) policeman;

d) car.

2. Nowadays all roads should meet the modern:

a) vehicles;

b) equipment;

c) requirements;

d) life.

3. ... on roads, where necessary, should always be slight:

- a) gradients;
- b) hedge;
- c) planting;
- d) visibility.

4. Good roads cannot be:

- a) free;
- b) overstressed;
- c) dangerous;
- d) curved.

5. To ensure ... for the transportation system, it is necessary to plan and design highways on sound engineering techniques:

- a) visibility;
- b) recognition;
- c) alignment;
- d) safety.

**Exercise 3. Agree or disagree. Give your reasons:**

1. Modern roads should be designed according to the anticipated volume and speed of the traffic.

2. Various methods have been devised in recent years to improve the quality and stability of road construction.

3. Transportation is a system consisting essentially of four components.

4. It is impossible to obtain maximum safety on highways by controlling their geometry, alignment, vertical and horizontal curves and providing adequate sight distances for the speeds which it is desirable to obtain on these highways.

5. The efficiency of a country's road network doesn't have any effect on its prosperity.

6. Both cyclists and pedestrians shouldn't have any adequate provision as the roads are quite safe for them.

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

1. The ability of roads to \_\_\_\_\_ traffic to flow freely and safely between the industrial and commercial centers \_\_\_\_\_ enormously to a progressive economy.

2. Visibility should not \_\_\_\_\_ .
3. It is possible to \_\_\_\_\_ maximum safety on highways by controlling their geometry, alignment, vertical and horizontal curves.
4. Various methods \_\_\_\_\_ in recent years to \_\_\_\_\_ its quality and consequently its stability.
5. Hedge and tree planting on the sides and central reservations should be \_\_\_\_\_ to provide a pleasant and interesting outlook for the road user, to \_\_\_\_\_ monotony and boredom.
6. To \_\_\_\_\_ maximum safety for the transportation system, it is very necessary to plan and \_\_\_\_\_ highways on sound engineering techniques.

*obtain avoid enable ensure have been devised contributes  
be hindered arranged improve design*

**Exercise 5. Complete the following dialogue with the necessary information:**

- A: – How is it possible to obtain maximum safety on highways?  
 B: – \_\_\_\_\_ .  
 A: – \_\_\_\_\_ ?  
 B: – The modern trend is undoubtedly towards national and consequently uniform planning, design and construction.  
 A: – How does the efficiency of a country's road network effect on its prosperity?  
 B: – \_\_\_\_\_ .  
 A: – \_\_\_\_\_ ?  
 B: – All modern roads should be well and clearly signposted.  
 A: – Why is the subsoil beneath a road so important nowadays?  
 B: – \_\_\_\_\_ .  
 A: – \_\_\_\_\_ ?  
 B: – The construction of numerous auxiliary structures, such as bridges, tunnels and underpasses, will present problems for the engineers.

**Additional exercises**

**Exercise 1. Translate into Russian:**

Hedge; desirable; enormously; profound; highway; hinder; meet the requirements; obtain; overstress; signpost; vehicle; visibility; recognition; slight; undoubtedly; curve; driver; effect; ensure; road; safety; signpost; vehicle; visibility; enable; efficiency; gradient; possess; provide; alter; an-

ticipate; auxiliary; beneath; contribute to smth; devise; consequently; arrange; avoid; serve the purpose; alignment; bend; boredom.

### **Exercise 2. Find the English equivalents:**

Уклон, наклон, крутизна, изгиб; живая изгородь, ограда, препятствие, преграда; изменяться, меняться; ожидать, предвидеть, предупредить; устраивать, организовывать; желательный; чрезвычайно, очень; избегать; магистраль, автострада, шоссе, автотрасса; вспомогательный, добавочный; внизу, ниже; водитель; влияние, воздействие; способствовать чему-либо; задумывать, придумывать, изобретать; обеспечивать, гарантировать; давать возможность; эффективность; следовательно; признание; препятствовать, мешать; соответствовать требованиям; получать, приобретать; выравнивание, регулировка, выверка; сгиб, изгиб; скука, тоска; глубокий; легкий, слабый, тонкий; дорога; безопасность; указатель; транспортное средство; видимость; несомненно, безусловно; перегружать; обладать, владеть, иметь; обеспечивать; являться целью; изгиб, кривизна.

### **Exercise 3. Complete the sentences:**

Modern roads should possess the following principal features:

1. They should be designed \_\_\_\_\_.
2. Bends and gradients should \_\_\_\_\_.
3. Visibility \_\_\_\_\_.
4. They should be well and clearly \_\_\_\_\_.
5. Adequate provision should be made for \_\_\_\_\_ safety.
6. \_\_\_\_\_ well lit, where necessary.
7. \_\_\_\_\_ should

be arranged to provide a pleasant and interesting outlook for the road user, to avoid monotony and boredom.

### **Exercise 4. Talk about:**

- safety for the transportation system;
- modern roads and highways;
- cyclists' and pedestrians' road safety provision;
- the subsoil beneath a modern road;
- roads' auxiliary structures.

**Exercise 5. Put the main ideas in the same order as they are in the Text:**

\_\_\_\_\_ It is very necessary to plan and design highways on sound engineering techniques to ensure maximum safety for the transportation system.

\_\_\_\_\_ There are three components in a system of transportation.

\_\_\_\_\_ There are many principle features for modern roads.

\_\_\_\_\_ The efficiency of a country's road network has a profound effect on its prosperity.

\_\_\_\_\_ Transportation has changed significantly for the recent years.

\_\_\_\_\_ Various methods have been devised in recent years to improve the quality and stability of roads.

\_\_\_\_\_ There is an urgent need for countless road construction projects in the near future.

**Exercise 6. Translate into English:**

1. Транспорт – система, состоящая из трех компонентов: 1) водитель; 2) транспортное средство; 3) дорога.

2. Дорожное движение полностью изменилось за последние двадцать пять лет, и поэтому существующая система дорог во многих странах также должна быть изменена, чтобы соответствовать современным требованиям.

3. Чтобы служить своей цели, современные дороги должны быть хорошо освещены там, где это необходимо.

4. Современная тенденция дорожного строительства направлена на единообразное планирование, дизайн и строительство автомагистралей.

5. Следует организовать посадку изгороди и деревьев по бокам автодорог, чтобы обеспечить приятный и интересный вид для пользователя дороги во избежание однообразия и скуки.

6. Постоянно растущий объем современного движения, особенно в городах, указывает на острую необходимость в многочисленных проектах по строительству дорог в ближайшем будущем.

**Grammar exercises**

**Exercise 1. Fill in the gaps with prepositions where necessary:**

1. His works contributed ... the development of this field.

2. I haven't recognized her. She has altered ... her appearance very much.

3. He always has a great effect ... his friends.
4. To get this job you should possess ... profound knowledge in this sphere.
5. It ensures the maximum safety ... highways.

### **The Infinitive**

#### **Exercise 2. Insert *to* where necessary:**

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

#### **Exercise 3. Make the sentences negative and interrogative:**

1. It is difficult to recognize him.
2. It is interesting to talk to her.
3. It was impossible to read his handwriting.
4. It was easy to answer the question.
5. It is very important to understand the rule.

#### **Exercise 4. Choose the correct answer:**

1. She said the letter was personal and didn't let me \_\_\_ it:  
1) reading;  
2) read;  
3) to read;  
4) read to.
  
2. She didn't want \_\_\_ to go:  
1) they;  
2) I;  
3) his;  
4) me.

3. I know him \_\_\_\_ a good student:

- 1) is;
- 2) has been;
- 3) to be;
- 4) was.

4. He saw two girls \_\_\_\_ on the stage:

- 1) to dance;
- 2) dancing;
- 3) dances;
- 4) are dancing.

5. She didn't want her child \_\_\_\_ to hospital:

- 1) to take;
- 2) take;
- 3) to taken;
- 4) to be taken.

### **Exercise 5. Translate into English:**

1. Честно говоря, я его не знаю.
2. Сказать по правде, я так не думаю.
3. Короче говоря, ему не следует беспокоиться.
4. Для начала, она решила убрать в комнате.
5. Мы решили взять еще 1000 долларов на всякий случай.
6. Я рад, что рассказал вам эту историю.
7. Я рад, что мне рассказали эту историю
8. Я хочу познакомить вас с этой артисткой.
9. Я хочу, чтобы меня познакомили с этой артисткой.
10. Я рад, что встретил ее на станции.
11. Я рад, что меня встретили на станции.
12. Мы очень счастливы, что пригласили его на вечер.
13. Мы очень счастливы, что нас пригласили на вечер.
14. Он будет счастлив посетить эту знаменитую картинную галерею.
15. Он был счастлив, что посетил эту знаменитую картинную галерею.

**Exercise 6. Open the brackets. Use the correct form of the Infinitive:**

1. He seems (to read) a lot.
2. He seems (to read) now.
3. He seems (to read) since morning.
4. He seems (to read) all the books in the library.
5. I want (to take) you to the concert.
6. I want (to take) to the concert by my father.
7. She hoped (to help) her friends.
8. She hoped (to help) by her friends.
9. I hope (to see) you soon.
10. We expect (to be) back in two days.
11. He expected (to help) by the teacher.
12. The children seem (to play) since morning. 1
3. I am glad (to do) all the homework yesterday.
14. She seems (to work) at this problem ever since she came here.
15. I am sorry (to break) your cup.
16. His English seems (to get) better.
17. He is glad (to help) with his health problems.

**The Complex Subject**

**Exercise 7. Open the brackets. Use the Complex Subject:**

1. He seems (to read) a lot.
2. He seems (to read) now.
3. He seems (to read) all the books in the library.
4. We expect (to be) back in two days.
5. We expected (to help) by the teacher.
6. I am sorry (to break) your pen.
7. The children seem (to play) since morning.
8. I want (to take) you to the concert.
9. She hoped (to help) by her friends.
10. I hope (to see) you soon.

**Exercise 8. Translate into Russian:**

1. Many books are known to be published in our country every year.
2. His invention is considered to be of great importance.
3. For a long time the atom was thought to be indivisible.
4. He was said to be one of the most promising nuclear physicists.
5. She appeared to be an excellent actress.

6. This work seems to take much time.
7. The percentage of carbon in this steel turned out to be low.
8. They are sure to acknowledge your talent.
9. The article is likely to appear in the next issue of the journal.
10. She is not likely to change her opinion.

**Exercise 9. Transform the sentences. Use the Complex Subject:**

*Example: It is believed that the poem was written by Byron. – The poem is believed to have been written by Byron.*

1. People consider the climate there to be very healthful.
2. It is expected that the performance will be a success.
3. It is said that the book is popular with both old and young.
4. It was supposed that the crops would be rich that year.
5. It was reported that five ships were missed after the battle.
6. It appeared that he was losing patience.
7. It happened that I was present at the opening session.
8. It turned out that my prediction was correct.
9. It seems they know all about it.
10. It seems they have heard all about it.

**Exercise 10. Translate into English:**

1. Говорят, что это здание было построено в XVII веке. 2. Предполагают, что заседание закончится в десять часов. 3. Никак не ожидали, что холодная погода наступит так рано. 4. Оказалось, что мы уже когда-то встречались. 5. Вы, кажется, устали. 6. Условия работы оказались более трудными, чем предполагалось. 7. Вы случайно не знаете этого человека? 8. Книга, которую вы мне дали, оказалась скучной. 9. Новые автобусы оказались очень удобными. 10. Из трех сестер Бронте Шарлотта считается наиболее талантливой.

**The Complex Object**

**Exercise 11. Make your sentences using the verbs in brackets.**

**Use the Complex Object:**

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. (ask)
4. I asked my friend 'Can you help me?' (ask)
5. I think you should know the truth. (want)

**Exercise 12. Translate into English:**

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.

**Exercise 13. Open the brackets. Use the Complex Object. Translate the sentences into Russian:**

1. I want (she) to be my wife.
2. My brother taught ( I ) to swim and dive.
3. They would like (we) to read aloud.
4. Bob advised (she) to stay for another week.
5. We expect (he) to arrive at noon.
6. I heard (you) open the door.
7. Dad always makes ( I ) go fishing with him every weekend.
8. Our parents expect (we) to stop quarreling.
9. Sara never lets (he) drive her car.
10. I saw (you) cross the street.

**Exercise 14. Insert *to* where necessary:**

1. We heard the lorry ... stop near the house.
2. I want my elder sister ... take me to the zoo.
3. I believe the Internet ... be the greatest invention ever.
4. The teacher doesn't let us ... use our mobile phones.
5. They didn't expect her ... be late.
6. The police officer made him ... tell the truth.
7. I would like you ... admit your fault.
8. Swan believes Vicky ... be the best manager in our store.
9. Nick persuaded me ... go in for sports.
10. We saw Jacob ... break the window.
11. I consider this sculpture ... be a masterpiece.
12. She noticed Mary suddenly ... turn pale.

**Exercise 15. Transform the sentences using the Complex Object:**

*Example:*

*I want that she will cook mushroom soup. – I want her to cook mushroom soup.*

1. The children were laughing and enjoying themselves on the beach. Their parents saw them. – Their parents saw... .
2. They said: “He is an expert in our industry.” – They consider ... The bike disappeared in the forest. The policeman noticed it. – The policeman noticed ... .
3. Elvis said to his son: “Don’t watch horror films.” – Elvis doesn’t let ... .
4. “Mummy, please, buy me that doll”, said the little girl. – The little girl would like ... .
5. Dad says that I can travel to China with you. – Dad allows ... .
6. He swears a lot. Many people heard that. – Many people heard ... .
7. “Bring me some water from the well,” my grandmother said. – My grandmother wanted ... .
8. Somebody was watching me. I felt that. – I felt ... .
9. Daniel said: “Helen, you can go to a night club tonight.” – Daniel let ... .

### **Test yourself**

#### **Choose the correct answer:**

1. Он пришел первым.
  - a) He came the first.
  - b) He came first.
  - c) He was the first coming.
  - d) He was the first to come.
  
2. Проблема, которую надо решить, сложная.
  - a) The solved problem is difficult.
  - b) The solving problem is difficult.
  - c) The problem having solved is difficult.
  - d) The problem to be solved is difficult.
  
3. Я огорчился, узнав о его визите.
  - a) I was sorry to know about his visit.
  - b) I was sorry having known about his visit.
  - c) I was sorry to be known about his visit.
  - d) I was sorry to have been known about his visit.

4. Мы договорились встретиться с ними.

- a) We agreed meeting them.
- b) We agreed to meet them.
- c) We agreed to be met them.
- d) We agreed to have met them.

5. Он притворился, что не знает ответ на мой вопрос.

- a) He pretended didn't know the answer to my question.
- b) He pretended not knowing the answer to my question.
- c) He pretended not to know the answer to my question.
- d) He pretended not know the answer to my question.

6. Choose the correct Russian equivalent:

*The general aim of this work is to increase the productivity.*

- a) Главная цель этой работы – повышение производительности.
- b) Мы работаем над тем, чтобы повысить производительность.
- c) Главная цель – работать над повышением производительности.
- d) Работа в целом должна повысить производительность.

7. I'd like ... an appointment:

- a) make;
- b) to make;
- c) making;
- d) to be made.

8. The experimental results are not easy:

- a) interpret;
- b) interpreted;
- c) to be interpreting;
- d) to interpret.

9. Jim said the switch was dangerous and warned me ..... touch it:

- a) do not;
- b) not;
- c) not to;
- d) no.

10. She said the letter was personal and didn't let me ..... it:

- a) reading;

- b) read;
- c) to read;
- d) read to.

11. She didn't want ..... to go:

- a) they;
- b) I;
- c) his;
- d) me.

12. I know him ..... a good student:

- a) is;
- b) has been;
- c) to be;
- d) was.

13. Carol's parents always encouraged her ..... hard at school:

- a) to study;
- b) studied;
- c) studying;
- d) studies.

14. When did you ..... him to check the timetable?

- a) asked;
- b) to ask;
- c) ask;
- d) ask to.

15. He saw two girls ..... on the stage:

- a) to dance;
- b) dancing;
- c) dances;
- d) are dancing.

16. She made her brother ..... into the water:

- a) to jump;
- b) jump;
- c) jumps;
- d) jump to.

17. She didn't want her child ..... to hospital:

- a) to take;
- b) take;
- c) to taken;
- d) to be taken.

18. Who ... you to drive?

- a) taught;
- b) teach;
- c) does teaches;
- d) to teach.

19. Which sentence is correct?

- a) They were considered to be the best architects in the city.
- b) They were consider the best architects in the city.
- c) They were considered to being the best architects in the city.

20. Choose the right variant:

The number of the unemployed people in the world is reported \_\_\_\_\_ with every year:

- a) to be increasing;
- b) to be increased;
- c) to have been increased.

21. Choose the right variant:

- a) It is expected a new bestseller of Doydzh Norman will be published in 2016.
- b) A new bestseller of Doydzh Norman is expected to be published in 2016.
- c) A new bestseller of Doydzh Norman expected to be published in 2016.

22. Rewrite the following sentence:

*It is believed that the mountain gorillas are very calm and shy.*

- a) The mountain gorillas are believing to be very calm and shy.
- b) The mountain gorillas believe to be very calm and shy.
- c) The mountain gorillas are believed to be very calm and shy.

23. Rewrite the following sentence:

*It is said that a lot of weightlifters have enormous muscles.*

- a) A lot of weightlifters said to have enormous muscles.
- b) A lot of weightlifters are said to have enormous muscles.
- c) A lot of weightlifters have said to have enormous muscles.

24. Choose the right variant:

a) Sandra is seemed to have been dreaming of no one else but John since their first meeting.

b) Sandra to be seemed to have been dreaming of no one else but John since their first meeting.

c) Sandra seemed to have been dreaming of no one else but John since their first meeting.

## Unit XIV. TUNNELS

*Grammar: Согласование времен. Причастие.*

### Vocabulary

#### Nouns:

**contraption** – изобретенное хитроумное приспособление

**excavation** – земляные работы

**hole** – отверстие, дыра, яма, скважина

**obstacle** – преграда, барьер, заграждение

**reliable tool** – надежный инструмент

**roadway** – проезжая часть, мостовая

**setting** – установка

**sewer** – сточная труба, канализационная труба

**shield** – щит, защита, прикрытие, заслон

**ground** – грунт

**subway** – метро

**support** – поддержка

#### Adjectives:

**bustling** – суетливый, шумный

**circular** – циркулярный, круглый, округлый

**enormous** – огромный, громадный

**ovoid** – яйцевидный

**pressurized** – герметичный

**shallow** – неглубокий, мелководный, поверхностный

**sound** – здоровый, крепкий, прочный, неиспорченный

**tricky** – хитрый, ловкий, находчивый, искусный, сложный

#### Verbs:

**add** – добавлять, прибавлять

**attach** – прикреплять, прикладывать, присоединять, привязывать

**bore** – сверлить, бурить

**carry out** – осуществлять, выполнять

**dig** – копать, рыть

**drill** – сверлить, бурить

**float** – плавать, всплывать, держать на поверхности воды, затоплять, спускать на воду  
**gush** – хлынуть, литься или разразиться потоком  
**investigate** – исследовать  
**prevent** – препятствовать, мешать  
**rely on smb, smth** – полагаться на кого-то, что-то  
**require** – требовать  
**sink** – опускаться, тонуть, погружаться, спадать, оседать  
**weigh up** – взвешивать

## Tunnels

Tunneling is difficult, expensive and dangerous engineering work. Tunnels are built to provide direct automobile or railway routes through mountain ranges, under or over rivers. Modern tunnels are often very long and deep. The Simplon Tunnel on the France-to-Italy railway is 12 miles long and in one place the peaks of the Alps rise over 6000 feet above it. Some tunnels are over 50 feet in diameter. Many are circular in cross-section. Others are horseshoe-shaped, ovoid or square with a level floor on which it is easy to lay permanent roads and railways.

Today, not even mountains and oceans stand in the way. With the latest tunnel construction technology, engineers can bore through mountains, under rivers, and beneath bustling cities. Before carving a tunnel, engineers investigate ground conditions by analyzing soil and rock samples and drilling test holes.

In case of a tunneling which is usually carried out from both ends simultaneously a base line is set out on the ground at each end and the course followed by the tunnellers is continually checked by measuring both levels and angles with reference to the base line.

There are three steps to a tunnel's success. The first step is excavation: engineers dig through the Earth with a reliable tool or technique. The second step is support: engineers must support any unstable ground around them while they dig. The final step is lining: engineers add the final touches, like the roadway and lights, when the tunnel is structurally sound.

Based on the setting, tunnels can be divided into three major types: soft-ground tunnels are typically shallow and are often used as subways, water-supply systems, and sewers. Because the ground is soft, a support structure, called a tunnel shield, must be at the head of the tunnel to prevent it from collapsing.

