

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
ЛУГАНСКОЙ НАРОДНОЙ РЕСПУБЛИКИ
ГОУ ВПО ЛНР «ЛУГАНСКИЙ НАЦИОНАЛЬНЫЙ
УНИВЕРСИТЕТ ИМЕНИ ТАРАСА ШЕВЧЕНКО»**

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ВВЕДЕНИЕ

Данное пособие предназначено для абитуриентов филологических вузов. Его основными целями являются изучение тем и совершенствование навыков чтения и перевода литературы на английском языке, развитие навыков реферирования, дискуссионных навыков и умений, воспитание уважительного отношения к культуре стран изучаемого языка, овладение учебной и страноведческой терминологией, необходимой для поступления в высшее учебное заведение.

Задача пособия состоит в формировании языковой и коммуникативной компетенции, изложении и объяснении в доступной форме существенных лексических и грамматических особенностей английского языка, необходимых для практического использования. Для того чтобы добиться поставленной цели, преподаватель должен уделять особое внимание повторению и более углублённой проработке наиболее важных грамматических разделов, отбору определённого минимума лексических единиц общего и терминологического характера (с учётом словарного запаса, полученного в школе), целенаправленному подбору текстов и тем уроков.

Текстовый материал в пределах урока организован по иерархическому принципу: 1) грамматический материал; 2) тема на английском языке; 3) основной страноведческий текст – описательного характера, служащий для отработки языковых навыков и умений.

Учебное пособие состоит из 30 уроков (Lessons). Весь материал рассчитан на два семестра. Число часов, необходимых для изучения каждого урока, определяется преподавателем в зависимости от интенсивности курса обучения. Учебным планом предусмотрено проведение итогового теста и самостоятельных работ.

Работу над уроками рекомендуется строить следующим образом:

- 1) объяснение и повторение грамматического материала;
- 2) прочтение и изучение темы на английском языке;

3) чтение и перевод страноведческих текстов по теме урока;

4) написание лексико-грамматического теста.

В начале каждого урока находится план занятия и даётся грамматический материал с примерами, иллюстрирующими изучаемое правило. Далее приводится тема, в которой рассказывается об основных аспектах общественной и личной жизни. Основная цель каждой темы – разговорить учащегося, заставить его изменить и дописать выражения из текста, составить свой собственный рассказ. Далее абитуриенты переходят к творческому использованию грамматического и лексического материала при обсуждении изучаемых тем с преподавателем.

В конце каждого урока находится страноведческий текст, который помогает осознать культурную и историческую значимость страны, язык которой изучается.

Данное учебное пособие предназначено для абитуриентов ЛНУ имени Тараса Шевченко, но оно также может использоваться учащимися школ и гимназий, а также студентами неязыковых вузов с углубленным изучением английского языка. Грамматический и лексический материал учебного пособия соответствует программе школ с углубленным изучением английского языка и включает основные времена глагола в активном (действительном) и пассивном (страдательном) залоге, сведения об артикле, существительном, прилагательном, числительном, наречии и так далее. При объяснении правил преподавателям рекомендуется также использовать дополнительную литературу.

В конце пособия даны тесты разного уровня для самостоятельного написания и определения уровня полученных знаний, а также своей готовности к поступлению.

Lesson 1

1. Word Order in English Sentences.
2. Topic “My Biography”.
3. The United Kingdom of Great Britain and Northern Ireland.



1. Word Order in English Sentences

English word order is strict and rather inflexible. As there are few endings in English that show person, number, case and tense, English relies on word order to show relationships between words in a sentence.

A sentence is a group of words containing a subject and a predicate and expressing a complete thought. Word order arranges separate words into sentences in a certain way and indicates where to find the subject, the predicate, and the other parts of the sentence. Word order and context help to identify the meanings of individual words.

English sentences are divided into declarative sentences (statements), interrogative sentences (questions), imperative sentences (commands, requests), and exclamatory sentences. Declarative sentences are the most common type of sentences. Word order in declarative sentences serves as a basis for word order in the other types of sentences.