Rock tunnels require little or extra support during construction and are often used as railways or roadways through the mountains. Years ago, engineers were forced to blast through mountains with dynamite. Today they rely on enormous rock-chewing contraptions called tunnel-boring machines.

Underwater tunnels are practically tricky to construct, as water must hold back while the tunnel is being built. Early engineers used pressurized excavation chambers to prevent water from gushing into tunnels. Today, prefabricated tunnel segments can be floated into position, sunk, and attached to other sections.

The engineers designing the project have to decide whether or not it is practical to construct a tunnel through or under the obstacle. In making their decision, they have not only to consider the economic aspect, but must also weigh up all the constructional advantages and disadvantages of both tunneling and the alternative method of either passing around or over the obstacle. In practice it is often found that tunneling, although costly, proves to be less expensive than any alternative system.

### **Text exercises**

#### **Exercise 1. Answer the following questions:**

1. What is the final step to a tunnel's success?
2. What do rock tunnels require?
3. What do rock tunnels rely on today?
4. What for did engineers use pressurized excavation chambers?
5. What do the engineers designing the project have to decide?

#### **Exercise 2. Choose the right variant:**

1. Before carving a tunnel, engineers should ... ground conditions by analyzing soil and rock samples:
  - a) investigate;
  - b) see;
  - c) study;
  - d) observe.
  
2. Engineers ... through the Earth with a reliable tool or technique:
  - a) float;
  - b) go;
  - c) dig;
  - d) drill.

3. Rock tunnels require some ... during construction:

- a) money;
- b) support;
- c) tools;
- d) setting.

4. A support structure is called a tunnel:

- a) technique;
- b) shield;
- c) hole;
- d) contraption.

5. Soft-ground tunnels are typically:

- a) floating;
- b) pressurized;
- c) bustling;
- d) shallow.

**Exercise 3. Agree or disagree. Give your reasons:**

1. Tunnels are built to provide indirect automobile or railway routes through mountain ranges, above or down rivers.
2. All tunnels are circular in cross-section.
3. After carving a tunnel, engineers investigate ground conditions by analyzing soil and rock samples and drilling test holes.
4. Tunnels can be divided into three major types.
5. Years ago, engineers were forced to blast through mountains with tunnel-boring machines.
6. Early engineers used pressurized excavation chambers to prevent water from gushing into tunnels.
7. Tunneling is inexpensive and safe engineering work.

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

1. With the latest tunnel \_\_\_\_\_ technology, engineers can \_\_\_\_\_ through mountains, under rivers, and beneath \_\_\_\_\_ cities.
2. Tunneling is usually carried out from both ends \_\_\_\_\_.
3. Soft-ground tunnels are typically \_\_\_\_\_ and are often used as \_\_\_\_\_.
4. The course followed by the \_\_\_\_\_ is continually checked by measuring both \_\_\_\_\_ and angles with reference to the base line.

5. Tunneling, although costly, proves to be less \_\_\_\_\_ than any \_\_\_\_\_ system.
6. Underwater tunnels are practically \_\_\_\_\_ to construct, as water must \_\_\_\_\_ while the tunnel is being built.

*subways bustling tunnellers construction alternative shallow  
simultaneously bore tricky levels hold back expensive*

**Exercise 5. Complete the following dialogue with the necessary information:**

A: – What is tunneling?

B: – \_\_\_\_\_ .

A: – \_\_\_\_\_ ?

B: – Tunnels are built to provide direct automobile or railway routes through mountain ranges, under or over rivers.

A: – What do engineers do before carving a tunnel?

B: – \_\_\_\_\_ .

A: – \_\_\_\_\_ ?

B: – The first step is excavation: engineers dig through the Earth with a reliable tool or technique. The second step is support: engineers must support any unstable ground around them while they dig. The final step is lining: engineers add the final touches, like the roadway and lights, when the tunnel is structurally sound.

A: – What are the types of modern tunnels?

B: – \_\_\_\_\_ .

A: – \_\_\_\_\_ ?

B: – They consider the economic aspect and weigh up all the constructional advantages and disadvantages of both tunneling and the alternative method of passing the obstacle.

**Additional exercises**

**Exercise 1. Translate into Russian:**

Contraption; excavation; hole; enormous; ovoid; add; attach; bore; carry out; roadway; setting; rely on smb, smth; require; sewer; sink; weigh up; bustling; gush; investigate; prevent; circular ; dig; obstacle; reliable tool; sound; tricky; shield ; ground; subway; support; drill; float; pressurized; shallow.

## Exercise 2. Find the English equivalents:

Грунт; метро суетливый, шумный; циркулярный, круглый, округлый; сверлить, бурить; плавать, всплывать, держать на поверхности воды, затоплять, спускать на воду; преграда, барьер, заграждение; надежный инструмент; добавлять, прибавлять; прикреплять, прикладывать, присоединять, привязывать; проезжая часть, мостовая; установка; огромный, громадный; яйцевидный; осуществлять, выполнять; копать, рыть; новоизобретенное хитроумное приспособление; земляные работы; отверстие, дыра, яма, скважина; герметичный; неглубокий, мелководный, поверхностный; хлынуть, литься или разразиться потоком; исследовать; препятствовать, мешать; поддержка; полагаться на кого-то, что-то; требовать; сточная труба, канализационная труба; щит, защита, прикрытие, заслон; опускаться, тонуть, погружаться, спадать, оседать; здоровый, крепкий, прочный, неиспорченный; хитрый, ловкий, находчивый, искусный, сложный; взвешивать.

## Exercise 3. Complete the sentences:

1. Before carving a tunnel, engineers investigate ground conditions by \_\_\_\_\_ .
2. Engineers dig through the Earth \_\_\_\_\_ .
3. Engineers must support \_\_\_\_\_ .
4. Engineers add the final touches, like the roadway and lights, when \_\_\_\_\_ .
5. Today, prefabricated tunnel segments can be \_\_\_\_\_ .
6. The engineers designing the project have to decide \_\_\_\_\_ .

## Exercise 4. Match the terms (numbers) to their definitions (letters) (e.g.: 1-d):

- |                                |  |
|--------------------------------|--|
| 1. Excavation is ...           | a) engineers must support any unstable ground around them while they dig;                        |
| 2. The Simplon Tunnel is ...   | b) often used as railways or roadways through the mountains;                                     |
| 3. Soft-ground tunnels are ... | c) engineers add the final touches, like the roadway and lights, when the tunnel is structurally |

4. Support is ... sound;  
d) typically shallow and are often used as subways, water-supply systems, and sewers;
5. Rock tunnels are ... e) practically tricky to construct, as water must hold back while the tunnel is being built;
6. Lining is ... f) engineers dig through the earth with a reliable tool or technique;
7. Underwater tunnels are ... g) 12 miles long and in one place the peaks of the Alps rise over 6000 feet above it.

### **Exercise 5. Talk about:**

- soft-ground tunnels;
- constructional advantages and disadvantages of tunneling;
- rock tunnels;
- underwater tunnels;
- excavation, support and lining.

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

1. Сегодня даже горы и океаны не стоят на пути строителей туннелей.
2. Некоторые туннели имеют подковообразную, яйцевидную или квадратную форму с ровным полом, на котором легко укладывать постоянные дороги и железные дороги.
3. Ранее инженеры использовали экскаваторные камеры под давлением для предотвращения попадания воды в туннели.
4. Поскольку земля мягкая, опорная конструкция, называемая туннельным щитом, должна быть в начале туннеля, чтобы предотвратить его разрушение.
5. Многие туннели имеют круглое сечение.
6. Прежде чем проложить тоннель, инженеры исследуют состояние грунта, анализируя образцы почвы и горных пород и сверля пробные скважины.

## Grammar exercises

### Exercise 1. Fill in the gaps with prepositions where necessary:

1. You shouldn't rely ... him. He is not a reliable person.
2. The work was carried ... in time.
3. It doesn't require ... much time.
4. It will prevent us ... collapsing.
5. Everything must be weighed ... .

## The Sequence of Tenses

### Exercise 2. Open the brackets. Use the rules of the Sequence of Tenses:

1. He said that he still (to be) fond of collecting stamps and coins.
2. She said that her parents (to divorce) two years ago already! – Oh, how awful! I can't believe it's true!
3. I met him at the disco yesterday and he told me that I (to dance) very well and I answered that it (to be) no wonder because dancing (to be) my hobby for many years!
4. She said her mother's hobby (to be) ballet and she (to dance) pretty well in her youth. Can you imagine? – No, hardly.
5. My great-grandparents (to be) engaged for a whole year before they (to get) married. – I believe it's impossible nowadays.

### Exercise 3. Complete the sentences. Use the rules of the Sequence of Tenses:

1. ... that his nephew didn't go to school yet as he is too small.
2. ... that his father had been fond of parachuting and car-racing before ...
3. His cousin ... that collecting badges ... for years until ...
4. I found out yesterday that ... until...
5. ... her mother-in-law had never been interested in such a strange thing as embroidering, it must be a mistake.
6. ... that his grandson ... at that moment.
7. She was sure that her father ... until he married.
8. My grandfather ... that playing the piano ... for all his life.
9. My uncle ... that his ancestors ...
10. ... that his parents ...

**Exercise 4. Open the brackets. Use the rules of the Sequence of Tenses:**

1. Did you ask Mike to take the camera to the party? – Yes, he told me that he (to come) and (to take) a lot of pictures.

2. Did you persuade your cousin in the necessity of sports? – Yes, but she promised that she (to go in for) sports) only since that summer.

3. What did you tell your little niece? – Nothing special – I only (to tell) her that I (to travel) all the summer and that it (to be) a lot of fun and now she wants to go with me.

4. Did you invite Mary to the basketball game in which you (to take part) the next week? – Yes, I did, but it turned out that she (to watch) the horseracing competitions at that moment.

5. Has your mother already finished sewing the dress for the baby? – No, but she said she (to finish) it in a couple of days.

**Exercise 5. Complete the sentences:**

1. I hoped that my brother ... in a week.

2. ... that my niece and nephew would go hiking the next day and there would be quiet at home.

3. I told you that his mother- in-law ... . Well, I was wrong.

4. Did he tell you that his parents ... the next year? Don't believe it.

5. Did you really think that your cousin ... in a month?

6. Did she really believe that her daughter ... in two weeks?

7. I didn't want to think that ... after a while. I am greatly disappointed with your intentions.

8. I didn't know that your grandfather ... in summer. – I didn't know myself!

**Exercise 6. Translate into English:**

1. Он мне говорил, что интересуется историей. 2. Он знал, о чем она думает. 3. Он сказал, что вернется очень скоро. 4. Я знал, что он живет в Лондоне. 5. Я знал, что она жила в Сан-Франциско. 6. Она мне не сказала, что говорила с ними. 7. Я думал, что он получает от нее письма. 8. Я был рад, что он получил от нее письмо. 9. Я думал, что они пригласят нас. 10. Я был уверен, что он работает на этом заводе. 11. Я был уверен, что он работает, и поэтому не вошел в комнату. 12. Он сказал мне, что видел их накануне. 13. Я был уверен, что он сидит в саду. 14. Она говорила, что книга ей нравится. 15. Я был уверен, что он живет здесь уже много лет. 16. Я вчера слышал, что они в

Эдинбурге. 17. Мы слышали, что они были в Ливерпуле. 18. Я слышал, что они работают уже несколько месяцев. 19. Мы не знали, что он болен. 20. Мы не знали, что он так давно болен. 21. Он не знал, что мы знаем друг друга с детства. 22. Мне сказали, что они вчера вернулись в Москву.

### The Participle

#### Exercise 7. Translate into Russian. Use Participle I:

1. The girl standing at the window is my sister.
2. Having been sent to the wrong address the letter didn't reach him.
3. He sat in the arm-chair thinking.
4. She came up to us breathing heavily.
5. The hall was full of laughing people.
6. The singing girl was about fourteen.
7. Having read the book I gave it to Pete.
8. The large building being built in our street is a new school – house.
9. Having finished the experiment the students left the laboratory.
10. Being busy, he postponed his trip.
11. Having been written long ago, the manuscript was impossible to read.
12. Having been built of concrete, the house was always cold in winter.

#### Exercise 8. Open the brackets. Use Participle I Active or Passive:

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

#### Exercise 9. Open the brackets. Use Participle I:

1. (To write) out all the words, I started to learn them.
2. (To buy) food, they left supermarket.
3. (to bark) dog doesn't bite.

4. She entered the room (to smile).
5. (To drink) coffee she was talking to her friend.
6. (To find) the keys, we were able to open the door.
7. (To make) the report, Tom left the room.
8. (To see) her he raised his hat.
9. My task (to finish), I went to bed.
10. While (to learn) the pronunciation of the words we learned their meaning.

**Exercise 10. Translate into Russian:**

1. He doesn't like boiled milk.
2. I remember well his words said at the meeting.
3. We don't like the book bought last week.
4. The stolen things were returned to the owner.
5. Asked about this event, he replied nothing.
6. The explanation given was not complete.
7. When burnt, coal produces heat.
8. The results received were of great importance for the further work.
9. When reconstructed the theatre looked more beautiful than before.
10. She showed us a list of the newly published books.

**Exercise 11. Open the brackets. Use Participle II:**

1. The letter (to write) by him was very long.
2. We are interested in the goods (to produce) by this factory.
3. She didn't understand the word (to say) by him.
4. He didn't see the things (to keep) in her box.
5. I don't like the video (to buy) yesterday.
6. This is the house (to build) many years ago.
7. The question (to put) to the professor was important.
8. When (to offer) to work abroad, he refused.
9. The article on agriculture (to publish) in this magazine was written by Smith.
10. You can get the book (to recommend) by our teacher in the library.
11. When (to use) for building purposes, concrete is very important.
12. When (to complete) the new building will accommodate 3000 students.

## Test yourself

### Choose the correct answer:

1. He knew that Mary \_\_\_\_\_ a student but he was not sure about it:

- 1) was;
- 2) is;
- 3) had been;
- 4) are.

2. I expected that my friend \_\_\_\_\_ with my car:

- 1) would help;
- 2) will help;
- 3) helped;
- 4) had helped.

3. Granny said that she \_\_\_\_\_ her glasses:

- 1) has lost;
- 2) had lost;
- 3) lost;
- 4) would lose.

4. We didn't know that our friend \_\_\_\_\_ ill:

- 1) is;
- 2) had been;
- 3) was;
- 4) would be.

5. He said he \_\_\_\_\_ later:

- 1) came;
- 2) had come;
- 3) will come;
- 4) would come.

6. The girl \_\_\_\_\_ at the window is my sister:

- 1) is standing;
- 2) stood;
- 3) standing;
- 4) having stood.

7. \_\_\_\_\_ the book I gave it to Pete:

- 1) having read;
- 2) read;
- 3) reading;
- 4) having reading.

8. The large building \_\_\_\_\_ in our street is a new school:

- 1) built;
- 2) having been built;
- 3) being built;
- 4) is being built.

9. She came up to us \_\_\_\_\_ heavily:

- 1) breathing;
- 2) breathed;
- 3) having breathed;
- 4) was breathing.

10. \_\_\_\_\_ busy, he postponed his trip:

- 1) be;
- 2) being;
- 3) having been busy;
- 4) was.

## TEXTS FOR READING

### About myself

Let me introduce myself! My name is Peter Sokolov. I come from Novosibirsk, the city in the east of Russia. Next winter I will be 20.

I know that telling a lot of nice words about yourself is not modest, but I am a kind and easy-going young man. My friends say that I am quite handsome and cheerful. They also consider me to be a reliable and sincere friend. When I look at myself in the mirror I see a slender man, neither tall nor short. My hair is brown and wavy. My eyes are green.

Now let me tell you a little about my family. It takes an important part in my life. I have a lot of relatives and we are close to each other. I live at home with my parents. My mother is a dressmaker and my father is a chief cook in a restaurant. My elder brother is 25 and he is married. He and his wife went to work in Germany last year.

As for my interests I spend my free time studying English, swimming, riding a bike, hiking in the countryside and surfing the Internet. I also devote 2 or 3 evenings a week to the gym. Sport is my passion! I am not interested in watching TV, I remember about this device only once a year – on New Year's Eve.

I am not married but I am in a relationship with a nice girl whose name is Svetlana. We've been dating for 2 years already. We love cooking food, watching movies and playing tennis together. We are also fond of listening to English rock music.

I am a third-year student of Moscow Aviation Institute, the faculty of aircraft engineering. I am enjoying the course a lot. My weekdays are usually busy with studies and I must work hard to become a good aviation engineer after I graduate. I want to be a well-educated person, to develop myself and become the best son for my parents.

### Who is who?

The Forests are an English family. They live in a big house on a farm near Brimstead. There are four of them: John Forest, his wife Marian and their two children: Richard and Freddy.

John is a farmer. He works hard on his farm. Marian looks after the house and the family.

Their son Richard goes to Brimstead every day: he works in an office there. Freddy goes to school in Brimstead. He is quite a clever pupil, but he doesn't like maths.

Every week Marian goes to the shops in Brimstead. They have a car but Marian doesn't drive.

In the afternoon Marian usually sits in her room and does some sewing. Sometimes she visits Mrs Preston who lives next door. Mrs Preston gives her tea and cakes and tells her all the news.

At about four Freddy comes home from school, has his tea and then plays in the garden for an hour or two.

The Forests go to bed early. Marian listens to the radio in the evening. She likes music and is also fond of reading. John doesn't like any of these; he talks with other farms about work on the farm or just sits and thinks about it. Sometimes he goes down to the pub and drinks a glass or two of beer.

### **Family Affairs**

Jane Ogden is twenty-one years old. She works in an office in the center of London. She is a manager. Although her work is over at five o'clock in the afternoon she comes home rather late. Jane is going to marry a respectable gentleman who is fifteen years older than she is. But her mother is upset about it. She doesn't think that Jane can be happy with Mr Dobson. She wants her daughter to marry a younger man.

One evening Jane comes home at eleven o'clock in the evening. Mrs Ogden is still up. She comes out into the hall to meet her daughter.

"I don't want you to marry Mr Dobson", she says. "What do you mean?" the daughter asks. "I think it's better if you marry a man who hasn't so much money".

"Oh, that's all right", the daughter says. "He is not going to have so much money for long".

### **In a Small Town**

Toscanini was a great musician. He lived in America. One day he came to a very little town. He was walking along the street when he saw a piece of paper in one of the windows. He read: **Mrs. Smith. Music lessons. Two dollars a lesson.**

Then Toscanini heard the music. Somebody was playing Tchaikovsky. "Mrs. Smith is playing," he thought, "she isn't a very good musician. She doesn't play Tchaikovsky well. I must show her how to play it."

He went up to the door of the house and rang. The music stopped and soon a woman opened the door.

"Are you Mrs. Smith?" asked Toscanini. "My name is Toscanini and I want to show you how to play Tchaikovsky."

Mrs. Smith was glad to meet the great musician. She asked him to come in. Toscanini played Tchaikovsky for her and went away.

A year later Toscanini visited the same town again. When he went up to the house where he had played Tchaikovsky the year before he again saw a piece of paper. Now it read. **Mrs. Smith (Toscanini's pupil). Music lessons. Four dollars a lesson.**

### **Our Little Piece of Pop History**

Andrew Holgate and his family bought a house at number 59 Lyndhurst Grove, in London. On their first morning in their new house they were surprised. They looked out of the window and saw some people taking photographs of their front door. Every week more people came and took photographs. Andrew and his family couldn't understand it. Then they solved the mystery ...

The British pop group Pulp have a song on their album *PulpIntro* called 59 Lyndhurst Grove (written by the singer, Jarvis Cocker). The people who came to see their house were Pulp fans. But why did Pulp sing about 59 Lyndhurst Grove? This is the story. One night Jarvis Cocker came to a party at the house. He argued with the owner, an architect, and the owner threw him out of the house. Jarvis went home and wrote an angry song about the house, the party, and the architect owner.

There are other pop songs about streets. For example, the Beatles wrote a song about Penny Lane in Liverpool. But what is unusual is that Jarvis Cocker's song gives the number of the house. Fortunately, Andrew and his family are quite happy that their house is famous.

### **My Study Abroad (Experience at the University of Tokyo)**

To be honest, my initial interest in this program was nothing too great. I was searching for something useful to do with my summer and since I am studying bioengineering at UC Berkeley, I wanted to find something related to bioengineering. I applied for several research and internship programs including one related to nanoscience, but most of them required much more experience than I had at the time. I was also interested in studying abroad in Australia. So, I was searching for summer programs in Australia, but there weren't many related to bioengineering.

The nanoscience program in Japan caught my attention. I did not think that I would actually end up there, but I thought that I might as well apply. I had no strong desire to visit Japan at the moment because I really did not know much about the country and I had never really traveled

abroad before. The only things that came to my mind when I thought about Japan were anime and geisha girls, neither of which I was very fond of. Clearly, I had a false initial judgment of Japan, as I would soon find out.

After much hesitation, I decided to follow through with the program IARU GSP as I convinced myself that the experience that I would get would be much greater than my worry for any slight dangers that I might be exposed to. As the date of my program approached, my parents wouldn't stop bugging me about preparing for my trip; but for some reason, I was no longer worried at all. I was given tons of information from the IARU GSP coordinators that I had not yet read because there was so much of it. In fact, I did not start reading them until the day before my departure. I had never traveled to a foreign country alone before and I realized that I was getting myself into completely unknown territory.

Meeting others in my program from various other countries around the world was a great learning experience for me. We all had many differences and a few similarities, but there was one main thing that we all had in common: we were all in a place completely foreign to us. Walking around with the group, made the trip a lot easier and even more enjoyable because we were all lost and in awe together. Because I have had very minimal interaction with people from other countries, conversing with my classmates was awkward at times because there were things that people had experienced in their home countries that others had never heard of before.

Attending class at the University of Tokyo was also a very worthwhile experience for me. The University of Tokyo is one of the most prestigious universities in the world, especially in the bioengineering field. It was an honor to study at the university, attend lectures taught by professors that are making world-renowned discoveries, and be introduced to some of the world's top-notch laboratories. In addition, being in a small class of only seven students made it a much more casual setting in which we could get to know the professors and other students more on a personal level. At times, a few of the professors were a little difficult to understand and their lectures may have been far above our level in knowledge, but they were always welcoming and encouraging of our questions. They really cared about our understanding of the material as students and they were all very proud of their own research. I learned a lot about the many different fields of nanoscience and biotechnology and, as a result, I have been able to discover what areas of research I am really interested in.

In the end, I feel that I have conquered my fears in a way. I am no longer afraid of setting out on my own. I have learned how to survive in a foreign

country out of reach of my parents and others whom I am familiar with. Overall, I have grown as an individual in many ways. This study abroad has allowed me to gain a more complete sense of independence and a curiosity for the rest of the world.

### **The University of Oxford**

The University of Oxford is one of the most prestigious educational institutions in the world and also the oldest university in the UK located in Oxford town of Oxfordshire county. It is on the top of the list of the seven British and Irish ancient universities founded before 1600. It is also a member of the Russell Group – a self-selected association of twenty-four public research universities in the United Kingdom.

The exact date of Oxford University foundation is unknown, however it was firstly mentioned in 1096. Since 1167 the university has started to attract the brightest minds from all the UK because Henry II made English students give up their education in France and they returned home to study. The royal charter that followed in 1248 finally consolidated the university status. Here such disciplines as theology, medicine, law and liberal arts and sciences were taught. Initially Oxford University had quite a small territory and only monks were taught there. However, since the second half of the 13 century religious communities and colleges started to emerge. Later, until the 18 century, Oxford University was involved in a bunch of religious and political disputes yet continuing its educational activity and not losing the status of the principal world institution. Until the 19 century Oxford University was teaching mostly the exact sciences, later many subjects of Humanities were included and also the Medical School was opened which now is considered to be one of the best in the world (2nd position in 2015/16 according to QS Rankings). After World War I and the loss of about 40% of students on the battlefields, Oxford experienced a significant modernization and began to train specialists in virtually all fields of knowledge. The study process was becoming more systematic, which eventually made the university one of the foremost scientific institutions in Europe.

Even though nowadays Oxford University is mostly famous for the field of Humanities, the exact, social and medical sciences are taught on the same top level as well as banking and law. All faculties are combined into four major divisions: humanities, social sciences, mathematics, physical and life sciences, and medical sciences. The University of Oxford is like a small state which has 38 various colleges and 6 Permanent Private

Halls (PPH). The main difference between them lays in the number of students, daily schedule, charter and taught disciplines. PPHs are supported by many religious organizations including the Roman Catholic Church. The university offers education in almost all possible specializations for Bachelor's level, Master students can learn everything except Accounting. Oxford University is proud of the level of teaching humanities (the 1st place, according to the QS rankings), social sciences and its medical education. Oxford is usually no lower than the tenth line of rankings in all fields of knowledge.

### **Study in the USA**

The United States has always been a dream country for every international student dreaming to study abroad. With its amazing cities and lifetime opportunities, it is no doubt the top destination on every student's list for higher education.

If you study in the United States of America, you enjoy the advantage of having your degree recognized across the globe. With more than 5000 universities and colleges, you have a wide range of courses and schools to select from. It is also home to 50% of the top universities in the world.

Universities in the USA have the most advanced research infrastructure that enables students to develop innovative ideas and conduct scientific researches. It is also home to the world's most successful start-ups and innovations. It encourages a study environment where students can become entrepreneurs and innovators.

A student can study in the US for anything he can think of. You are free and fortunate to choose from a wide range of disciplines, schools and programs. Schools offer various programs at different levels such as Foundation programs, Associate degrees, Bachelors, Masters and PhD. There are also some common subjects that can be found in most schools such as Engineering, Architecture, Computer Science, Accounting, Economics, Medicine, Law, Fashion Design, Psychology etc.

The United States of America is often referred to as "land of opportunities" because it not only has a great education but promising career opportunities as well. American universities and colleges allow international students to work up to 20 hours part-time on campus. Alternatively, students can also select CPT (Curricular Practical Training) to hone the skills and knowledge acquired in their studies. Almost every American university has a career department that helps students participate in

educational events, fairs, competitions etc. Also, international students who successfully complete their undergraduate or postgraduate program are entitled to get one year of OPT (Optional Practical Training) and STEM students can get OPT up to 36 months.

Universities in the US offer numerous scholarship opportunities to encourage bright students to come and study in the US. Even top universities in the US will offer scholarships for deserving candidates.

Some well-known programs are AVVO scholarship program, Berkeley International Student scholarship, Annual CG trader scholarship, Capex American Scholarship, Fulbright foreign student program and many more. Universities like American University, Amherst College, Clark University, Concordia, Dartmouth, Wesleyan University and more offer generous merit scholarships to international students.

### **Student Life at Cambridge**

Cambridge is a small city about 50 minutes north of London on the train. Students account for about a fifth of the city's population (there are around 28,500 here) and are a significant and important part of the community. As a result, Cambridge is a great place to be a student.

Cambridge is a beautiful city, one that combines and embraces the old and the new. You're surrounded by historic architecture as well as ultra-modern buildings. It has the charm and welcoming feel of a small town as well as the variety and energy of a larger city.

However you like to spend your time, there's always something to keep you entertained – whether that's having coffee with friends, going punting, catching a film, having a night out, or getting involved in clubs and societies.

Cambridge has a full calendar of events, festivals and attractions that make it ideal to visit all year round – a destination for all seasons. The city is hard to beat for a weekend away or a longer stay; there is always something to see and do with a choice of activities to satisfy all ages, every budget and interest.

In the summer months Cambridge is sizzling with fresco performances of music in the parks and green spaces as part of the annual Summer in the City programme of events. This includes the Children's Marquee and Comedy Marquee on Jesus Green; Midsummer Fair; and The Big Weekend, three days and nights of free music and family entertainment on Parker's Piece, including an appearance by the Olympic Torch this year.

The Cambridge Shakespeare Festival is an eight-week tour-de-force of Elizabethan drama performed in the idyllic and unique settings of Cambridge University's private gardens, where the audience can picnic on a summer's evening before enjoying theatre at its best.

In April and November, literary festival Wordfest brings authors and literary luminaries to Cambridge in a programme of lively and friendly events across all genres. The University of Cambridge Festival of Ideas, in October, is the only free arts, humanities and social sciences festival in the UK and packed with talks and performances for all the family.

Cambridge certainly likes to keep its residents and students entertained. There are four theatres, three cinemas, and two major entertainment venues – The Junction and The Corn Exchange (offering varied programmes which include comedy, drama, dance, concerts and club nights) – plus numerous other events, fairs and festivals throughout the year.

Live music is a big part of life in the city. There's something on offer for every musical taste – from buskers in the street and gigs in pubs, to classical concerts and big name acts.

Cambridge is well known for its great range of pubs – there are more than 100 to choose from before you even start to count the dozens of College and University bars! There are also several clubs in the city, offering the various music nights you'd expect, as well as cheap entry and offers for students.

There's a great selection of places to eat too; something for any mood, occasion and price range. Better still, your Cambridge student card (which you'll receive when you start at the University) will get you discounts and special deals at numerous restaurants and cafés.

Within Cambridge's four shopping centres and the city centre streets, most high street names are represented, as well as many independent shops and boutiques. The daily market on Market Square sells everything from jewellery and vintage clothes to bread and fruit; and at the weekend there are also farmers', and arts and crafts markets. In addition, in the vibrant and eclectic range of shops, cafés and restaurants on Mill Road, you can find just about anything from just about anywhere in the world and to suit any budget, all on one street!

## Education in Great Britain

Twelve million children attend about 40.000 schools in Britain. Education in Great Britain is compulsory and free for all children between the ages of 5 and 16. There are many children who attend a nursery school from the age of 3, but it is not compulsory. In nursery schools they learn some elementary things such as numbers, colours, and letters. Apart from that, babies play, have lunch and sleep there. Whatever they do, there is always someone keeping an eye on them.

Compulsory education begins at the age of 5 when children go to primary school. Primary education lasts for 6 years. It is divided into two periods: infant schools (pupils from 5 to 7 years old) and junior schools (pupils from 7 to 11 years old). In infant schools children don't have real classes. They mostly play and learn through playing. It is the time when children just get acquainted with the classroom, the blackboard, desks and the teacher. But when pupils are 7, real studying begins. They don't already play so much as they did it in infant school. Now they have real classes, when they sit at desks, read, write and answer the teacher's questions.

Compulsory secondary education begins when children are 11 or 12 and lasts for 5 years. Secondary school is traditionally divided into 5 forms: a form to each year. Children study English, Mathematics, Science, History, Art, Geography, Music, a Foreign language and have lessons of Physical training. Religious education is also provided. English, Mathematics and Science are called "core" subjects. At the age of 7, 11 and 14 pupils take examinations in the core subjects.

There are 3 types of state secondary schools in Great Britain. They are:

**Comprehensive schools**, which take pupils of all abilities without exams. In such schools pupils are often put into certain sets or groups, which are formed according to their abilities for technical or humanitarian subjects. Almost all senior pupils (around 90 per cent) go there.

**Grammar schools**, which give secondary education of a very high standard. Entrance is based on the test of ability, usually at 11. Grammar schools are single sexed schools.

**Modern schools**, which don't prepare pupils for universities. Education in such schools gives good prospects for practical jobs.

After five years of secondary education, at the age of 16, pupils take the General Certificate of Secondary Education (GCSE) examination. When they are in the third or in the fourth form, they begin to choose their exam subjects and prepare for them.

After finishing the fifth form pupils can make their choice: they may either leave school and go to a Further Education College or continue their education in the sixth form. Those who stay at school after GCSE, study for 2 more years for “A” (Advanced) Level Exams in two or three subjects which is necessary to get a place at one of British universities.

There are also about 500 private schools in Great Britain. Most of these schools are boarding ones, where children live as well as study. Education in such schools is very expensive, that's why only 5 per cent of schoolchildren attend them. Private schools are also called preparatory (for children up to 13 years old) and public schools (for pupils from 13 to 18 years old). Any pupil can enter the best university of the country after leaving this school. The most famous British public schools are Eton, Harrow and Winchester.

After leaving secondary school young people can apply to a university, a polytechnic or a college of further education. There are 126 universities in Britain. They are divided into 5 types: The Old ones, which were founded before the 19th century, such as Oxford and Cambridge; The Red Brick, which were founded in the 19th or 20th century; The Plate Glass, which were founded in 1960s; The Open University which is the only university offering extramural education. Students learn subjects at home and then post ready exercises off to their tutors for marking; The New ones. They are former polytechnic academies and colleges. The best universities, in view of “The Times” and “The Guardian”, are The University of Oxford, The University of Cambridge, London School of Economics, London Imperial College, London University College. Universities usually select students basing on their A-level results and an interview. After three years of study a university graduate can get the Degree of a Bachelor of Arts, Science or Engineering. Many students then continue their studies for a Master's Degree and then a Doctor's Degree (PhD).

### **Education in the USA**

The system of education in the USA varies greatly from state to state. School education in so called state public schools is free. Parents are free to choose any public school for their children. Although there are a lot of private schools, mainly religious, and parents have to pay for them. A school year starts in September and ends in June. It is divided into three terms or four quarters.

American children start attending elementary schools at the age of 6. They continue their studies for eight years there (8 grades). Their basic

subjects in the curriculum at this stage are English, Arithmetic, Natural Science, History, Geography, Foreign Language and some others. After that pupils may enter a Senior high school or if they go to a 5- or 6-year Elementary school, they then attend a 3- or 4-year Junior high school, and then enter a Senior high school. Pupils graduate from high schools at the age of 18. The high schools (also known as secondary schools) are generally larger and accommodate teenagers from four or five elementary schools. During the school year the students study four or five selective subjects according to their professional interests. They must complete a certain number of courses to receive a high school diploma or a certificate of school graduation.

In order to develop social skills and encourage students' participation in extracurricular activities every high school has an orchestra, a music band, a choir, drama groups, football, basketball and baseball teams. School becomes the centre of social life for students.

At American colleges and universities young people get higher education. They study for 4 years and get a Bachelor's degree in arts or science. If a student wants to get a Master's degree he must study for two more years and do a research work. Students who want to advance their education even further in a specific field can pursue a Doctor degree. The most famous American universities are Harvard, Princeton, Stanford, Yale, Columbia Universities.

Education in the USA is the most popular choice among those who go to study abroad. Today, there are more international students in the United States than in any other country. Over the past year, their number has exceeded one million, despite the lack of free education and the requirement of SAT or ACT. That is primarily due to the academic prestige and effectiveness of US universities. In addition, graduates of American universities often achieve brilliant results in business, science, and politics.

Although America is considered one of the most expensive countries to study, most students here receive financial aid in the form of scholarships or grants. These are usually awarded to those who do not have sufficient funds to pay for training (need-based) and / or have significant academic achievements and talents (merit-based).

The most generous offers can be often found in the most prestigious universities. For example, the 5 largest US universities accept students (local and foreign) on a need-blind basis. This means that any promising candidate who has been selected at Harvard, Amherst, Yale, Princeton or MIT, can get some funding, regardless of the financial situa-

tion. Government programs are mainly aimed at US citizens, with the exception of several options. The most famous of them - The Fulbright Program - provides an opportunity for graduate students from 160 countries to study in the USA for free for a year or more. A large number of scholarships are also funded by universities, external foundations, and private organizations.

### **Big Cities of the UK**

The biggest cities of the United Kingdom are also great industrial and cultural centres. The biggest city of the country is London. The population of London is now over 8 million people. Lots of men and women crowd the city at day-time. They are engaged in the vast international business of London which has made it like no other place in the world. Many of the present-day commercial, financial, and civic institutions of the city have their roots in the 16th century, and some go even deeper. London is also a cultural centre of England. The British Museum, located here is the largest one in the world. In the evening you may choose between more than 50 theatres of the city. Among the most famous city attractions are also Buckingham Palace, the Houses of Parliament, St. Paul's Cathedral, Westminster Abbey, the Tower of London and many others.

Other big and famous cities of the United Kingdom are Birmingham, Glasgow, Liverpool, Manchester, Edinburgh, Belfast and others. They are famous for their companies, unique character and history. Birmingham is famous as an international business centre. Birmingham is at heart of Britain's motorway system. Massive post-war development brought exciting new buildings, but the best of the old ones have been preserved. The city's museum and art gallery have some of the finest examples of European painting. Birmingham's ultra-modern library is one of the largest and best stocked in Europe and includes the Shakespeare Memorial Library with 40,000 books in 90 languages. The city possesses several interesting churches and two cathedrals.

Edinburgh, the capital of Scotland, is also a great city with more than half a million inhabitants. The city is built of stone, not brick. The houses look solid. Some people call them grim, especially on a wet day, but when the sun shines beautifully the city looks fine. Some of world-famous people visited its bookshops, taverns, and clubs at different times. Among them were Dr. Johnson and Robert Burns. One of the famous avenues in the world is the Prince's Street in Edinburgh. It is the finest street and a shopping area of the city.

Glasgow is the third largest city of Great Britain. You can feel its industrial energy everywhere. The city extends along both banks of the river Clyde. With each phase of its development it has stretched, until its outskirts now lie several miles from the city centre. It is, by far, the largest and the most populous city of Scotland. It is known for its ship-building. Glasgow-built locomotives run in every part of the world. Today Glasgow is of such a size that it extends far over both banks of the river Clyde and bridges are as essential for the conduct of activities as are the people themselves. Within a distance of a mile there are 7 bridges. They carry road and rail traffic in and out of the city. No other city of Scotland has or needs as many river crossings as Glasgow.

Cardiff, the capital of Wales, lies near the mouth of the river Taff. In the days of our great-grandparents Cardiff was a tiny village. Today there are about a quarter of a million people living there. Cardiff is now the largest city in Wales and is noted for its coal. There is also a delightful park in the city which everyone tries to see. This is Cathay's Park. Few towns in the world have such fine public buildings as Cardiff. The Law Courts, City Hall and University buildings in Cathay's Park are worthy of any city in the world. The United Kingdom of Great Britain and Northern Ireland have many other cities and towns, that attract thousands of people from all over the world either on business or private visit.

### **A Visit to London**

Helen and Eduard Erling, the Brown's two young friends from Switzerland, were staying with them at Bishopton. The Erlings didn't know London. So, Susan and David took them to visit the West End and the City.

The City is quite small, but it is very important. Two thousand years ago the Romans built a town there. For hundreds of years people lived and worked here, but now nearly all the old houses have gone. Instead, there are large offices. Thousands of people come here by train every morning and in the evening they go home again. At night the City is very quiet and empty.

In the West End there are theatres, cinemas, long streets of fine shops and many big houses. There are beautiful parks too. In the West End you'll find most of the offices of the Government. David and Susan took their friends first of all to Buckingham palace, the home of the Queen and the Royal Family.

Then they walked down Whitehall, which is the street where all the Government offices are. When they were crossing the road to Westminster Abbey, Big Ben, the clock on the Houses of Parliament, struck ten. From Westminster they went down the River Thames by boat to the Tower of London, which is a very old castle.

After lunch they got on a bus which took them to the National Gallery. Here they saw many beautiful pictures, and the Swiss boy and girl enjoyed their visit very much.

They had dinner in a little restaurant in Soho, to which Susan and David often go. After dinner they took their friends to a theatre.

Helen and Eduard know English very well, so they enjoyed the play. It was midnight when they go home after a very interesting day.

### **Liverpool**

Liverpool, with a population of around half a million, was the English city that suffered most during the crisis of deindustrialization; but it has also perhaps had the most successful regeneration. Today, with its dock area classed as a UNESCO world heritage site, and more museums than any English city outside London, it is the big English city that attracts the greatest number of tourists.

Even when it was at its lowest, this port city on the estuary of the Mersey, in northwest England, was already a tourist mecca, drawing in visitors from around the world... twentieth century pilgrims journeying to the home city of their idols, the Beatles. And still today 50 years after the Beatles played in the Cavern Club (now rebuilt as a tourist attraction), Liverpool still attracts thousands of tourists coming to visit the city where the world's greatest pop group lived and played. The story of the Beatles is brought to life in the "Beatles Story" attraction, in the Albert Dock area; and Beatles "Magical Mystery Tours" of Liverpool start from the Albert Dock.

Liverpool was once the largest port in the United Kingdom after London, the gateway to the world of the industrial north of England, through which imports and exports of textiles and manufactured goods passed, and from which millions of emigrants from Britain, Ireland and Europe, set sail in search of a new life in North America or the colonies.

That time has passed, and now Liverpool – on the wrong side of England for trade with Europe – has lost most of its importance as a seaport. Yet the closure of most of the old docks turned out to be a fantastic opportunity for Liverpool, and the most famous part of the old port area - the

Albert Dock – is now a major tourist hub, and classed as a World Heritage Site by UNESCO.

The dock area offers visitors a choice of museums, the Tate Liverpool gallery, the Liverpool Maritime Museum, the Museum of Slavery, and the Beatles Story – as well as historic ships, and malls.

## **New York**

New York is the biggest city in the USA. The number of inhabitants is about 18 million. It belongs to the largest cities in the world. It is sometimes called "The Big Apple". New York has five major parts: Manhattan, Queens, the Bronx, Staten Island (Richmond) and Brooklyn. The black quarter - Harlem - is in northern part of Manhattan.