The main minimal pattern of basic word order in English declarative sentences is *subject + predicate*. Examples: *Maria works. Time flies.*

The most common pattern of basic word order in English declarative sentences is *subject + predicate + object*, often called *subject + verb + object* in English linguistic sources. Examples: *Tom writes stories. The dog sees the cat.*

An ordinary declarative sentence containing all five parts of the sentence, for example, “Mike read an interesting story yesterday”, has the following word order: The subject is placed at the beginning of the sentence before the predicate; the predicate follows the subject; the object is placed after the predicate; the adverbial

modifier is placed after the object (or after the verb if there is no object); the attribute (an adjective) is placed before its noun (attributes in the form of a noun with a preposition are placed after their nouns).

Word order after the verb usually depends on the type of verb (transitive verb, intransitive verb, linking verb).

Transitive verbs require a direct object: *Tom writes stories. Denis likes films. Anna bought a book. I saw him yesterday.* Some transitive verbs (e.g., bring, give, send, show, tell) are often followed by two objects: an indirect object and a direct object. The word order is the following: first goes the indirect object, and then proceeds direct object. For example: *He gave me the key. She sent him a letter.* Such sentences often have the following word order: *He gave the key to me. She sent a letter to him.*

Intransitive verbs do not take a direct object. Intransitive verbs may stand alone or may be followed by an adverbial modifier (an adverb, a phrase) or by a prepositional object. Examples of sentences with intransitive verbs: *Maria works. He is sleeping. She writes very quickly. He went there yesterday. They live in a small town. He spoke to the manager. I thought about it. I agree with you.*

Linking verbs (e.g., be, become, feel, get, grow, look, seem) are followed by a complement. The verb BE is the main linking verb. It is often followed by a noun or an adjective: *He is a doctor. He is kind.* Other linking verbs are usually followed by an adjective (the linking verb “become” may also be followed by a noun): *He became famous. She became a doctor. He feels happy. It is getting cold. It grew dark. She looked sad. He seems tired.*

The material below describes standard word order in different types of sentences very briefly. The other materials of the section Word Order give a more detailed description of standard word order and its peculiarities in different types of sentences.

Declarative sentences

Subject + predicate (+ object + adverbial modifier):

Maria works.

Tom is a writer.

This book is interesting.

My son bought three history books.

He is writing a report now.

One of the important moments in English word order is a place of adverbial modifiers of place and time. Remember the rule: the adverbial modifier of place is put before the adverbial modifier of time. For example: *Tom goes to school every morning. She gave him a book at school yesterday.*

Declarative sentences are divided into affirmative and negative. In order to form the negative construction in English we use the structure *subject + auxiliary verb with particle not + predicate*. Then proceeds the sentence without changing: *Thus, Maris does not work. Tom is not a writer.*

Interrogative sentences include general questions, special questions, alternative questions, and tag questions.

General questions include auxiliary verb + subject + main verb (+ object + adverbial modifier): *Do you live here? – Yes, I do. Does he speak English? – Yes, he does. Did you go to the concert? – No, I didn't. Is he writing a report now? – Yes, he is.*

Special questions include question word + auxiliary verb + subject + main verb (+ object + adverbial modifier): *Where does he live? – He lives in Paris. What are you writing now? – I'm writing a new story. When did they visit Mexico? – They visited Mexico five years ago.*

Alternative questions are questions with a choice. Word order before “or” is the same as in general questions: *Is he a teacher or a doctor? – He is a teacher. Does he live in Paris or in Rome? – He lives in Rome. Are you writing a report or a letter? – I'm writing a report.*

Tag questions consist of two parts. The first part has the same word order as statements; the second part is a short general question (the tag): *He is a teacher, isn't he? – Yes, he is. He lives here, doesn't he? – No, he doesn't. You went there, didn't you? – Yes, I did.*