The original inhabitants were Indians remembered by the name of the oldest part - Manhattan Island. This island was bought by the Dutch in 17th century for goods worth 25US dollars. The original name was New Amsterdam. In southern part of Manhattan there used to be a wall against Indians, now there is Wall Street – the centre of financial life.

The city was built on a modern plan of streets and avenues, which are numbered. Streets run east-west and avenues north-south. Only a few of them have their names, e. g. Wall Street, Broadway. Broadway is the centre of cultural life. There is concentrated most of entertainment (e.g. Metropolitan Opera or Carnegie Hall). The island is washed by the Hudson River and the East River. East Village is a centre of many ethnic restaurants, boutiques and jazz clubs. Greenwich Village is the home of artists and writers.

New York is famous for its Manhattan skyline – a large number of skyscrapers on a small area. They started to build skyscrapers here because the price of land on the island was very high. The first skyscraper was built in 1903. Today they are built with the help of computers. In the fact the skyscrapers are small towns. We can find here residential quarters, offices, parking lots, restaurants, shops, fitness centres, swimming pools. Living here is very expensive.

The highest skyscraper in New York is The World Trade Center. It was built in 1973 and has 110 floors and more than 100 000 people come and go here every day. Another interesting skyscraper in N. Y. is Empire State Building. It has 102 floors and a TV tower and a restaurant at the top. There are also many others – e.g. Chrysler Building, PanAm Building and UN building.

The only quiet place is Central Park where famous rock concerts take place. We can there relax by walking or jogging.

There are many attractive places where visitors like to go in New York. The most known bridge is the Brooklyn Bridge. There are many islands in this area - Roosevelt Island, Coney Island and Liberty Island with the Statue of Liberty (It's a copy of a small statue given to the USA by France as the symbol of the friendship between these two nations. And it is a symbol of freedom.

## **Chicago**

Chicago, the state of Illinois, is known as The Second City, which refers to its rebuilding after the fire. The current city is literally the second Chicago, after the one that disappeared in 1871. It can also refer to the city's long-held position as the United States' second largest city, after New York City.

Today, Chicago is called as The Windy City. You might suspect that Chicago got this nickname from the winds off Lake Michigan, which shove through the downtown corridors with intense force. But the true origin of the saying comes from politics. Some say it may have been coined by rivals like Cincinnati and New York as a derogatory reference to the Chicagoan endless political conventions. Others say that the term originated from the fact that Chicago politicians change their minds as "often as the wind."

Finally, the city is often named as The City That Works. It refers to Chicago's labor tradition and the long hours worked by its residents, its willingness to tackle grand civic projects and to make fortunes for lucky few.

As the hub of the Midwest, Chicago is easy to find. Its picturesque skyline calls across the waters of Lake Michigan. The first impression one can get lies in the world-class museums of art and science miles of sandy beaches, huge parks and public art, and perhaps the finest downtown collection of modern architecture in the world. Chicago is the home of the blues and the truth of jazz, and the heart of comedy. Here the age of railroads found its center, and airplanes followed suit. It's a city with a swagger, but without the surliness or even the fake smiles found in other cities of its size.

With a wealth of iconic sights and neighborhoods to explore, there's enough to fill a visit of days, weeks, or even months without ever seeing the end. Dress warm in winter and prepare to cover a lot of ground: the meaning of Chicago is only found in movement, through subways and archaic elevated tracks, in the pride of tired feet and eyes raised once more to the sky.

## **Political system in the United Kingdom**

The United Kingdom is a state with a constitutional monarchy and it is governed within a parliamentary democracy. The head of the state is the monarch who is a hereditary member of the Royal Family, and the head of the government is the prime minister. In practice, the monarch takes little part in the government's work, he or she just gets weekly oral reports from the prime minister. The UK has a devolved system of government. The executive power is exercised by the British government, as well as the devolved governments of the Scottish Parliament, Welsh Assembly and Northern Ireland Assembly. The most important departments in the government are the Treasury, the Home Office, the Foreign and Commonwealth Office. The treasury is responsible for raising of all taxes and the general management of the economy. The Home Office is responsible for criminal matters, policing, and immigration. The Foreign and Commonwealth Office is responsible for all international relationships.

The legislative body for the UK and British Overseas Territories is introduced by the Parliament of the UK, as well as the Scottish Parliament, Welsh and Northern Ireland Assemblies. The UK Parliament consists of two legislative parliamentary bodies, the House of Lords (the upper chamber) and the House of Commons (the lower chamber). All legislation has to be approved by both Houses of Parliament. The House of Commons consists of democratically elected Members of Parliament from different political parties, while most members of the House of Lords are hereditary peers. General elections are held every five years.

The UK judiciary power is independent of the legislative and executive powers. The highest court is the Supreme Court of the United Kingdom.

The British parliamentary system is a multi-party system. Each of the United Kingdom parliaments or assemblies has elected political parties. The major parties in England are the Labour, the Conservative and the Liberal Democratic parties. Meanwhile the dominant party in Scotland is the Scottish National Party.

The United Kingdom has no written constitution. It is not codified and is made up of constitutional conventions and acts of Parliament.

## **The Economy of Great Britain**

The United Kingdom has a developed mixed private- and public enterprise economy and ranks among the top industrial countries in growth rates, productivity, and competitiveness. The gross national product (GNP)

is growing faster than the population. The GNP (per capita) is among the other European countries.

The state sector was reduced during the 1980s and 1990s owing to the policies of privatization, or denationalization, of publicly owned corporations. There was also an improvement in the standard of living. Unemployment and inflation rates were gradually reduced but remain high.

Nowadays, government policies include the close monitoring and frequent adjustment of interest rates; a gradual reduction in the level of direct personal taxation; a reduction in the levels of power and influence of national trade unions in national labour negotiations; the encouragement of wider home ownership and of individuals' share holdings in companies. Considerable emphasis is placed on increased exposure of the economy to market forces. The government controls the production of coal, steel, and ships; it also runs certain utilities, the railways, and most civil aviation.

Manufacturing industries account for one-fifth of the GNP. Small companies predominate, though companies with 500 or more employees employ a larger percentage of the work force. Major manufactures produce motor vehicles, aerospace equipment, electronics data-processing and telecommunication equipment, metal goods, precision instruments, petrochemicals, and other chemicals. High-technology industries are being developed.

Agriculture accounts for less than 2 percent of the GNP and employs some 2 percent of the work force. Farming is highly mechanized though farms are not extremely large, and is dominated by the raising of sheep and cattle. The United Kingdom is not agriculturally self-sufficient. Chief crops include barley, wheat, sugar beets, and potatoes.

The mineral industry accounts for approximately 6 percent of the GNP, but employs less than 1 percent of the work force. Production from oil fields in the North Sea has allowed the United Kingdom to become virtually self-sufficient in petroleum. The United Kingdom's coal industry, despite its steady decline since the early 1950s, remains one of the largest and most technologically advanced in Europe.

Public revenues ordinarily fall short of expenditures and are chiefly derived from income taxes, which are highly progressive, and excises. A single graduated income tax was introduced in 1973. Deficits are offset by public borrowing. The country (as well as its capital) is a major world financial and banking centre.

Chief imports of Great Britain are metallic ores, except iron ore, food. Chief exports are china, automobiles and other vehicles, wooden

goods, steel, electrical and mechanical machinery, tractors, scientific instruments, chemicals, petroleum.

Just under half of the total population is in the labour force. The highest proportion of employees (more than two-thirds) is in the service sectors, financial services and distribution. Manufacturing, although it has declined, employs more than one-fifth of all workers. Smaller numbers are in construction, energy, agriculture, forestry and fishing.

### **Eating Traditions in Britain**

Britain has its own cuisine and some excellent traditional food. Unfortunately, good British food can be difficult to find. Only a few restaurants in London serve British food which comes from all parts of the country. Kent is the garden of England and is famous for apples and cherries. Most of fish comes through the ports of Yarmouth and Hull. Scotland is the home of salmon and whisky. Whisky is Britain's most valuable single export product. Lamb is the national dish of Wales. Watercress is a local speciality in Hampshire. There are more than 30 different local kinds of cheese. The British make their special style of beer, called bitter. There is also a black beer with a thick, creamy head known as stout that comes from Ireland.

People in Britain as well as throughout the world spend less time cooking.

Most people only have cereal or toast for breakfast during the week, but some still have a full cooked breakfast. A standard full English breakfast may consist of fried bacon and eggs with mushrooms, beans, tomatoes, fried bread, sausages, a toast with marmalade and tea with milk, of course. In Scotland for breakfast they prefer porridge with salt.

Most people do not cook their lunch. They prefer to dine out or buy some takeaway food. People in Britain are more likely to eat fast food than to go out to eat in a posh restaurant. A hamburger and French fries are the most popular fast-food meal in Britain, but not all fast food is American and Chinese or Indian. Fish and chips are the classic British takeaway food. People also like to eat baked potatoes filled with cheese and other fillings and pizza with different toppings.

A lot of people in Britain eat instant or convenience food in the evening during the week to save time and effort. For many families, the main meal of the week is Sunday lunch, perhaps roast beef with Yorkshire pudding.

Bangers and mash is a hearty meal combining mashed potato with your choice of sausage, the nickname 'banger' inspired by the noise that

sausages often make when cooking. Toad in the Hole brings together sausages and Yorkshire pudding in one mouth-watering feast, and the name of the dish supposedly drawn from its likeness to a toad's head poking out of a hole. In both cases, it is once again vital to remember the gravy!

The British also love a good pudding. A number of traditional British sweet creations even bear the name of the town or region in which they were conceived, examples being Dundee Cakes, Bakewell Tart, Pongtefract Cakes, Bath Buns, Eccles Cakes, and Welsh Cakes.

But perhaps the most famous British dessert is the trifle; an amazing creation featuring layers of sponge, custard and fruit, not to mention a generous splash of sherry... The trifle is believed to date back to the middle of the 18th century, and remains a feature of parties and Christmas dinners in Britain to this day.

More simple dessert options include bread and butter pudding, rhubarb crumble, spotted dick and jam roly-poly, all of which are best served with a jug of piping hot custard.

### **British Tea Culture**

Tea was first introduced to Great Britain in the 1600s and it didn't take long for the British to develop a strong taste for the drink. In the centuries since, the British tea culture has been going strong. Tea is now associated with the British lifestyle as it is enjoyed on a daily basis by people of all walks of life.

Ordinary tea drinking does not involve any formalities or fancy tea-ware. For everyday tea, the British simply boil water in an electric kettle and pour the water over a black tea bag in a mug. After the tea brews for a few minutes, the tea bag is removed. Fresh milk (never cream) is usually added as well as sugar, although many Brits take their tea with only milk and no sugar. Biscuits or cake may be eaten with tea.

The British prefer various types of black tea, including those from India, Sri Lanka (Ceylon), China, and Africa. Black tea blends are popular, especially full-bodied blends with a strong flavor that can stand up to milk and go well with a big English breakfast.

The tea bag has become a popular and convenient way to enjoy tea in Great Britain. British brands like Twinings, Tetley, and Lipton are popular in the world tea market.

A "cuppa" is short for a "cup of tea." It is a popular saying in Britain tea culture, as in "It's time for a cuppa!" this term dates back to the early 1900s.

For a formal tea, as in a tea party or a proper afternoon tea, tea sets made of fine bone china, porcelain, or silver are used. The set includes a teapot, cups and saucers, a creamer for holding milk, and a sugar bowl, all carried on a tray. All the pieces of a proper English tea set will likely have a matching pattern.

Cream tea in British tea culture refers to a pot of tea served with scones, clotted cream, and jam. It does not mean that cream is added to the tea. Traditionally, the jam is strawberry, the cream is thick and dense, and both are piled high on the scone. Afternoon tea is a snack or light meal served with tea in the late afternoon. It began among wealthy women in the 1800s, but the ritual of afternoon tea soon spread to hotels, tea rooms, and tea gardens across Great Britain.

The food served typically includes small sandwiches and sweets. A formal afternoon tea, like those at hotels and elegant tea rooms, has fancy desserts presented on tiered stands. While most British do not have the luxury of enjoying a formal afternoon tea on a regular basis, it is common to take quick tea breaks during the work day.

In British tea culture, high tea refers to the evening meal and typically includes food like meat, bread, vegetables, and hot tea. Historically, high tea was a necessary meal for the working class while afternoon tea was a social event for the upper class.

In the mid-1700s, tea gardens became fashionable and tea was part of an afternoon or evening entertainment. At these “garden parties,” tea was served to accompany the dancing and socializing. This is also where the term “tea dance” came from.

Tea rooms (or tea shops) are places for relaxing, socializing, and enjoying an afternoon tea. Tea rooms originated as places for women to meet and mingle outside the home. Although tea rooms have given way to the more casual coffee houses and cafes in recent decades, they can still be found throughout the UK.

The British East India Company was formed in 1600 and monopolized trade between Britain and the Far East. At that point, tea had been introduced to Europe but was still an oddity in Great Britain. That changed when Charles II married Catherine of Braganza, a Portuguese princess who loved tea. Thanks to her, tea became the “in” drink among monarchs and the wealthy class.

British East India placed its first order for tea from China in 1664. Although it was originally a drink enjoyed only in privileged circles, it's

popularity soon spread to the entire population. By 1750, millions of pounds of Chinese tea were imported annually.

In 1834, East India lost its monopoly on tea trade with China. Soon after, merchants began using fast clippers to speedily transport tea from China to Britain. The faster the tea could be transported, the more money could be made. In the mid-1800s, the British started importing tea from India as well, starting with Assam and then spreading to other regions and later Sri Lanka.

### **National Sports of Great Britain**

Many kinds of sport originated from England. The English have a proverb, “All work and no play makes Jack a dull boy”. They do not think that play is more important than work; they think that Jack will do his work better if he plays as well, so he is encouraged to do both.

Association football, or soccer is one of the most popular games in the British Isles played from late August until the beginning of May. In summer the English national sport is cricket. When the English say: “that’s not cricket” it means “that’s not fair”, “to play the game” means “to be fair”. Golf is Scotland’s chief contribution to British sport.

It is worth noting here an interesting feature of sporting life in Britain, namely, its frequently close connections with social class of the players or spectators except where a game may be said to be a “national” sport. This is the case with cricket in England which is played and watched by all classes. This is true of golf, which is everywhere in the British Isles a middle-class activity.

The amateur variety of Rugby football is the Welsh national sport played by all sections of society whereas, elsewhere, it is also a game for the middle classes. Association football is a working-class sport as are boxing, wrestling, snooker, darts, and dog-racing. As far as fishing is concerned it is a sport where what is caught determines the class of a fisherman.

Walking and swimming are the two most popular sporting activities, being almost equally undertaken by men and women. Snooker, pool and darts are the next most popular sports among men. Aerobics and yoga, squash and cycling are among the sports where participation has been increasing in recent years.

There are several places in Britain associated with a particular kind of sport. One of them is Wimbledon where the All-England Lawn Tennis Championships are held in July. The other one is Wembley – a stadium in

north London where international football matches, the Cup Finals and other events have taken place since 1923.

### **The Culture of the United Kingdom**

The culture of the United Kingdom refers to the patterns of human activity and symbolism associated with the British people and the United Kingdom. It is informed by the UK's history as a developed island country, monarchy, imperial power and, particularly, as consisting of four countries – England, Scotland, Wales and Northern Ireland - each have their own preserved and distinctive customs and symbolism.

As a direct result of the British Empire, British cultural influence (such as the English language) can be observed in the language and culture of a geographically wide assortment of countries such as Canada, Australia, New Zealand, India, Pakistan, South Africa, the United States, and the British overseas territories. These states are sometimes collectively known as the Anglosphere. As well as the British influence on its empire, the empire also influenced British culture, particularly British cuisine. Innovations and movements within the wider culture of Europe have also changed the United Kingdom; Humanism, Protestantism, and representative democracy are borrowed from broader Western culture.

The Industrial Revolution, with its origins in the UK, brought about major changes in agriculture, manufacturing, and transportation, and had a profound effect on the socio-economic and cultural conditions of the world. Popular culture of the United Kingdom has impacted upon the world in the form of the British invasion, Britpop and British television broadcasting. British literature and British poetry, particularly that of William Shakespeare, is revered across the world.

The social structure of Britain has played a central cultural role throughout the history of British society. As a result of the history of the formation of the United Kingdom, the cultures of England, Scotland, Wales and Northern Ireland are diverse and have varying degrees of overlap and distinctiveness.

Artistic and cultural life in the country is very rich. It passed main stages in its development. During the reign of Saxon king Alfred much attention was paid to the translation and commentaries on Latin works. It flowered during the Elizabethan age (the reign of Elisabeth I), when William Shakespeare lived. The empire, which was very powerful under Queen Victoria saw another cultural and artistic hey-day as a result of industrialization and the expansion of international trade.

World war II interrupted the development of culture. But immigrants who arrived from all parts of the Commonwealth since 1945 also brought their culture and habits. There are buildings of all styles and periods, a great number of museums and galleries display precious and interesting finds from all parts of the world and from all stages in the development of nature, man and arts. Napoleon said that the British were a nation of shopkeepers; he could have said that they were a nation of collectors.

### **Some Tips Before You Travel**

In France you shouldn't sit down in a café until you've shaken hands with everyone you know. In many Asian cultures, it is acceptable to smack your lips when you eat. It means that the food is good. In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl. In Afghanistan you should spend at least five minutes saying hello. In Pakistan you mustn't wink. It is offensive. In the Middle East you must never use the left hand for greeting, eating, drinking or smoking. Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you. In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten. Most Mexicans like to stand very close to the person they are talking to. You shouldn't back away. In Ireland, social events sometimes end with singing and dancing. You may be asked to sing.

### **The Temple of Hephaestus**

The Temple of Hephaestus is the best preserved ancient temple in Greece. It was dedicated to Hephaestus, the ancient god of fire and Athena, goddess of pottery and crafts. According to the archeologists, the temple was built around 450 B.C. It is a classical example of Dorian architecture. The temple made from marble was designed by Ictinus, one of the talented architects who also worked on Parthenon. However, many other craftsmen worked at this fantastic temple. It is located within the area of the Ancient Agora of Athens and very close to the Acropolis. The temple has six columns on the east and west sides and 13 on the north and south sides. Its friezes and other decorations have been greatly damaged by earthquakes and invasions along the centuries. The east and west sides of the temple are shorter whereas the north and the south sides are longer. On the eastern front of the temple, there are sculptures depicting the labours of Hercules and the battle of Theseus with Pallantides, the fifty children of

Pallas. On the west side the sculptures depict the fall of Troy. From the 7<sup>th</sup> century A.D. till 1834, the temple was an Orthodox church dedicated to Saint George. In 1834, King Otto ordered the building to be used as a museum where it actually remained as such until 1934. Today, this temple is one of the greatest ancient monuments in Greece. Reconstruction and excavation works are still carried out.

### **What is Geodesy?**

Geodesy is the science which deals with the methods of precise measurements of elements of the surface of the Earth and their treatment for the determination of geographic positions on the surface of the Earth. It also deals with the theory of size and shape of the Earth. Geodesy can be divided into two branches:

1. Geometric Geodesy.
2. Physical Geodesy.

There is also the third one, known as Satellite Geodesy. Dictionary meaning of Geodesy is 'dividing the Earth and measurement of the Earth geometry'. Thus, Geometric Geodesy appears to be purely geometrical science as it deals with the geometry (shape and size) of the Earth.

Determination of geographical positions on the surface of the Earth can be made by observing celestial bodies, and thus comes under geodetic astronomy, but this can be included under geometric geodesy.

Earth gravity field is a physical entity and is involved in most of the geodetic measurements, even the purely geometric ones. The measurement of geodetic astronomy, triangulation and leveling, all make essential use of plumb line being the direction of gravity vector.

Thus, astro-geodetic methods which use astro determination of latitude, longitude, and azimuth and geodetic operations e.g. triangulation, trilateration, base measurement etc., can be considered as belonging to Physical Geodesy fully as much as the gravimetric methods.

Satellite Geodesy comprises the observational and computational techniques which allow the solution of geodetic problems by the use of precise measurements to, from or between artificial, mostly near the Earth satellites.

Applications of Geodesy:

1. Primary or zero order triangulation, trilateration and traverse.
2. The measurement of height above sea-level by triangulation or spirit levelling.

3. Astronomical observations of latitude, longitude and azimuth to locate origins of surveys, and to control their direction.
4. Crustal movements. To detect changes in the relative positions on the ground, and in their heights above sea level.
5. Observation of the direction of gravity by astronomical observations for latitude and longitude.
6. Observation of the intensity of gravity by the pendulum and other apparatus.
7. To deduce the exact form of equipotential surfaces at all heights.
8. Polar motion studies.
9. Earth's tides.
10. The separation between the geoid and the mean sea level.
11. Engineering surveys.
12. Satellite Geodesy includes the modern techniques of positioning by space methods e.g. GPS, SLR and VLBI etc.