Imperative sentences (commands, instructions, requests) have the same word order as statements, but the subject (you) is usually omitted: *Go to your room. Listen to the story. Please sit down. Give me that book, please.*

Negative imperative sentences are formed with the help of the auxiliary verb “don't”: *Don't cry. Don't wait for me.*

Polite requests in English are usually in the form of general questions using “could, may, will, would”: *Could you help me, please? May I speak to Tom, please? Will you please ask him to call me? Would you mind helping me with this report?*

2. Topic “My Biography”

So, let me introduced myself. My name is Ivan. My last name is Ivanov. The patronymic is Ivanovich. And my full name is Ivanov Ivan Ivanovich. I am seventeen years old. I was born on the tenth of May. I am a former pupil. I left school a month ago. My parents are both doctors. My mum’s name is Elena and she is a dentist. My dad’s name is Ivan and he is a surgeon. They both have noble jobs as they help other people from day to day. When I was little we often visited my grandparents who live in a small village in Rostov region. They have a large country house with a garden behind it. My grandmother liked working in her own garden. Every year she has a rich harvest of fruit and vegetables. My grandfather is a mechanic and he likes fixing things. I have positive memories of the village they lived in because each time I came there I was surrounded with love and care.

The school where I studied was right behind our block of flats. My favourite subjects included History, Geography and Foreign languages. This year I’ve graduated from high school and got a certificate of secondary education and now I’m going to enter the university. My parents were a bit disappointed because they’ve always wanted me to get medical education. However, I’ve made up my mind to enter another university and connect my future life with foreign languages. I think it’s a popular and demanded trend of profession nowadays. My dream is to succeed in my profession and I’m going to study hard at university in order to get a well-paid job in future.

3. United Kingdom of Great Britain and Northern Ireland

The United Kingdom of Great Britain and Northern Ireland (the UK) occupies most of the territory of the British Isles. It consists of four main parts: England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast. The

United Kingdom of Great Britain and Northern Ireland is the official name of the state which is sometimes referred to as Great Britain, Britain (after its major island), England (after its major historic part), or the British Isles.

The UK is an island state; it is composed of some 5,500 islands, large and small. The two main islands are Great Britain (in which are England, Wales and Scotland) to the east and Ireland (in which are Northern Ireland and the independent Irish republic) to the west. They are separated by the Irish Sea. The UK is one of the world's smallest countries (it is twice smaller than France or Spain), with an area of some 244,100 square km. The UK is situated off the west coast of Europe between the Atlantic Ocean on the

north-west and the North Sea on the east. It is separated from the European continent by the English Channel and the Strait of Dover.

The population of the UK is over 57 million people. There are fourteen other countries in the world with more people.

English is not the only language which people use in the UK. English is the official language, but some people speak Gaelic in western Scotland, Welsh in parts of northern and central Wales. The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright Red Cross is the cross of Saint George, the patron saint of England. The white diagonal cross is the cross of Saint Andrew, the patron saint of Scotland. The red diagonal cross is the cross of Saint Patrick, the patron saint of Ireland.

Great Britain is the name of the largest island of the British Isles and it is made up of England, Scotland and Wales, but it doesn't include Northern Ireland. In everyday speech Great Britain is used to mean the United Kingdom. Geographically, the island of Great Britain is subdivided into two main regions: Lowland Britain and Highland Britain. Lowland Britain comprises southern and eastern England. Highland Britain consists of Scotland, most of Wales, the Pennines, and the Lake District. The Pennine Chain extends southward from the Cheviot Hills into the Midlands, a plain region with low hills and valleys.

England is separated from Scotland by the Cheviot Hills, running from east to west. The chief rivers of Great Britain are the

Severn, flowing along the border between England and Wales tributaries of which include the Avon, famed by Shakespeare. The Thames, which flows eastward to the port of London and some others. The swiftest flowing river in the British Isles is the Spray. Part of the border between Scotland and England is along the lower reaches of the Tweed, near which is made the woolen fabric that bears its name.

There are many lakes in Great Britain. On the north-west side of the Pennine system lies the Lake District, containing the beautiful lakes which give its name. This district is widely known for its association with the history of English literature and especially with the name of William Wordsworth (1770–1859), the founder of the lake School of poets.

The largest cities of Great Britain are London, Birmingham, Glasgow, Liverpool, Manchester, Sheffield, Bristol, Leeds, and Edinburgh. The most important ports are London, Liverpool, Southampton, Belfast, Glasgow and Cardiff.

Lesson 2

1. The Noun.
2. Topic “My Family”.
3. Parts of the UK. England.



1. The Noun

A noun is a part of speech that is used to name a person, place, thing, quality, or action. A noun can function as a subject, object, complement, appositive, or object of a preposition.

Nouns can be singular or plural. The plural form of a noun is usually formed by adding *s* at the end of the noun. But this is not always the case. There are exceptions to the rule. Some plurals are irregular: *fish – fish, tooth – teeth, man – men, woman – women*.

There are different types of nouns:

1. An abstract noun names an idea, event, quality, or concept (freedom, love, courage, etc.). Concrete nouns name something recognizable through the sense (table, dog, house etc.).

2. Animate nouns refer to a person, animal, or other creature (man, elephant, chicken etc.). An inanimate noun refers to a material object (stone, wood, table etc.).

3. A collective noun describes a group of things or people as a unit (family, flock, audience etc.).

4. Common noun is the name of a group of similar things (table, book, window etc.). Proper nouns, however, refer to the name of a single person, place or thing (John, Joseph, London etc.).

5. Compound nouns refer to two or more nouns combined to form a single noun (sister-in-law, schoolboy, fruit juice).

6. Countable (or count) nouns have a singular and a plural form. In plural, these nouns can be used with a number they can be counted. (friends, chairs, houses, boys etc.). Uncountable (or non count) nouns, however, can only be used in singular. They can't be counted (money, bread, water, coffee etc.).

2. Topic "My Family"

My family is not big, but also is not small: Dad, Mom, me, my brother, and my sister. We live in Kiev. My Mum is forty-three, she is a dentist. My Dad is forty-five, he is a translator, and he works for a publishing house. My parents both like their work very much.

My name's Anton, I'm fifteen. I go to gymnasium. My favourite lessons are English and Spanish. I like foreign languages as my Dad, so I want to be an interpreter. After school graduation I will enter Kiev Linguistic University.

My elder sister Katya is nineteen, she goes to the Kiev National University, and she wants to be an archeologist. She is fond of ancient history and archeology. In summer she goes to excavations of ancient towns, such as Olvia, Kherstones and others.

My younger brother Sasha is eight years old, he goes to school. He likes spending time outdoors, playing computer games and watching TV.

My grandparents are retired. They spend a lot of their time in the garden, growing vegetables and fruits.

We have united family and always help each other. Everyone in my family is my best friend. I love my family very much.

3. Parts of the UK. England

England is the largest part of Great Britain, the most industrial and most densely populated part of the United Kingdom. Over 46 million people out of the population of the UK live in England. The greatest concentrations of population are in London, Birmingham and northwest industrial cities. The coasts of England are washed by the North Sea, the Irish Sea, the English Channel and the Strait of Dover. No part of England is more than 120 kilometers from the sea.

It is interesting to note that the sea has always been important in the history of England. It was a good protection against the attacks of outside peoples. Fishing has always been an important industry, especially in the east. The sea also has a great effect on England's climate.

There are many rivers in England. The longest is the Severn (388 km), and the most important is the Thames (354 km). The rivers are of great importance for communication and especially for carrying goods.

England is mostly a lowland country. There are upland regions in the north and the southwest, but the rest of England is almost flat. Northern England, Midlands and South England – each part of England is different. Lake District in Northern England with its lakes, mountains and valleys is a favourite holiday resort. On either side of the Pennines the plains of Yorkshire and Lancashire stretch to the sea. In Yorkshire swift rivers that flow down from the hills into valleys are called “dales”.