To understand how the shape and size of the Earth is determined, three surfaces which are of interest to the geodesists have to be understood clearly. These surfaces are:

1. Physical surface of the Earth.
2. Geoid.
3. Reference ellipsoid.

### **A Brief Historical Sketch of the Development of Geodesy**

Geodesy as a science has been formed and developed for thousands of years. Ancient monuments, erected in Egypt and China, indicate that humanity had an idea of measurements on the surface of the earth many centuries before our era. Methods of measurement on the earth's surface were known in ancient Greece, where they received a theoretical justification and laid the foundation for geometry. Geodesy and geometry for a long time mutually complemented and developed one another.

In Russia, the first geodetic works, documented, were carried out in the XI century when Prince Gleb measured the width of the Kerch Strait between Kerch and Taman. The beginning of cartography was laid by the compilation of a map of the entire Muscovite state in the XI century.

The intensive development of geodesy in Russia is associated with the name of Peter I. In 1745, the First Atlas of Russia was published, created on the basis of systematic instrumental topographic survey of the entire state, initiated by the decree of Peter I in 1720. The first astronomical, geodesic and cartographic surveys in Russia were led by I.K. Kirilov.

In 1779, according to the decree of Catherine II, the land surveying school was opened, which in 1819 was transformed into the Konstantinovsky land surveying school, and in 1835 - into the Konstantinovsky land surveying institute, now a major institution of higher education for land surveyors and cartographers of Moscow Institute of Geodesy Engineers aerial photography and cartography. In 1809, St. Petersburg established Institute of the Corps of Railway Engineers, in 1822 - the corps of military topographers, who later carried out most of the topographic and geodetic works in the country.

In 1816, under the direction of the Russian military geodesist K.I. Tenner and astronomer V.Ya. Struve, large astronomic-geodesic works were started in the western border provinces of Russia, which in 1855 ended with the degree measurement of a huge (more than  $25^\circ$  in latitude) arc of the meridian extending  $30^\circ$  from the mouth of the Danube to the shores of the Arctic Ocean.

The development of geodesy in Russia was greatly influenced by the exploration and construction of railways that began in the 19th century. In the Caucasus, the first experimental land photographs were taken, and in 1898 engineer P.I. Shurov used it to explore the line connecting the Manchurian and Trans-Baikal railways. Engineer R.Yu. Tille first introduced the idea of aerial photography in railway surveys. In 1908 - 1909 he published a three-volume work "Photography in Modern Development", which played a huge role in the development of aerial photography in Russia. In 1928, the Soviet geodesist F.N. Krasovsky developed a coherent and scientifically based scheme and program for building a geodetic reference network, providing for the creation of an astronomic-geodetic network throughout the USSR. In the course of building this network, the theory, methods and tools of astronomical determinations and geodetic measurements were improved. In 1940, F.N. Krasovsky and A.A. Izotov defined new dimensions of the Earth's ellipsoid, which are currently used for cartographic and geodetic works in Russia.

### **Geodetic Measurements**

The level is used for determining height differences and height reference systems, commonly referred to mean sea level. The traditional spirit level produces these practically most useful heights above sea level directly; the more economical use of GPS instruments for height determination requires precise knowledge of the figure of the geoid, as GPS only gives heights above the GRS80 reference ellipsoid.

The theodolite is used to measure horizontal and vertical angles to target points. These angles are referred to the local vertical.

The tacheometer additionally determines, electronically or electro-optically, the distance to target, and is highly automated to even robotic in its operations. The method of free station position is widely used.

For local detail surveys, tacheometers are commonly employed although the old-fashioned rectangular technique using angle prism and steel tape is still an inexpensive alternative. Real-time kinematic (RTK) GPS techniques are used as well. Data collected are tagged and recorded digitally for entry into a Geographic Information System (GIS) database.

Geodetic GPS receivers produce directly three-dimensional coordinates in a geocentric coordinate frame. Such a frame is, e.g., WGS84, or the frames that are regularly produced and published by the International Earth Rotation and Reference Systems Service (IERS).

GPS receivers have almost completely replaced terrestrial instruments for large-scale base network surveys. For Planet-wide geodetic surveys, previously impossible, we can still mention Satellite Laser Ranging (SLR) and Lunar Laser Ranging (LLR) and Very Long Baseline Interferometry (VLBI) techniques. All these techniques also serve to monitor Earth rotation irregularities as well as plate tectonic motions.

Gravity is measured using gravimeters. Basically, there are two kinds of gravimeters. *Absolute* gravimeters, which nowadays can also be used in the field, are based directly on measuring the acceleration of free fall (for example, of a reflecting prism in a vacuum tube). They are used for establishing the vertical geospatial control. Most common *relative* gravimeters are spring based. They are used in gravity surveys over large areas for establishing the figure of the geoid over these areas. Most accurate relative gravimeters are *superconducting* gravimeters, and these are sensitive to one thousandth of one billionth of the Earth surface gravity. Twenty-some superconducting gravimeters are used worldwide for studying Earth tides, rotation, interior, and ocean and atmospheric loading, as well as for verifying the Newtonian constant of gravitation.

## GRAMMAR COMMENTS

### Множественное число существительных (The Plural of Nouns)

Множественное число существительных в основном образуется путем прибавления окончания **-s**:

a table – tables

a book – books

Если исходное существительное оканчивается на **-ch, -x, -sh, -ss, -o**, то во множественном числе оно имеет окончание **-es**:

a box – boxes

a match – matches

a class – classes

a dish – dishes

atomato – tomatoes

Если существительное оканчивается на **-f, -fe**, то во множественном числе оно меняет **-f, -fe** на **-v** и принимает окончание **-(e)s**:

aknife – knives

Если существительное оканчивается на **-y** с предшествующей согласной, то во множественном числе **-y**меняется на **-i**и прибавляется окончание **-es**:

ababy – babies

Существительные-исключения образуют множественное число путем изменения корневой гласной, не прибавляя окончания:

a man – men

a woman – women

a child – children

a foot – feet

a goose – geese

a tooth – teeth

amouse – mice

Существительные, которые употребляются только в единственном числе:

money

advice

information

hair

fruit

watch

knowledge

progress

Существительные с одинаковыми формами единственного и множественного числа:

fish – fish

series – series

sheep – sheep

deer – deer

means – means

## Артикль (The Article)

В английском языке используют неопределенный **a (an)** и определенный **the** артикли.

Определенный артикль **the** обычно употребляется с определенными или единственными в своем роде объектами. Он имеет индивидуализирующее значение. Употребляется:

1. С существительными, единственными в своем роде:

There wasn't a cloud in **the sky**.

**The sun** is shining.

2. С существительными, которые определены контекстом:

She is in **the kitchen**.

Why don't we go to **the coast**?

3. С существительными, употребление которых повторяется в данном контексте:

I saw a moth and **a butterfly**. **The butterfly** was beautiful.

4. С существительными, имеющими при себе определительное пояснение:

Think of **the animals** that you have seen yourself.

5. С прилагательными в превосходной степени сравнения:

It's **the biggest** park in our city.

6. С порядковыми числительными:

Gagarin was **the first** cosmonaut.

7. С прилагательными, которые представляют определенный класс людей:

**The rich** are not always happy.

8. С существительными, которые в единственном числе представляют целый класс предметов или животных:

**The elephant** is the biggest animal that lives on land.

9. С названиями некоторых газет и журналов:

I have already read about it in **the "Times"**.

Неопределенный артикль употребляется с исчисляемыми существительными в единственном числе. Он имеет две формы:

- 1) **a** употребляется перед существительным, начинающимся с согласного звука или имеющим перед собой определение, начинающееся с согласного звука: **a book**, **a cognitive book**;
- 2) **an** употребляется перед существительным, начинающимся с гласного звука или имеющим перед собой определение, начинающееся с гласного звука: **an elephant**, **an interesting book**.

Неопределенный артикль употребляется:

1. С существительным в единственном числе, если оно упоминается впервые и не является определенным:

I have **a family**.

2. С существительными-дополнениями (после глаголов *be*, *seem*, *sound*), включая названия профессий:

He is **an engineer**.

3. С определенными выражениями, в которых говорится о количестве и типе:

There are **a lot** of things I am fond of.

4. Если речь идет о стоимости, скорости, периодичности:

We visit them once **a month**.

5. В восклицаниях с исчисляемыми существительными в единственном числе:

What **a beautiful garden!**

Артикль не употребляется:

1. С существительными во множественном числе, которые употреблены в общем смысле:

I like **zoos**.

2. С неисчисляемыми существительными:

**Petrol** is very expensive now.

3. С абстрактными существительными:

I want to get **information** about this business.

4. С именами собственными:

**Helen** is my sister.

5. С наименованиями приемов пищи:

What is he doing? He is having **dinner**.

6. Со следующими существительными, употребленным и в их первоначальном смысле – bed, church, college, court, home, hospital, market, prison, school, sea, university, work:

Are you still in **bed**?

Определенный артикль **the** обычно употребляется с географическими названиями в следующих категориях:

1. Океаны, моря и реки: **the Pacific Ocean, the Black Sea**.
2. Названия, употребляющиеся во множественном числе: **the Alps, the Netherlands**.
3. Названия, включающие в себя слово **republic, federation, kingdom, states**: **the United States, the Russian Federation**.
4. Названия, включающие в себя предлог **of**: **the Isle of Man**.
5. Гостиницы и пабы: **the Russia Hotel**.
6. Театры и кинотеатры: **the Pushkin Theatre**.
7. Музеи: **the British Museum**.

Категории, в которых артикль не употребляется:

1. Аэропорты и станции: **Heathrow airport**.
2. Замки и дворцы: **Buckingham Palace**.
3. Города: **Paris, Krasnoyarsk**.
4. Континенты: **Africa, South America**.
5. Страны и графства: **Germany, Kent**.
6. Острова: **Madagascar**.
7. Озера: **Lake Baikal**.
8. Горы: **Mount Kilimanjaro**.

9. Штаты: **Texas**.

10. Улицы и площади: **Lenin Street**.

11. Университеты, колледжи и школы: **Cambridge University**.

### Спряжение глагола **to be**

<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>I am</b> He, she, it <b>is</b> You, we, they <b>are</b>	I, he, she, it <b>was</b> You, we, they <b>were</b>	I, we <b>shall be</b> He, she, it, you, they <b>will be</b>

Глагол **to be** – *быть, существовать, являться, находиться*. Это единственный глагол, который имеет совершенно непохожие на инфинитив (**be**) формы: в Present Indefinite – **am / is / are**, а в Past Indefinite – **was / were**. Он всегда образует вопросительную и отрицательную формы без вспомогательного глагола **do**.

В вопросительных предложениях соответствующие формы глагола **to be** ставятся перед подлежащим.

В отрицательной форме после глагола ставится частица **not**.

**I am** a student. – *Я студент.*

**Am I** a student? – *Я студент?*

**I am not** a student. – *Я не студент.*

She **was** busy yesterday. – *Она была занята вчера.*

**Was** she busy yesterday? – *Была (ли) она занята вчера?*

She **was not** busy yesterday. – *Она не была занята вчера.*

### Спряжение глагола **to have**

<b>Present</b>	<b>Past</b>	<b>Future</b>
I, you, we, they <b>have</b> He, she, it <b>has</b>	I, you, he, she, it, we, they <b>had</b>	I, we <b>shall have</b> He, she, it, you, they <b>will have</b>

Глагол **to have** – *иметь, обладать*.

Глагол **to have** спрягается по общим правилам, сохраняя в Present Indefinite форму **have** во всех лицах и числах, кроме 3-го лица единственного числа, где он принимает форму **has**. В Past Indefinite он принимает форму **had**.

**а) Без вспомогательного do.** Раньше всегда было нормой в британском английском. В современном британском считается книжной формой и чаще употребляется с конкретными, единичными событиями/явлениями (наряду с **have got**).

**В вопросах have** ставится перед подлежащим:

He **has** a car. – *У него есть машина.*

**Has** he a car? – *Есть у него машина?*

**Отрицания** образуются двумя способами:

С отрицательным местоимением **no**, если существительное-дополнение не имеет перед собой определителей (после **no** никакие артикли не употребляются):

**I have no pen.** – У меня **нет** ручки.

С отрицательной частицей **not**, если перед существительным имеются его определители (притяжательные или указательные местоимения, неопределенные местоимения **much, many** и др., количественные числительные и т.д.):

**I have not your book.** – У меня **нет** твоей книги.

**I have n't many pencils.** – У меня **немного** карандашей.

**б) С использованием do.** В американском английском – всегда. В современном британском языке эти формы становятся все более употребительны, особенно если речь идет о предложениях в прошедшем времени, о привычных, повторяющихся действиях, о постоянном наличии какого-либо предмета, явления или состояния и т.п.:

**Do you have a sister?** – У тебя **есть** сестра?

**Does he have any children?** – У него **есть** дети?

**We didn't have money.** – У нас **не было** денег.

**We don't usually have whisky.** – У нас **обычно нет** виски в доме.

### Личные и притяжательные местоимения (The Personal and Possessive Pronouns)

Личные местоимения (The Personal Pronouns)		Притяжательные местоимения (The Possessive Pronouns)	
Именительный падеж	Объектный падеж	I форма (примыкающая)	II форма (абсолютная)
Употребляется в роли подлежащего	Употребляется в роли дополнения	Употребляется перед существительным	Употребляется самостоятельно без существительного
<b>I</b> я <b>you</b> ты <b>he</b> он <b>she</b> она <b>it</b> он, она, оно (обозначает неодушевленные предметы) <b>we</b> мы <b>you</b> вы <b>they</b> они	<b>me</b> меня, мне <b>you</b> тебя, тебе <b>him</b> его, ему <b>her</b> ее, ей <b>it</b> его, ему, ее, ей (обозначает неодушевленные предметы) <b>us</b> нас, нам <b>you</b> вас, вам <b>them</b> их, им	<b>My</b> мой (-я, е, и) <b>Your</b> твой (-я, е, и) <b>His</b> его <b>Her</b> ее <b>Its</b> его, ее (обозначает неодушевленные предметы) <b>Our</b> наш (-а, е, и) <b>Your</b> ваш (-а, е, и) <b>Their</b> их	<b>mine</b> мой (-я, е, и) <b>yours</b> твой (-я, е, и) <b>his</b> его <b>hers</b> ее <b>its</b> его, ее (обозначает неодушевленные предметы) <b>ours</b> наш (-а, е, и) <b>yours</b> ваш (-а, е, и) <b>theirs</b> их

### Личные местоимения:

I am talking to <b>him</b> .	<i>Я разговариваю с ним.</i>
<b>He</b> is talking to me.	<i>Он разговаривает со мной.</i>
<b>You</b> see <b>them</b> .	<i>Вы видите их.</i>
<b>They</b> see you.	<i>Они видят вас.</i>
I don't want this book. <b>You</b> can have <b>it</b> .	<i>Мне не нужна эта книга. Ты можешь ее взять.</i>
<b>Притяжательные местоимения:</b>	
I know Nick but I don't know <b>his</b> wife.	<i>Я знаю Ника, но не знаю его жену</i>
It's <b>my</b> favourite sport.	<i>Это мой любимый вид спорта.</i>
Oxford is famous for <b>its</b> university.	<i>Оксфорд известен своим университетом.</i>
This is <b>your</b> pen and that is <b>mine</b> .	<i>Это твоя ручка, а то – моя.</i>

### Возвратные местоимения (The Reflexive Pronouns)

Единственное число –self сам, сама, само, себя	Множественное число -selves сами, себя
<b>myself</b> <b>yourself</b> <b>himself</b> <b>herself</b> <b>itself</b>	<b>ourselves</b> <b>yourselves</b>  <b>themselves</b>

**oneself** – неопределенно-личная форма  
to enjoy **oneself** – веселиться

He only thinks about **himself**. – Он думает только о себе.

She looked at **herself** in the mirror. – Она посмотрела на себя в зеркало.

Sometimes I talk to **myself**. – Иногда я разговариваю сам с собою.

### Some, any, no, every и их производные (Some, any, no, every and their derivatives)

Тип предложения	some, any, no, every	Производные от some, any, no, every		
		+ thing предметы	+ body люди	+ where место
Утвердительное предложение	<b>some</b> какой-то, какой-нибудь, несколько	<b>something</b> что-то, что-нибудь	<b>somebody</b> кто-то, кто-нибудь, кто-кто	<b>somewhere</b> где-то, где-нибудь, куда-нибудь
Вопросительное предложение	<b>any</b> какой-то, какой-нибудь	<b>anything</b> что-нибудь	<b>anybody</b> кто-нибудь	<b>anywhere</b> где-нибудь, куда-нибудь

<b>Отрицательное предложение</b>	<b>any</b> никакой, ни один	<b>anything</b> ничего, ничто	<b>anybody</b> никто	<b>anywhere</b> нигде, никуда
<b>Отрицательное предложение</b>	<b>no</b> никакой, ни один	<b>nothing</b> ничего, ничто	<b>nobody</b> никто	<b>nowhere</b> нигде, никуда
<b>Все типы</b>	<b>every</b> каждый, все	<b>everything</b> все	<b>everybody</b> все, каждый	<b>everywhere</b> езде

When we were on holiday, we visited **some** very interesting places. – *Когда мы были в отпуске, мы посетили **несколько** очень интересных мест.*

Do you know **any** good hotels in London? – *Вы знаете **какие-нибудь** хорошие отели в Лондоне?*

**No** translation is correct. – ***Ни один** перевод не верен.*

**Somebody** is waiting for you in the hall. – ***Кто-то** ждет вас в холле.*

Were you **anywhere** yesterday? – *Вы были **где-нибудь** вчера?*

Should we bring **anything** to the meeting? – *Должны ли мы принести **что-нибудь** на встречу?*

His report wasn't printed **anywhere**. – *Его доклад **нигде** не был напечатан.*

His report was printed **nowhere**. – *Его доклад **нигде** не был напечатан.*

### Указательные местоимения (The Demonstrative Pronouns)

	Местоимения	Подлежащее	Дополнение	Определение
Ед. число	<b>This</b> этот, эта, это	<b>This</b> is my book. – <i><b>Это</b> моя книга.</i>	Show me <b>this</b> . – <i>Покажите мне <b>это</b>.</i>	<b>This</b> book is mine. – <i><b>Эта</b> книга моя.</i>
	<b>That</b> тот, та, то	<b>That</b> is his book. – <i><b>То</b> его книга.</i>	Did you see <b>that</b> ? – <i>Вы видели <b>то</b>?</i>	<b>That</b> book is his. – <i><b>Та</b> книга его.</i>
Мн. число	<b>These</b> эти (это)	<b>These</b> are my books. – <i><b>Эти</b> мои книги.</i>	I will take <b>these</b> . – <i>Я возьму <b>эти</b>.</i>	<b>These</b> books are mine. – <i><b>Эти</b> книги мои.</i>
	<b>Those</b> те (то)	<b>Those</b> are his books. – <i><b>Те</b> его книги.</i>	I don't like <b>those</b> . – <i>Мне не нравятся <b>те</b>.</i>	<b>Those</b> books are his. – <i><b>Те</b> книги его.</i>

**this/these** обозначают то, что ближе к говорящему во времени и пространстве;  
**that/those** обозначают то, что дальше от говорящего во времени и пространстве.

## Many, much, (a) few, (a) little, a lot of

С исчисляемыми сущ.	Many/a lot of МНОГО	Few мало	A few несколько
	There are <b>many/a lot of</b> pictures in the book. – <i>В книге много картинок.</i>	There are <b>few</b> pictures in the book. – <i>В книге мало картинок.</i>	There are <b>a few</b> pictures in the book. – <i>В книге несколько картинок.</i>
С неисчисляемыми сущ.	much/a lot of МНОГО	Little мало	a little немного
	He has <b>much/a lot of</b> milk in the cup. <i>У него в чашке много молока.</i>	He has <b>little</b> milk in the cup. <i>У него в чашке мало молока.</i>	He has <b>a little</b> milk in the cup. <i>У него в чашке немного молока.</i>
С глаголами	much/a lot МНОГО	Little мало	a little немного
	He works too <b>much</b> . – <i>Он слишком много работает.</i>	He rests very <b>little</b> . – <i>Он очень мало отдыхает.</i>	He knows French <b>a little</b> . – <i>Он знает немного французский.</i>

**A lot (of)** употребляется главным образом в утвердительных предложениях.

### Количественные числительные (Cardinal Numerals)

1 – one	11 – eleven	21 – twenty-one	101 – a (one) hundred and one
2 – two	12 – twelve	22 – twenty-two	102 – a (one) hundred and two
3 – three	13 – thirteen	30 – thirty	200 – two hundred
4 – four	14 – fourteen	40 – forty	1,000 – a (one) thousand
5 – five	15 – fifteen	50 – fifty	1,001 – a (one) thousand and one
6 – six	16 – sixteen	60 – sixty	1,032 – a (one) thousand and thirty-two
7 – seven	17 – seventeen	70 – seventy	2,000 – two thousand
8 – eight	18 – eighteen	80 – eighty	2,456 – two thousand four hundred and fifty-six
9 – nine	19 – nineteen	90 – ninety	
10 – ten	20 – twenty	100 – a (one) hundred	

### Порядковые числительные (Ordinal Numerals)

1 <sup>st</sup> – first	11 <sup>th</sup> – eleventh	21 <sup>st</sup> – twenty-first
2 <sup>nd</sup> – second	12 <sup>th</sup> – twelfth	22 <sup>nd</sup> – twenty-second
3 <sup>rd</sup> – third	13 <sup>th</sup> – thirteenth	30 <sup>th</sup> – thirtieth
4 <sup>th</sup> – fourth	14 <sup>th</sup> – fourteenth	40 <sup>th</sup> – fortieth
5 <sup>th</sup> – fifth	15 <sup>th</sup> – fifteenth	50 <sup>th</sup> – fiftieth
6 <sup>th</sup> – sixth	16 <sup>th</sup> – sixteenth	60 <sup>th</sup> – sixtieth
7 <sup>th</sup> – seventh	17 <sup>th</sup> – seventeenth	70 <sup>th</sup> – seventieth

8 <sup>th</sup> – eighth 9 <sup>th</sup> – ninth 10 <sup>th</sup> – tenth	18 <sup>th</sup> – eighteenth 19 <sup>th</sup> – nineteenth 20 <sup>th</sup> – twentieth	80 <sup>th</sup> – eightieth 90 <sup>th</sup> – ninetieth 100 <sup>th</sup> – hundredth
101 <sup>st</sup> – hundred and first 102 <sup>nd</sup> – hundred and second 200 <sup>th</sup> – two hundredth 300 <sup>th</sup> – three hundredth	1,000 <sup>th</sup> – thousandth 1,003 <sup>rd</sup> – thousand and third 1,000,000 <sup>th</sup> – millionth	

### Степени сравнения прилагательных и наречий (The Degrees of Comparison of Adjectives and Adverbs)

В английском языке качественные прилагательные, так же как и в русском языке, имеют степени сравнения: положительную, сравнительную и превосходную.

Все односложные прилагательные и некоторые двусложные, оканчивающиеся на **-y, -er, -ow**, образуют сравнительную степень путем прибавления суффикса **-er** и превосходную степень – путем прибавления суффикса **-est**:

warm – warmer – **the warmest**

happy – happier – **the happiest**

clever – cleverer – **the cleverest**

narrow – narrower – **the narrowest**

This is a **shorter** text. – *Это более короткий текст.*

Who is **the youngest** engineer in your office? – *Кто самый молодой инженер в вашей конторе?*

При образовании степеней сравнения путем прибавления суффиксов **-er, -est** происходят следующие орфографические изменения:

1. Если прилагательные в положительной степени оканчиваются на немую букву **-e**, то прибавляется только **-r, -st**: large – larger – **the largest**.

2. Если прилагательное в положительной степени оканчивается на согласную букву, перед которой стоит гласная, произносимая кратко, то конечная согласная буква удваивается: hot – **hotter** – **the hottest**.

3. Если прилагательное в положительной степени оканчивается на **-y**, перед которой стоит согласная буква, то **-y** переходит в **-i**, а затем прибавляются суффиксы **-er, -est**: early – earlier – **the earliest**.

Многосложные прилагательные и большинство двусложных образуют сравнительную степень при помощи слов **more** (более) или **less** (менее), а превосходную степень – при помощи слов **most** (самый, наиболее) или **least** (самый не):

wonderful – **more** wonderful – **the most** wonderful

interesting – **less** interesting – **the least** interesting

This is a **more interesting** book. – *Это более интересная книга.*

That is a **less interesting** book. – *То – менее интересная книга.*

Некоторые прилагательные образуют степени сравнения от других корней:

good – **better** – **the best**

bad – worse – the worst  
 little – less – the least  
 many – more – the most  
 much – more – the most

Перед прилагательным в превосходной степени обычно стоит определенный артикль, который относится к последующему существительному; это существительное иногда имеется в предложении, а иногда только подразумевается: London is **the largest city** in England. *Лондон – самый большой город в Англии.*  
 These terms are **the most acceptable** to us. – *Эти условия самые приемлемые для нас.*

В английском языке после прилагательного в сравнительной степени всегда стоит союз **than** в отличие от русского языка, где этот союз опускается: I am **older than** he is. – *Я старше его.*

В сравнительных конструкциях для избежания повторения существительного часто употребляется местоимение **one** для единственного числа и **ones** – для множественного числа:  
 This book is more interesting than that **one**. – *Эта книга интереснее той.*  
 I don't like these books. Give me more interesting **ones**, please. – *Мне не нравятся эти книги. Дайте мне более интересные книги.*

Степени сравнения наречий образуются так же, как и степени сравнения прилагательных, и по форме они всегда совпадают:

late – later – latest  
 early – earlier – earliest  
 wonderfully – more wonderfully – most wonderfully  
 well – better – best  
 badly – worse – worst  
 little – less – least  
 much – more – most

Перед наречием в превосходной степени артикль никогда не употребляется, но для усиления значения превосходной степени часто после наречия употребляется **of all**:  
 He speaks English **best of all**. – *Он говорит по-английски лучше всех.*

### Модальные глаголы и их эквиваленты (The Modal Verbs and their equivalent forms)

Verb	Present	Past	Future
<b>can</b> <b>to be able to</b> <i>мочь, уметь, быть в состоянии</i> (физическая/умственная способность)	<b>can</b> <b>am/is/are able to</b> <i>I can swim. / I am able to swim.</i> Я умею плавать.	<b>could</b> <b>was/were able to</b> <i>I could swim. / I was able to swim.</i> Я умел плавать.	<b>will/shall be able to</b> <i>I shall/will be able to swim.</i> Я смогу плавать.

<p>способность)</p>	<p><i>I cannot (can't) swim.</i> <i>Can you swim?</i></p>	<p><i>I could not (couldn't) swim.</i> <i>Could you swim?</i></p>	<p><i>I shall not (shan't)/will not (won't) be able to swim.</i> <i>Will you be able to swim?</i></p>
<p><b>1) may to be allowed to</b> <i>можно (разрешение);</i></p> <p><b>2) may/might</b> <i>возможно, может быть</i></p>	<p><b>may am/is/are allowed to</b> 1. <i>You may go home. You are allowed to go home.</i> <i>Вы можете-пойти домой.</i> <i>You may not go home.</i> <i>May I go home now?</i> 2. <i>They may/might still be working.</i> <i>Возможно, они все еще работают.</i></p>	<p><b>was/were allowed to</b> <i>I was allowed to go home.</i> <i>Мне разрешили идти домой.</i> <i>I was not (wasn't) allowed to go home.</i> <i>Were you allowed to go home?</i> <b>Might</b> (в косвенной речи) <i>He said I might go.</i> <i>Он сказал, что я могу уйти.</i></p>	<p><b>will/shall be allowed to</b> <i>You will be allowed to go home.</i> <i>Вам разрешат идти домой.</i> <i>You will not (won't) be allowed to go home.</i> <i>Will you be allowed to go home?</i></p>
<p><b>must</b> <i>должен</i></p>	<p><b>must</b> <i>I must do it now.</i> <i>Я должен сделать это сейчас.</i> <i>I must not (mustn't) do it now. (нельзя)</i> <i>Must I do it now?</i></p>	<p>_____</p>	<p>_____</p>
<p><b>have to</b> <i>должен, приходится, вынужден</i> (выражает вынужденную необходимость вследствие сложившихся обстоятельств)</p>	<p><b>have/has to</b> <i>I have to do it now.</i> <i>He has to do it now.</i> <i>Мне (ему) приходится (я/он вынужден) это сделать сейчас.</i> <i>I don't have to do it now.</i></p>	<p><b>had to</b> <i>I had to go there.</i> <i>Я должен был (мне пришлось, надо было) пойти туда.</i> <i>I didn't have to go there.</i> <i>Did you have to go there?</i></p>	<p><b>will/shall have to</b> <i>You will have to go there.</i> <i>Вы должны будете (вам надо будет/придется) пойти туда.</i> <i>You won't have to go there.</i></p>

	<p><i>He doesn't have to do it now.</i>  <i>Do you have to do it now?</i>  <i>Does he have to do it now?</i></p>		<p><i>Will you have to go there?</i></p>
<p><b>to be to</b>  <i>должен</i>  (выражает необходимость, предусмотренную планом)</p>	<p><b>am/is/are to</b>  <i>He is to do it at 6.</i>  Он <i>должен</i> сделать это в 6 часов.  <i>He isn't to do it at 6.</i>  <i>Is he to do it at 6?</i></p>	<p><b>was/were to</b>  <i>He was to do it at 6.</i>  Он <i>должен был</i> сделать это в 6 часов.  <i>He wasn't to do it at 6.</i>  <i>Was he to do it at 6?</i></p>	<p>_____</p>
<p><b>should</b>  <i>следует, должен</i>  (выражает совет)</p>	<p><b>should</b>  <i>You should go there. –</i>  Вам <i>следует</i> (вы <i>должны</i>) идти туда.  <i>You should not (shouldn't) go there.</i>  <i>Should I go there?</i></p>	<p>_____</p>	<p>_____</p>
<p><b>ought to</b>  <i>следует, должен</i>  (выражает моральный долг)</p>	<p><b>ought to</b>  <i>We ought to help her. –</i>  Нам <i>следует</i> (мы <i>должны</i>) ей помочь.  <i>We ought not (oughtn't) to help her.</i>  <i>Ought we to help her?</i></p>	<p>_____</p>	<p>_____</p>

## Типы и структура английских вопросов (The Types and Structure of English Questions)

<b>General questions</b>	<i>Do you work at a plant?</i> <i>Does he work at a plant?</i> <i>Did you work at a plant?</i> <i>Did you go to the plant?</i> <i>Will you work at a plant?</i>	Yes, I <i>do</i> . No, I <i>don't</i> . Yes, he <i>does</i> . No, he <i>doesn't</i> . Yes, I <i>did</i> . No, I <i>didn't</i> . Yes, I <i>did</i> . No, I <i>didn't</i> . Yes, I <i>will</i> . No, I <i>won't</i> .
<b>Alternative questions</b>	<i>Do you work at a plant or at a factory?</i> <i>Does he work at a plant or at a factory?</i> <i>Did you work at a plant or at factory?</i> <i>Did you go to the plant or to the factory?</i> <i>Will you work at a plant or at a factory?</i>	At a plant. / At a factory. At a plant. / At a factory. At a plant. / At a factory. To the plant. / To the factory. At a plant. / At a factory.
<b>Special questions</b>	<i>Where do you work?</i> <i>What does he like to do in the evening?</i> <i>Who did you see yesterday?</i> <i>When did you go to the plant?</i> <i>Why will he go to Moscow?</i> <i>What foreign languages does he speak?</i> <i>How many texts are you going to translate?</i>	I work at the plant. He likes reading. I saw my brother. I went to the plant in the morning. Because he likes the city. He speaks English and German. I am going to translate two texts.
<b>Tag questions</b>	<i>You work much, don't you?</i> <i>You don't work much, do you?</i> <i>You worked much, didn't you?</i> <i>You didn't work much, did you?</i> <i>You will work much, won't you?</i> <i>You will not work much, will you?</i>	Yes, I <i>do</i> . No, I <i>don't</i> . No, I <i>don't</i> . Yes, I <i>do</i> . Yes, I <i>did</i> . No, I <i>didn't</i> . No, I <i>didn't</i> . Yes, I <i>did</i> . Yes, I <i>will</i> . No, I <i>won't</i> . No, I <i>won't</i> . Yes, I <i>will</i> .

### Общий вопрос (General Question)

Прежде чем задать такой вопрос, нужно посмотреть, какие глаголы содержатся в повествовательном предложении.

Если в предложении есть глаголы **is, am, are, was, were, will, shall, can, could, must, may, might, should, would, dare, need, ought, have, has, had**, то нужно лишь поставить один из этих глаголов на первое место:

**He is** at home. – **Is he** at home?

**She has** given them some money. – **Has she** given them any money?

**He can** play the guitar very well. – **Can he** play the guitar very well?

Если в предложении нет таких глаголов, то придется прибегнуть к помощи вспомогательного глагола **do**:

**They live** in Moscow. – **Do they live** in Moscow?

**He knows** two foreign languages. – **Does he know** two foreign languages?

**She bought** a car in August. – **Did she buy** a car in August?

### Специальный вопрос (Special Question)

Обычный порядок слов в вопросительных предложениях, начинающихся с **where, when, why, how**:

They are going to travel by car. – How are they going to travel?

She will do the work in two days' time. – When will she do the work?

He has never been to London. – Where has he never been?

В вопросительных предложениях, начинающихся со слов **who, whose, what, which, whom**, которые являются дополнением, порядок слов будет следующим:

He didn't do his homework. – What didn't he do?

She wore a green shirt. – Which shirt did she wear?

This is my friend. – Whose friend is this?

Если вопросительные слова выступают в предложении в роли подлежащего, то порядок слов остается неизменным:

Tom asked the question. – Who asked the question?

Your phone is ringing. – Whose phone is ringing?

The red colour suits you. – What colour suits you?

### Альтернативный вопрос (Alternative question)

Такой вопрос строится так же, как общий, но здесь присутствует выбор:  
**Does your working day last eight or nine hours? – Eight hours.**

### Разделительный вопрос (Tag question)

Разделительный вопрос заканчивается словами: **не правда ли, не так ли**. Во второй (вопросительной) части используется такое же личное местоимение, как и в первой, и глагол стоит в том же времени, что и в первой (утвердительной) части.

**She has** already come, **hasn't she?** – *Она уже пришла, не так ли?*

**It isn't** raining now, **is it?** – *Сейчас нет дождя, не так ли?*

Если в первой части предложения содержится отрицание, то во второй части его не будет, и наоборот.

Если предложение повелительное, то вторая часть будет выглядеть так:  
**Open** the window, **will you?** – *Не откроете ли окно?*

**Let's** go to the country, **shall we?** – *Давайте поедem за город, не возражаете?*

### Времена глагола в активном залоге (The Active Voice)

Действительный залог в английском языке выражает действие, совершаемое самим подлежащим (лицом или предметом).

	<b>Present</b>	<b>Past</b>	<b>Future</b>
Simple/Indefinite	+ подл. + V /Vs (es) (3 л.ед.ч) - подл. +don't/doesn't+ V ? Do/Does+подл. +V 1. Постоянные состояния; 2. Повторяющиеся, повседневные действия. 3. Непреложная истина, закон природы. 4. Действия, происходящие по программе, расписанию. Обычно используется со словами: usually, always, every day/week/month/year, on Mondays/Tuesdays, in the morning/afternoon/evening, at night/the weekend.	+ подл. + V2 (ed) - подл. + didn't + V ? Did+ подл. + V 1. Действия, произошедшие в прошлом в определенное указанное время (when). 2. Повторяющиеся в прошлом действия, которые более не происходят (always, often, usually). 3. Действия, происходящие непосредственно одно за другим в прошлом; 4. Когда речь идет о людях, которых нет в живых. Обычно используется со словами: yesterday, lastnight, twodays/weeks/months/years ago, then, when, in 1992.	Will + V 1. Действия, которые возможно произойдут, а возможно нет. 2. Для предсказаний. 3. Для угроз, предупреждений. 4. Для обещаний, решений, принятых в момент речи. 5. Со словами hope, think, believe, expect, I'm sure, I'm afraid, probably, perhaps Обычно используется со словами: tomorrow, thedayafter tomorrow, next week/month/year, tonight, soon, in a week/month/year.
<p>Примеры – Группа времен Simple:</p> <p>Present Simple Tense:</p> <p>(+) I go to work every day. / He goes to work every day.</p> <p>(?) Do you go to work every day? / Does he go to work every day?</p> <p>(-) I don't go to work every day. / He doesn't go to work every day.</p> <p>Past Simple Tense:</p> <p>(+) I went to work yesterday. / He finished work yesterday.</p> <p>(?) Did you go to work yesterday? / Did he finish work yesterday?</p> <p>(-) I didn't go to work yesterday. / He didn't finish work yesterday.</p> <p>Future Simple Tense:</p> <p>(+) I will go to work tomorrow. / He will go to work tomorrow.</p> <p>(?) Will you go to work tomorrow ? / Will he go to work tomorrow?</p> <p>(-) I will not go to work tomorrow. / He won't go to work tomorrow.</p>			

<p>Continuous/Progressive</p>	<p>Am/ is/ are + Ving</p> <ol style="list-style-type: none"> <li>1. Действия, происходящие в момент речи.</li> <li>2. Временные действия, происходящие в наст. период времени, но не обязательно в момент речи.</li> <li>3. Действия, происходящие слишком часто и по поводу которых мы хотим высказать раздражение или критику (always);</li> <li>4. Действия, заранее запланированные на будущее.</li> </ol> <p>Обычно используется со словами: now, at the moment, these days, at present, always, tonight, still.</p>	<p>Was/were+ Ving</p> <ol style="list-style-type: none"> <li>1. Временные действия, продолжавшиеся в прошлом в момент, о котором мы говорим. Мы не знаем, когда началось и когда закончилось это действие.</li> <li>2. Временное действие, продолжавшееся в прошлом, когда произошло другое короткое действие;</li> <li>3. Два и более одновременных действия.</li> <li>4. Для описания обстановки, на фоне которой происходили события рассказа.</li> </ol> <p>Обычно используется со словами: while, when, as, all day/night/morning.</p>	<p>Will be+ Ving</p> <ol style="list-style-type: none"> <li>1. Для действий, которые будут в процессе в определенный момент в будущем.</li> <li>2. Действия, которые определенно произойдут в результате режима дня или договоренности.</li> <li>3. Когда мы спрашиваем о чьих-то планах на ближайшее будущее (с корыстной целью).</li> </ol> <p>Обычно используется со словами: This time tomorrow.</p>
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Примеры – Группа времен Continuous:

Present Continuous Tense:

(+) I am working now. / He is working now.

(?) Are you working now? / Is he working now?

(-) I am not working now. / He isn't working now.

Past Continuous Tense:

(+) I was working. / He was working.

(?) Were you working? / Was he working?

(-) I was not working. / He wasn't working.

Future Continuous Tense:

(+) I will not be working.

(?) Will he be working?

(-) They will not be working.

Примеры– Группа времен Perfect:

Present Perfect Tense:

- (+) I have done my work. / He has done his work.
- (?) Have you done your work? / Has he done his work?
- (-) I have not done my work. / He has not done his work.

Past Perfect Tense:

- (+) I had done my work. / He had done his work.
- (?) Had you done your work? / Had he done his work?
- (-) I had not done my work. / He had not done his work.

Future Perfect Tense:

- (+) I will have done my work.
- (?) Will he have done his work?
- (-) They will not have done their work.

Примеры – Группа времен Perfect Continuous:

Present Perfect Continuous Tense:

- (+) I have been doing my work for a week. / He has been doing his work for a week.
- (?) Have you been doing you work for a week? / Has he been doing his work for a week?

(-) I have not been doing my work for a week. / He has not been doing his work for a week.

Past Perfect Continuous Tense:

- (+) I had been doing my work for a week. / He had been doing his work for a week.
- (?) Had you been doing you work for a week? / Had he been doing his work for a week?
- (-) I had not been doing my work for a week. / He had not been doing his work for a week.

Future Perfect Continuous Tense:

- (+) I will have been doing my work for a week.
- (?) Will you have been doing your work for a week?
- (-) He will not have been doing his work for a week.

Perfect	<p>Have/has + V3(ed)</p> <ol style="list-style-type: none"> <li>1. Действия, которые произошли в прошлом в неопределенное время. Время не важно, важен результат.</li> <li>2. Действия, которые начались в прошлом и все еще продолжают в настоящем; (non-continuous verbs).</li> <li>3. Действия, которые завершились совсем недавно и их результаты ощущаются в настоящем.</li> <li>4. со словами «today, this morning/afternoon», когда обозначенное ими время еще не истекло, а действие уже совершилось.</li> </ol> <p>Обычно используется со словами: for, since, already, just, always, recently, ever, how long, yet, lately, never, so far, today, this morning/afternoon/week/month, year.</p>	<p>Had+ V3 (ed)</p> <ol style="list-style-type: none"> <li>1. Действие, которое произошло раньше другого действия в прошлом. Которое-раньше – PastPerfect, позже – PastSimple;</li> <li>2. Действия, которые произошли до указанного действия в прошлом.</li> </ol> <p>Обычно используется со словами: before, after, already, just, till/until, when, by, by the time.</p>	<p>Will have + V3 (ed)</p> <ol style="list-style-type: none"> <li>1. Для действий, которые завершатся до определенного периода в будущем.</li> </ol> <p>Обычно используется со словами: By the time, until, before.</p>
Perfect Continuous	<p>Have/has been + Ving</p> <ol style="list-style-type: none"> <li>1. Действия, которые начались в прошлом и продолжаются в настоящем.</li> <li>2. Действия, которые длились какой-то период, завершились и от этого действия есть результат в настоящем.</li> </ol> <p>Обычно используется со словами: for, since, all morning/afternoon /week/day, how long.</p>	<p>Had been + Ving</p> <ol style="list-style-type: none"> <li>1. Подчеркивает действие, которое длилось какой-то период времени в прошлом и закончилось до другого действия или периода времени в прошлом.</li> <li>2. Подчеркивает действие, которое длилось какой-то период времени в прошлом и от этого действия в прошлом был результат.</li> </ol> <p>Обычно используется со словами: for, since, how long, before, until, by, by the time.</p>	<p>Will have been + Ving</p> <ol style="list-style-type: none"> <li>1. Подчеркивает действие, которое будет длиться какой-то период и завершится до определенного периода в будущем</li> </ol> <p>Обычно используется со словами: by the time, until, before.</p>

## Пассивный залог (The Passive Voice)

Если подлежащее в предложении само совершает действие (я иду, он рисует, мы купили, они будут лететь), то тогда нам понадобится активная форма. Если же над подлежащим совершают что-то, его подвергают воздействию (деревья сажают, воду налили, меня пригласили, нас поведут), значит, используем страдательную (пассивную) конструкцию.

### Пассивный залог

	Present	Past	Future
<b>Формула Simple</b>	<i>is/am/are + V<sub>ed</sub>(V<sub>3</sub>)</i>	<i>was/were + V<sub>ed</sub>(V<sub>3</sub>)</i>	<i>will+ be + V<sub>ed</sub>(V<sub>3</sub>)</i>
	Letters are sent every day. – Письма посылают каждый день.	Letters were sent yesterday. – Письма отправили вчера.	Letters will be sent tomorrow. – Письма отправят завтра.
<b>Формула Continuous</b>	<i>is/am/are + being + V<sub>ed</sub>(V<sub>3</sub>)</i>	<i>was/were + being + V<sub>ed</sub>(V<sub>3</sub>)</i>	_____
	Letters are being sent now –Письма отправляют сейчас.	Letters were being sent at 5 yesterday. – Письма вчера отправлял и в 5 часов.	_____
<b>Формула Perfect</b>	<i>has/have + been + V<sub>ed</sub>(V<sub>3</sub>)</i>	<i>had + been + V<sub>ed</sub>(V<sub>3</sub>)</i>	<i>will + have/has+ been + V<sub>ed</sub>(V<sub>3</sub>)</i>
	Letters have been already sent. –Письма уже отправили.	Letters had been sent before he phoned. – Письма отправили до того, как он позвонил.	Letters will have been sent by 5 tomorrow. –Письма отправят завтра до 5 часов.
<b>Perfect Continuous</b>	_____	_____	_____

Обратите внимание, что Perfect Continuous вообще не используется в страдательном залоге. А время Continuous не имеет будущего отрезка. Вопросительная и отрицательная форма во всех временах идентичная.

**?: Вспом. глагол + подл. + сказуемое**

**—: Подлежащее + вспом. глагол + not + сказуемое**

Were you invited to the party yesterday? – Тебя пригласили на вечеринку вчера?

I wasn't invited to the party yesterday. – Меня не пригласили на вечеринку вчера.

Are the flowers being planted now? – Цветы сейча ссажают?

The trees are not being planted now. – Деревья сейчас не сажают.

Употребление различных времен полностью соответствует их аналогам в активном залоге.

## Сравнение Active и Passive

	Active	Passive
<i>Present Simple</i>	She writes a new play for the theatre every year. – Она пишет новую пьесу для театра каждый год.	A new play for the theatre is written by her every year. – Новая пьеса для театра пишется ею каждый год.
<i>Past Simple</i>	He stole food from the shop. – Он украл еду в магазине.	Food was stolen from the shop by him. – Еда была им украдена в магазине.
<i>Future Simple</i>	They will show a new musical on TV next month. – Они покажут новый мюзикл по телевидению в следующем месяце.	A new musical will be shown on TV next month. – Новый мюзикл покажут по телевидению в следующем месяце.
<i>Present Continuous</i>	My dad is repairing the car now. – Мой папа сейчас ремонтирует машину.	The car is being repaired by my dad now. – Машина сейчас ремонтируется папой.
<i>Past Continuous</i>	At 9 my brother was loading the truck. – В 9 часов мой брат разгружал грузовик.	At 9 o'clock the truck was being loaded by my brother. – В 9 часов грузовик разгружался моим братом.
<i>Present Perfect</i>	My daughter has already translated the whole text. – Моя дочь уже перевела весь текст.	The whole text has been already translated by my daughter. – Весь текст уже переведен моей дочерью.
<i>Past Perfect</i>	When we came to the kitchen, he had eaten the pie. – Когда мы вошли в кухню, он уже съел пирог.	When we came to the kitchen, the pie had been eaten. – Когда мы вошли в кухню, пирог был уже съеден.
<i>Future Perfect</i>	We will have finished the work by 6 tomorrow. – Завтра мы закончим работу к шести.	The work will have been finished by 6 tomorrow. – Работа будет закончена завтра к шести.

## Future Simple Tense / Be going to для выражения будущего времени

Способ	Объяснение	Пример
1. Выражение будущего с помощью времени <b>Future Simple</b>	Употребляется для выражения действия, которое <b>совершится или будет совершаться в будущем</b> . Часто используется, когда говорящий решает что-то сделать <b>во время разговора</b> . Употребляется, когда говорящий <b>обещает что-то сделать</b> . Используется <b>при предсказании</b> будущих событий.	<ul style="list-style-type: none"> <li>• Mary <b>will call</b> us – Мария позвонит нам (действие совершится в будущем).</li> <li>• I don't understand this grammar rule. Don't worry, <b>I will explain</b> it to you. – Я не понимаю этого правила. Не волнуйся, я объясню его тебе. (решение принято во время разговора)</li> <li>• <b>I won't tell</b> Sally what you've said – Я не скажу Салли о том, что ты сказал. (обещание)</li> <li>• I think we <b>will win</b> this game! – Я думаю, мы выиграем эту игру. (предсказание)</li> </ul>

2. Выражение будущего с помощью конструкции <b>to be going to</b>	<ul style="list-style-type: none"> <li>• Употребляется, когда мы говорим о наших <b>планах на будущее</b> и о том, что мы <b>уже решили сделать</b>.</li> <li>• <b>To be going to</b> в этом случае переводится как <b>собираться, намереваться</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I am going to</b> repair my car. – Я <b>собираюсь</b> отремонтировать свою машину.</li> <li>• My brother <b>is going to</b> marry next year – Мой брат <b>собирается</b> жениться в следующем году.</li> </ul>
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### Герундий (The Gerund)

Герундий – глагол, у которого нет категории лица, числа, времени и наклонения.

Так как соответствий герундию в русском языке нет, следует тщательно изучить правила его образования, формы, функции и случаи употребления.

Герундий может выполнять функции любого члена предложения, но чаще всего он играет роль существительного или глагола.

По выполняемым функциям в предложении герундий имеет сходство с инфинитивом.

Очень легко ошибиться в выборе между герундием и инфинитивом. Поэтому необходимо знать их отличия друг от друга.

### Формы

Время (Tense)	Активный залог (Active)	Пассивный залог (Passive)
Simple (отражает настоящее или будущее)	Правило: <b>глагол + ing</b>	Правило: <b>being + Participle II</b> (3 форма глагола)
	He admitted to <b>stealing</b> a wallet. – Он признался в краже кошелька.	I like <b>being helped</b> with my homework. – Мне нравится, когда мне помогают с домашним заданием.
	Mary hates <b>cleaning</b> the flat. – Мэри ненавидит убирать квартиру.	You enjoy <b>being photographed</b> . – Тебе нравится, когда тебя фотографируют.
Perfect (используется, когда действие, которое он выражает, предшествует другом действию)	Правило: <b>having + Participle II</b>	Правило: <b>having been + Participle II</b>
	They are proud <b>of having talked</b> with this person. – Они гордятся тем, что разговаривали с этим человеком.	We called the police when we found our <b>house having been robbed</b> . – Мы позвонили в полицию, когда обнаружили, что наш дом был ограблен.
	I did n't approve of my daughter <b>having sold</b> the car. – Я не одобряю, что моя дочь продала машину.	Mike heard of <b>having been landed</b> a job. – Майк услышал, что его взяли на работу.

## Употребление и функции в предложении

Случай употребления	Пример с переводом
В качестве существительного	<ul style="list-style-type: none"> <li>• <b>Reading</b> is the best pastime. – Чтение – это лучшее времяпрепровождение.</li> </ul>
После глаголов <b>admit</b> (допускать), <b>anticipate</b> (ожидать), <b>appreciate</b> (оценивать), <b>avoid</b> (избегать), <b>consider</b> (рассматривать), <b>continue</b> (продолжать), <b>delay</b> (откладывать), <b>escape</b> (совершать побег), <b>finish</b> (завершать), <b>imagine</b> (воображать), <b>practise</b> (применять), <b>report</b> (сообщать), <b>suggest</b> (предлагать) и др.	<ul style="list-style-type: none"> <li>• My sister <b>avoided looking</b> at him. – Моя сестра избегала смотреть на него.</li> <li>• <b>I finished training</b> at 9 p.m. – Я закончила тренироваться в 9 часов.</li> <li>• Mark and Jane didn't <b>consider coming</b> back home. – Марк и Джэйн не обсуждали возвращение домой.</li> </ul>
После таких глаголов как <b>dislike</b> (испытывать неприязнь), <b>enjoy</b> (получать удовольствие), <b>hate</b> (ненавидеть), <b>like</b> (нравиться), <b>love</b> (любить), которые выражают предпочтение <b>НО!</b> с выражениями <i>would love</i> (очень хотеть), <i>would like</i> (хотеть), <i>would prefer</i> (предпочесть) используется инфинитив.	<ul style="list-style-type: none"> <li>• She <b>hates watching</b> TV news. – Она ненавидит смотреть новости.</li> <li>• <b>I like eating</b> sweets. – Мне нравится кушать сладости.</li> <li>• His neighbor <b>loves fishing</b>. – Его сосед обожает ловить рыбу.</li> <li>• <i>I would like to speak</i> with your father. – Я бы хотела поговорить с твоим отцом.</li> </ul>
После таких выражений как <b>be busy</b> (быть занятым), <b>it's no use</b> (никчему), <b>it's worth</b> (стоит), <b>there's no point</b> (нет смысла), <b>have trouble</b> (испытывать затруднения), <b>what's the use of</b> (какой смысл) и др.	<ul style="list-style-type: none"> <li>• <b>There is no point in worrying</b>. – Нет никакого смысла волноваться.</li> <li>• My mother <b>was busy cooking</b> the dinner for me. – Моя мама была занята приготовлением обеда для меня.</li> <li>• <b>What's the use of going</b> there? – Какой смысл туда идти?</li> </ul>
После глаголов <b>spend</b> (тратить), <b>waste</b> (тратить впустую), <b>lose</b> (терять)	<ul style="list-style-type: none"> <li>• Tara <b>wasted</b> a lot of time <b>trying</b> to explain her point of view. – Тара потратила очень много времени стараясь объяснить свою точку зрения.</li> <li>• <b>He lost all his money playing in gamble</b>. – Он потерял все свои деньги, играя в азартные игры.</li> </ul>
После предлогов	<ul style="list-style-type: none"> <li>• You suspect me <b>of stealing</b> your bracelet. – Вы подозреваете меня в том, что я украл ваш браслет.</li> <li>• They have interest <b>in playing</b> chess. – Они интересуются шахматами.</li> </ul>
После предлога "to" с такими выражениями как <b>look forward to</b> (с нетерпением ждать), <b>be used to</b> (привыкнуть), <b>object to</b> (возражать), <b>in addition to</b> (в дополнение к) и др.	<ul style="list-style-type: none"> <li>• I am <b>looking forward to meeting</b> with him – Я с нетерпением жду встречи с ним.</li> <li>• This employee <b>objects to working</b> for that company – Этот служащий отказывается работать на ту компанию.</li> </ul>

После глаголов **hear (слышать), listen (слушать), notice (замечать), see (видеть), watch (смотреть)** чтобы описать неполное действие

• Olga **heard** you parents **peaking** about future. – Ольга слышала, как родители разговаривали о будущем (Ольга слышала только часть разговора).  
 • I **saw** our football team **playing** game – Я видела, как играла наша футбольная команда (Я видела только часть игры).

### Инфинитив (The Infinitive)

Инфинитив является одной из неличных форм глагола, обозначающей действие и отвечающей на вопросы: **что делать? что сделать?** Отличительным признаком инфинитива является наличие частицы **to** перед глаголом, однако в некоторых случаях она может опускаться.

#### Образование основных форм инфинитива

Инфинитив (Infinitive)	Активный залог (Active Voice)	Пассивный залог (Passive Voice)*
Неопределенный (Indefinite)	to do, to look, to tell, to know, to ask	to be done, to be looked, to be told, to be known, to be asked
Длительный (Continuous)**	to be doing, to be watching, to be saying, to be writing	–
Совершенный (Perfect)	to have done, to have asked, to have seen, to have worked	to have been done, to have been asked, to have been seen, to have been known
Совершенный длительный (Perfect Continuous)**	to have been doing, to have been watching, to have been painting, to have been laughing	–

\*Обратите внимание, что формы пассивного залога есть только у переходных глаголов.

\*\*Обратите внимание, что некоторые глаголы в английском языке не могут принимать форму Continuous (например, to know, to seem, to mind, и другие).

## Употребление основных форм инфинитива

Инфинитив (Infinitive)	Активный залог (ActiveVoice)	Пассивный залог (PassiveVoice)
Неопределенный (Indefinite) обозначает действие (или состояние), одновременное с действием (или состоянием), выраженным глаголом в личной форме	<ul style="list-style-type: none"> <li>• I like <b>to photograph</b> my children. – Я люблю фотографировать своих детей.</li> <li>• I want <b>to listen</b> to her. – Я хочу послушать ее.</li> <li>• She can't <b>tell</b> her the truth. – Она не может сказать ей правду.</li> </ul>	<ul style="list-style-type: none"> <li>• My children like <b>to be photographed</b>. – Мои дети любят, чтобы их фотографировали.</li> <li>• She wants <b>to be listened</b> to. – Она хочет, чтобы ее послушали.</li> <li>• She can't <b>be told</b> the truth. – Ей нельзя говорить правду.</li> </ul>
Длительный (Continuous) – действие, выраженное инфинитивом, обозначает текущее время, одновременно происходящее с действием, выраженным глаголом в личной форме	<ul style="list-style-type: none"> <li>• He seems <b>to be looking for</b> something. – Кажется, он что-то ищет.</li> <li>• It is wonderful <b>to be sitting</b> here in the sun. – Как хорошо сидеть здесь, на солнце.</li> <li>• She must still <b>be writing</b> this letter. – Должно быть, она все еще пишет это письмо.</li> </ul>	–
Совершенный (Perfect) – действие, выраженное инфинитивом, обозначает прошедшее время относительно действия, выраженного глаголом в личной форме	<ul style="list-style-type: none"> <li>• They should <b>have finished</b> this project by now. – Они уже должны были закончить этот проект.</li> <li>• He seems <b>to have forgotten</b> about this deal. – Похоже, что он забыл об этой сделке.</li> <li>• I am sorry not <b>to have phoned</b> you. – Мне жаль, что я тебе не позвонил.</li> </ul>	<ul style="list-style-type: none"> <li>• This project should <b>have been finished</b> by now. – Этот проект уже должен был быть закончен.</li> <li>• This deal seems <b>to have been forgotten</b> about. – Похоже, что об этой сделке забыли.</li> <li>• I am glad you <b>have been contacted</b> by them. – Я рад, что они связались с тобой.</li> </ul>
Совершенный длительный (Perfect Continuous) – действие, выраженное инфинитивом, происходило на протяжении определенного времени перед действием, выраженным глаголом в личной форме	<ul style="list-style-type: none"> <li>• They turned out <b>to have been preparing</b> for the exam. – Оказалось, что они готовились к экзамену.</li> <li>• She seems <b>to have been looking</b> after him for a long time. – Кажется, что она присматривала за ним на протяжении долгого времени.</li> <li>• I must <b>have been watching</b> TV when you knocked on the door. – Должно быть, я смотрела телевизор, когда ты постучал в дверь.</li> </ul>	–

## Употребление инфинитива без частицы to

Случай	Пример
1. После модальных глаголов	<ul style="list-style-type: none"> <li>• <b>Could</b> you <b>help</b> me? – Вы не могли бы мне помочь?</li> <li>• You <b>must do</b> it. – Ты должен сделать это.</li> <li>• You <b>should have called</b> her. – Ты должен был позвонить ей.</li> <li>• She <b>may join</b> us later. – Может быть, она позже присоединится к нам.</li> </ul>
2. После конструкций <b>would rather, had better</b>	<ul style="list-style-type: none"> <li>• <b>I'd rather check</b> the weather forecast now. – Я лучше сейчас проверю прогноз погоды.</li> <li>• <b>You'd better get</b> off the bus here. – Вам лучше выйти из автобуса здесь.</li> </ul>
3. После глагола <b>do</b> , используемого для усиления действия	<ul style="list-style-type: none"> <li>• <b>I do know</b> what you mean. – Я знаю, что ты имеешь в виду.</li> <li>• <b>I did try!</b> – Я старался!</li> </ul>
4. Послеглаголовчувственновосприятия ( <b>to see, to hear, to feel, to watch, etc.</b> ), а также глаголов <b>to let</b> и <b>to make</b> *Запомните! При употреблении этих глаголов в пассивном залоге перед инфинитивом ставится частица <b>to</b> .	<ul style="list-style-type: none"> <li>• <b>I heard</b> somebody <b>knock</b> on the door. – Я слышал, как кто-то постучал в дверь.</li> <li>• <b>Let me buy</b> you a cup of coffee. – Позволь, я куплю тебе чашку кофе.</li> <li>• <b>I will make</b> him <b>change</b> his mind. – Я заставлю его поменять свое мнение.</li> <li>• She <b>was seen to leave</b> the house. – Видели, как она выходила из дома.</li> <li>• He <b>was made to clean</b> all the mess. – Его заставили убрать весь беспорядок.</li> </ul>
5. После <b>why</b> и <b>why not</b> в вопросительных предложениях	<ul style="list-style-type: none"> <li>• <b>Why not do</b> it straight away? – Почему бы не сделать это сразу?</li> <li>• <b>Why hurry up?</b> We will be there soon. – Зачем торопиться? Мы скоро будем там.</li> </ul>
6. После союзов <b>and, or, except, but, then, as</b> и <b>like</b>	<ul style="list-style-type: none"> <li>• I would like <b>to sit</b> on the sofa <b>and read</b> some book. – Я бы хотел сесть на диван и почитать какую-нибудь книгу.</li> <li>• I was ready for everything <b>but hear</b> this kind of news. – Я был готов ко всему, но только не услышать такие новости.</li> </ul>
7. Иногда после глаголов <b>to dare</b> и <b>to help</b>	<ul style="list-style-type: none"> <li>• How <b>dare</b> you <b>not listen</b> to your parents? (= How <b>dare</b> you <b>not to listen</b> to your parents?) – Как ты смеешь не слушаться своих родителей? *Но после <i>daren't</i> инфинитив всегда без <i>to</i>: <i>I daren't look into his eyes.</i> – Я не осмеливаюсь смотреть ему в глаза.</li> <li>• <b>Help</b> me <b>do</b> this task, please! (= <b>Help</b> me <b>to do</b> this task, please!) – Помоги мне сделать это задание, пожалуйста.</li> </ul>

## Роль инфинитива в английском предложении

Член предложения	Пример
Подлежащее	<b>To have</b> a car is one of the requirements. – Иметь машину – одно из требований.
Именная часть составного именного сказуемого	All I need is <b>to cut</b> my hair. – Все, что мне нужно – это подстричь волосы.
Часть составного глагольного сказуемого	You <b>must read</b> this article. – Ты должен прочитать эту статью.
Прямое дополнение	I wanted you <b>to meet</b> my friend – Я хотел, чтобы ты познакомился с моим другом.
Определение	What will be the best way <b>to begin</b> with? – С чего лучше начать?
Обстоятельство	I called her <b>to ask</b> this question. – Я позвонила ей, чтобы задать этот вопрос.

### Сложное дополнение (The Complex Object). Сложное подлежащее (The Complex Subject)

Сложное дополнение является одним членом предложения и представляет собой **сочетание местоимения в объектном падеже/существительного в общем падеже с инфинитивом** (в некоторых случаях с причастием настоящего времени).

В русском языке не существует аналогичной конструкции.

С английского языка такие предложения переводятся дополнительным придаточным предложением.

В этом обороте существительное или местоимение выражают предмет или лицо, совершающее действие, выраженное инфинитивом, или подвергающееся этому действию.

### Конструкция Complex Object

Verb + Object + Infinitive (with or without to) or -ing form

(Глагол + Дополнение + Инфинитив (с частицей *to* или без нее) или причастие настоящего времени)

#### Общие случаи употребления Complex Object

Употребление	Пример	Объяснение
После глагола в любой форме времени, а также после глагола в форме инфинитива, причастия или герундия	<ul style="list-style-type: none"> <li>• We <b>expected Tom to be late</b>. – Мы ожидали, что Том опоздает.</li> <li>• <b>Expecting him to finish</b> the work on his own, I went home. – Ожидая, что он закончит работу самостоятельно, я ушел домой.</li> </ul>	<ul style="list-style-type: none"> <li>• сказуемое выражено глаголом в форме Past Simple Tense (<b>expected</b>), дополнение выражено именем собственным (<b>Tom</b>), за дополнением следует инфинитив с частицей <i>to</i> (<b>to be late</b>).</li> <li>• <b>Expecting</b> – причастие, дополнение выражено местоимением в объектном падеже (<b>him</b>), за которым следует инфинитив с частицей <i>to</i> (<b>to finish</b>).</li> </ul>
В страдательном залоге	I <b>expect the goods to be loaded</b> immediately. – Я ожидаю, что товары будут погружены немедленно.	сказуемое выражено глаголом в Present Simple Tense ( <b>expect</b> ), дополнение выражено существительным ( <b>the goods</b> ), за которым следует инфинитив с частицей <i>to</i> в страдательном залоге ( <b>to be loaded</b> ).
В обороте может быть употреблено 2 или более инфинитивов	I <b>expect him to come and help</b> me. – Я ожидаю, что он придет и поможет мне.	сказуемое выражено глаголом в Present Simple Tense ( <b>expect</b> ), дополнение выражено местоимением в объектном падеже ( <b>him</b> ), за которым следуют 2 глагола в форме инфинитива с частицей <i>to</i> ( <b>to come and help</b> ).

Употребление конструкции Verb + Object + Infinitive + to (Глагол + Дополнение + Инфинитив с частицей to)

Употребление	Пример	Объяснение
После глаголов, выражающих желание ( <b>to want – хотеть, to wish – желать, to like – любить</b> )	Do you <b>want me to go</b> with you? – Хочешь, чтобы я пошел с тобой?	Глагол <b>want</b> , выражающий желание, употреблен с местоимением в объектном падеже ( <b>me</b> ), за которым следует инфинитив с частицей to ( <b>to go</b> ).
После глаголов, выражающих предположение ( <b>to believe – полагать, считать; to expect – ожидать, to declare – заявлять, to suppose – полагать</b> )	I <b>suppose him to be</b> about fifty. – Я полагаю, что ему лет пятьдесят.	<b>suppose</b> – глагол, выражающий предположение, употреблен с местоимением в объектном падеже ( <b>him</b> ), за которым следует инфинитив с частицей to ( <b>tobe</b> ).
После глаголов, выражающих просьбу, приказ, разрешение ( <b>to ask – просить, to allow – разрешать, to order – приказывать</b> )	She <b>asked them to behave</b> themselves. – Она попросила их вести себя хорошо	Глагол <b>ask</b> выражает просьбу, употреблен с местоимением в объектном падеже ( <b>them</b> ), за которым следует инфинитив с частицей to ( <b>to behave</b> ).
После глаголов, требующих дополнения с предлогом ( <b>to wait for – ждать чего-то, to rely on – полагаться на, to count on – рассчитывать на</b> )	I <b>count on him to help</b> me. – Я рассчитываю на то, что он мне поможет	глагол <b>count on</b> употреблен с местоимением в объектном падеже ( <b>him</b> ), за которым следует инфинитив с частицей to ( <b>tohelp</b> )

### Употребление конструкции **Verb + Object + Infinitive** (Глагол + Дополнение + Инфинитив без частицы **to**)

Употребление	Пример	Объяснение
После глаголов, выражающих восприятие посредством органов чувств ( <b>to see – видеть, to notice – замечать, to feel – чувствовать</b> )	We did not <b>see her enter</b> the room. – Мы не видели, как она вошла в комнату.	глагол <b>see</b> является глаголом чувственного восприятия, употреблен с местоимением в объектном падеже ( <b>her</b> ), за которым следует инфинитив без частицы <b>to (enter)</b> .
После глаголов <b>make</b> (в значении <b>заставлять</b> ) и <b>let</b> – <b>позволять</b>	<ul style="list-style-type: none"> <li>• <b>Let me carry</b> your bag for you. – Позволь мне понести твою сумку.</li> <li>• The customs officer <b>made Sally open</b> her case. – Сотрудник таможни заставил Салли открыть чемодан.</li> </ul>	<ul style="list-style-type: none"> <li>• сказуемое выражено глаголом <b>let</b>, после которого употреблено дополнение, выраженное местоимением в объектном падеже (<b>me</b>) и инфинитив без частицы <b>to (carry)</b>.</li> <li>• сказуемое выражено глаголом в Past Simple Tense (<b>made</b>) с дополнением, выраженным именем собственным (<b>Sally</b>), после которого употреблен инфинитив без частицы <b>to (open)</b>.</li> </ul>

### Употребление конструкции **Verb + Object + -ingform** (Глагол + Дополнение + Причастие настоящего времени)

Употребление	Пример	Объяснение
После глаголов, выражающих восприятие посредством органов чувств, вместо инфинитива может употребляться причастие настоящего времени. В таком случае инфинитив выражает законченное действие, а причастие подчеркивает действие в процессе.	Сравните: <ul style="list-style-type: none"> <li>• I <b>saw him cross</b> the street. – Я видел, как он перешел улицу.</li> <li>• I <b>saw him crossing</b> the street. – Я видел, как он переходил улицу.</li> </ul>	в первом случае инфинитив без частицы <b>to (cross)</b> подчеркивает законченность действия, во втором случае причастие <b>crossing</b> указывает на сам процесс.

### Случаи, в которых не употребляется Complex Object

Употребление	Пример	Объяснение
Когда глаголы чувственного восприятия употреблены в переносном значении, Complex Object не употребляется, вместо него используется дополнительное придаточное предложение.	<b>I heard</b> that he had returned to Moscow. – Я слышал (узнал), что он вернулся в Москву.	глагол <b>hear</b> употреблен в переносном значении «узнавать».
Complex Object не употребляется после таких глаголов, как <b>to suggest</b> – предлагать; <b>to recommend</b> – советовать; <b>to deny</b> – отрицать, и некоторых других.	<b>I suggested</b> that she should go home. – Я предложил ей пойти домой.	сказуемое выражено глаголом <b>suggest</b> , после которого употребляется конструкция <b>that some body should do something</b> .

### Образование Complex Subject

Подлежащее (существительное или местоимение в именительном падеже)	Сказуемое	Инфинитив	Другие члены предложения
<b>He</b>	<b>Is known</b>	<b>To work</b>	<b>hard.</b>
Complex Subject			
<b>Известно, что он работает усердно.</b>			

### Разница между Complex Object и Complex Subject

Случаи употребления	Complex Object	Complex Subject
после глаголов, выражающих желание ( <b>to want</b> – хотеть, <b>to wish</b> – желать, <b>to like</b> – любить)	<b>I wanted him to be</b> invited here. – Я хотел, чтобы его пригласили сюда.	Не употребляется

<p>после глаголов, выражающих предположение (<b>to believe – полагать, считать; to expect – ожидать, to declare – заявлять, to suppose – полагать</b>)</p>	<ul style="list-style-type: none"> <li>• <b>I believe him to be</b> a very good person. – Я полагаю, что он очень хороший человек. (сказуемое выражено глаголом в Present Simple Tense)</li> <li>• <b>I expected her to arrive</b> on time. – Я ожидал, что она придет вовремя. (сказуемое выражено глаголом в Past Simple Tense)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>He is believed to be</b> a very good person. – Полагают, что он очень хороший человек. (сказуемое выражено глаголом в страдательном залоге в настоящем времени)</li> <li>• <b>She was expected to arrive</b> on time. – Ожидали, что она придет вовремя. (сказуемое выражено глаголом в страдательном залоге в прошедшем времени)</li> </ul>
<p>после глаголов, выражающих восприятие посредством органов чувств (<b>to see – видеть, to notice – замечать, to feel – чувствовать</b>)</p>	<p><b>We heard him knock</b> at the door. – Мы слышали, как он постучал в дверь. (после глагола чувственного восприятия инфинитив употреблен без частицы to)</p>	<p><b>He was heard to knock</b> at the door. – Слышали, что он постучал в дверь (после глагола чувственного восприятия в страдательном залоге инфинитив употребляется с частицей to)</p>
<p>после глаголов, выражающих просьбу, приказ, разрешение (<b>to ask – просить, to allow – разрешать, to order – приказывать</b>)</p>	<p><b>He asked for the letter to be sent off</b> immediately. – Он попросил, чтобы письмо было отправлено немедленно. (сказуемое выражено глаголом в Past Simple Tense)</p>	<p><b>He was asked to send</b> the letter. – Его попросили отправить письмо. (сказуемое выражено глаголом в страдательном залоге в прошедшем времени)</p>
<p>после глаголов <b>make</b> (в значении заставлять) и <b>let</b> – позволять</p>	<p>The customs officer <b>made Sally open</b> her bag. – Сотрудник таможни заставил Салли открыть сумку. (после глагола make инфинитив употреблен без частицы to)</p>	<p><b>Sally was made to open</b> her bag. – Салли заставили открыть сумку. (после глагола make в страдательном залоге инфинитив употребляется с частицей to)</p>
<p>После глаголов <b>to seem, to appear – казаться, to prove – оказываться, to happen – случаться</b></p>	<p>Не употребляется</p>	<p><b>He seems to know</b> English well. – Кажется, он хорошо знает английский язык. (глаголы этой группы употребляются в действительном залоге)</p>

когда сказуемое выражено глаголом-связкой <b>to be</b> со следующими прилагательными: <b>likely</b> – <b>вероятный</b> , <b>unlikely</b> – <b>маловероятный</b> , <b>certain</b> – <b>определенный</b>	Не употребляется	<b>He is likely to know</b> her address. – Он, вероятно, знает ее адрес.
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### Согласование времен (The Sequence of Tenses)

Как и в русском языке, в английском есть сложные предложения, которые состоят из главной и придаточной части.

Если в главном предложении сказуемое выражено глаголом в одной из форм прошедшего времени, то в придаточном предложении **употребление времен ограничено**. Правило, которому в этом случае подчиняется употребление времен в придаточном предложении, называется **согласованием времен**.

#### *Правило 1.*

Если глагол главного предложения имеет форму **настоящего или будущего** времени, то глагол придаточного предложения будет иметь любую форму, которая требуется смыслом предложения. То есть **никаких изменений не произойдет**, согласование времен здесь в силу **не вступает**.

#### *Правило 2.*

Если глагол главного предложения имеет форму **прошедшего времени** (обычно PastSimple), то глагол придаточного предложения должен быть в форме **одного из прошедших времен**. То есть в данном случае время придаточного предложения **изменится**. Все эти изменения отражены в нижеследующей таблице (показаны наиболее распространенные времена).

## Согласование времен

Переход из одного времени в другое  
Present Simple » Past Simple

Present Continuous » Past Continuous

Present Perfect » Past Perfect

Past Simple » Past Perfect

Past Continuous » Past Perfect Continuous

Present Perfect Continuous » Past Perfect Continuous

Future Simple » Future in the Past

He **can speak** French. – Он говорит по-французски.

They **are listening** to him. – Они слушают его.

Our teacher **has asked** my parents to help him. – Наш учитель попросил моих родителей помочь ему.

I **invited** her. – Я пригласил ее.

She **was crying**. – Она плакала.

It **has been raining** for an hour. – Дождь идет уже час.

She **will show** us the map. – Она покажет нам карту.

### Пример

Boris said that he **could speak** French. – Борис сказал, что он говорит по-французски.

I **thought** they **were listening** to him. – Я думал, они слушают его.

Mary **told** me that our teacher **had asked** my parents to help him. – Мария сказала мне, что наш учитель попросил моих родителей помочь ему.

Peter **didn't know** that I **had invited** her. – Петр не знал, что я пригласил ее.

John **said** that she **had been crying**. – Джон сказал, что она плакала.

He **said** that it **had been raining** for an hour. – Он сказал, что уже час шел дождь.

I **did n't expect** she **would show** us the map. – Я не ожидал, что она покажет нам карту.

### Случаи, когда согласование времен не употребляется

<p>1. Если в придаточном предложении сообщается <b>общеизвестное положение или факт</b></p>	<ul style="list-style-type: none"> <li>• We <b>convinced</b> him how important learning English <b>is</b> – Мы убедили его, насколько важно изучение английского.</li> <li>• Even the early doctors <b>knew</b> that the washing of hands <b>prevents</b> infection – Еще издавна врачи знали, что мытье рук препятствует распространению инфекции.</li> </ul>
<p>2. Если в придаточном предложении сказуемое выражено глаголом в <b>сослагательном наклонении</b></p>	<ul style="list-style-type: none"> <li>• If your father <b>were</b> kind, he <b>would let</b> us stay here. – Если бы твой отец был добрым, он бы разрешил нам остаться здесь.</li> <li>• Boris <b>would not lend</b> us money, if we <b>asked</b> him. – Борис не одолжил бы нам деньги, если бы мы его попросили.</li> </ul>
<p>3. Если в состав сказуемого придаточного предложения входит модальный глагол <b>must, need, should, ought</b>, согласование времен <b>не употребляется</b>. Однако <b>can</b> меняется на <b>could</b>, а <b>may</b> меняется на <b>might</b></p>	<ul style="list-style-type: none"> <li>• Mary <b>said</b> that he <b>must</b> call her. – Мария сказала, что он должен позвонить ей.</li> <li>• They <b>said</b> they <b>might</b> come back early. – Они сказали, что, может быть, вернуться рано.</li> <li>• Boris <b>said</b> that he <b>could</b> speak French. – Борис сказал, что он говорит по-французски.</li> </ul>

272

### Изменение обстоятельств времени и места при согласовании времен

Следует запомнить, что при согласовании времен изменяются также **некоторые слова (обстоятельства времени и места)**.

<ul style="list-style-type: none"> <li>• this » that</li> <li>• these » those</li> <li>• here » there</li> <li>• now » then</li> <li>• yesterday » the day before</li> <li>• next » the next (the following)</li> </ul>	<ul style="list-style-type: none"> <li>• today » that day</li> <li>• tomorrow » the next (following) day</li> <li>• last week (year) » the previous week (year)</li> <li>• ago » before</li> <li>• next week (year) » the next (following) week (year)</li> </ul>
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## Причастие (The Participle)

В английском языке **причастие (the Participle)** – одна из неличных форм глагола, наряду с инфинитивом (the Infinitive) и герундием (the Gerund). В английском языке причастие одновременно выполняет функции таких частей речи, как прилагательного, глагола и наречия. В нашем родном языке функции Participle I выполняет деепричастие и отвечает на вопрос: «Что делаешь?». Английскому языку не известно деепричастие, поэтому **английское причастие совмещает в себе русское причастие и деепричастие.**

*Например:*

Причастие: Мальчик, <b>листающий</b> журнал...	The boy <b>flipping</b> magazine...
Деепричастие: <b>Просматривая</b> книгу, мальчик нашел много интересных фактов.	<b>Looking</b> through the book, the boy found a lot of interesting facts.

Есть 2 вида причастия: **причастие настоящего времени (Participle I, или Present Participle)** и **причастие прошедшего времени (Participle II, или Past Participle).**

**Причастие настоящего времени (Participle I, или Present Participle)** образуется путем добавления к основе глагола (инфинитиву, но без частицы **to**) окончания **-ing**. Например: **to work** – работать, **working** – **работаю**. Чтобы выразить отрицание, перед причастием ставится частица **not**. Например: **not paying** attention – **не обращаю** внимание.

**Причастие настоящего времени имеет 4 формы (на примере глагола *surprise* – удивлять):**

1. **Simple Active** (простое деепричастие, действительный залог): **surprising** – удивляющий, удивляя;
2. **Simple Passive** (простое деепричастие, страдательный залог): **being surprised** – удивляемый, будучи удивленным;
3. **Perfect Active** (завершенное, действительный залог): **having surprised** – удививший, удивив;
4. **Perfect Passive** (завершенное, страдательный залог): **having been surprised** – был удивлен, будучи удивленным.

Для образования **причастия прошедшего времени (Participle II, или Past Participle)** необходимо:

1) у правильных глаголов (Regular Verbs) к основной инфинитивной форме без частицы **to** добавить окончание **-ed**: **surprised** – удивленный;

2) у неправильных глаголов (Irregular Verbs) причастие прошедшего времени соответствует **3 форме неправильного глагола.**

Причастие 2 в английском языке выполняет в предложении функции **определения к существительному** (**cooked** dinner – **приготовленный** ужин) либо обстоятельства (when **asked** he did not answer – когда его спрашивали, он не отвечал).

### Формы причастий

	Participle I		Participle II
	<i>Active voice</i>	<i>Passive voice</i>	
<b>Simple</b>	Surprising	Being surprised	surprised
<b>Perfect</b>	Having surprised	Having been surprised	

### Неправильные глаголы (Irregular Verbs)

Infinitive	Past Indefinite	Participle II	Перевод
be	was, were	been	быть
become	became	become	становиться
begin	began	begun	начинать
blow	blew	blown	дуть
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
buy	bought	bought	покупать
catch	caught	caught	ловить
choose	chose	chosen	выбирать
come	came	come	приходить
do	did	done	делать
draw	drew	drawn	рисовать
dream	dreamt	dreamt	мечтать
drink	drank	drunk	пить
eat	ate	eaten	есть
fight	fought	fought	сражаться
find	found	found	находить

fly	flew	flown	летать
forget	forgot	forgotten	забывать
forgive	forgave	forgiven	прощать
freeze	froze	frozen	замерзать
get	got	got	получать
give	gave	given	давать
go	went	gone	идти
grow	grew	grown	расти
have	had	had	иметь
hear	heard	heard	слышать
hide	hid	hid, hidden	прятать
keep	kept	kept	держать
know	knew	known	знать
leave	left	left	покидать
let	let	let	позволять
lose	lost	lost	терять
make	made	made	делать
meet	met	met	встречать
put	put	put	класть
read	read	read	читать
ring	rang	rung	звонить
run	ran	run	бежать
say	said	said	говорить
see	saw	seen	видеть
sell	sold	sold	продавать
send	sent	sent	посылать
shake	shook	shaken	трясти
shoot	shot	shot	стрелять

show	showed	shown	показывать
sing	sang	sung	петь
sit	sat	sat	сидеть
sleep	slept	slept	спать
sow	sowed	sown	сеять
speak	spoke	spoken	разговаривать
spend	spent	spent	тратить
stand	stood	stood	стоять
sweep	swept	swept	мести
swim	swam	swum	плыть
take	took	taken	брать
teach	taught	taught	учить
tell	told	told	рассказывать
think	thought	thought	думать
throw	threw	thrown	бросать
understand	understood	understood	понимать
wear	wore	worn	носить
win	won	won	выигрывать
write	wrote	written	писать

## ЗАКЛЮЧЕНИЕ

Пособие имеет практическую направленность и способствует обучению различным видам чтения, овладению общеупотребительной и профессиональной лексикой в соответствии с отобранными темами, а также формирует навыки устной речи, аудирования и письма. Особое внимание уделяется грамматическим явлениям, характерным для чтения и перевода текстов, и их тренировке.

Приобретенные умения и навыки являются базой для дальнейшего изучения иностранного (английского) языка в магистратуре/аспирантуре и эффективной профессиональной деятельности.

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# АНГЛИЙСКИЙ ЯЗЫК

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Агапова Тамара Вадимовна

Худолей Наталья Викторовна

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660017, Красноярск, ул. Ленина, 117  
e-mail: rio@kgau.ru