The wool industry is centred in Leeds and Bradford, the cotton industry in Manchester, the iron ore goes to the steel, heavy machinery and shipbuilding industries of Newcastle and other cities. The industries of Midlands with Birmingham as its chief city produce metal goods, from motor car and railway engines to pins and buttons. The Midland plain makes farming land.

In South England are found some of the oldest British settlements and traces of ancient monuments such as Stonehenge.

Lesson 3

1. The Article. Definite and Indefinite Article.
2. Topic “My Friend”.
3. Parts of the UK. Scotland. Wales.



1. The Article. Definite and Indefinite Article

The articles *a* and *the* are words that we use in almost every sentence that we speak or write. An article is a word used to modify a noun, which is a person, place, object, or idea. There are two different types of articles that we use in writing and conversation to point out or refer to a noun or group of nouns: definite and indefinite articles.

The indefinite article takes two forms. It's the word *a* when it precedes a word that begins with a consonant. It's the word *an* when it precedes a word that begins with a vowel. Definite article is originated from the Old English one, and that's why it is used before a noun in the singular. The indefinite article indicates that a noun refers to a general idea rather than a particular thing. For example, you might ask your friend, “Should I bring a gift to the party?” Your friend will understand that you are not asking about a specific type of gift or a specific item.

We need to point out that the indefinite article is also used to indicate membership in a group: *I am a teacher*. (I am a member of a large group known as teachers). *Brian is an Irishman*. (Brian is a member of the people known as Irish).

Remember, using *a* or *an* depends on the sound that begins the next word.

– a + singular noun beginning with a consonant: *a boy; a car; a bike; a zoo; a dog;*

– an + singular noun beginning with a vowel: *an elephant; an egg; an apple; an idiot; an orphan;*

– a + singular noun beginning with a consonant sound: a user (sounds like “yoo-zer”, i.e. begins with a consonant “y” sound, so “a” is used); *a university; a unicycle;*

- an + nouns starting with silent “h”: *an hour*;
- a + nouns starting with a pronounced “h”: *a horse*.

If the noun is modified by an adjective, the choice between a and an depends on the initial sound of the adjective that immediately follows the article: *a broken egg, an unusual problem*.

The definite article is used before singular and plural nouns when the noun is specific or particular. The signals that the noun is definite, that it refers to a particular member of a group. For example: *The dog that bit me ran away*. Here, we’re talking about a *specific* dog, the dog that bit me.

I was happy to see the policeman who saved my cat! Here, we’re talking about a *particular* policeman. Even if we don’t know the policeman’s name, it’s still a particular policeman because it is the one who saved the cat.

I saw the elephant at the zoo. Here, we’re talking about a *specific* noun. Probably there is only one elephant at the zoo.

The can be used with uncountable nouns, or the article can be omitted entirely: *I love to sail over the water* (some specific body of water) or *I love to sail over water* (any water).

He spilled the milk all over the floor (some specific milk, perhaps the milk you bought earlier that day) or *He spilled milk all over the floor* (any milk). In this case again pay attention that *A/an* can be used only with count nouns: *I need a bottle of water. I need a new glass of milk.* *The* is used to refer to something which has already been mentioned.

I saw a dog in the street. The dog was big and black. We use *the* when we assume there is just one of something in that place, even if it has not been mentioned before: *The living-room is to your left. Put your bag on the sofa.*

Use *the* in sentences or clauses where you define or identify a particular person or object: *The man who wrote this book is famous. I scratched the red car parked outside.*

Use *the* to refer to people or objects that are unique: *The sun rises in the East. You can go anywhere in the world. The president will be speaking on TV tonight.*

Typically, the article *the* is not used before the names of countries and territories: *Our flight to China was canceled.* However, *the* is used before countries whose names are plural in

form: *Have you ever been to Netherlands? Have you ever been to the Netherlands?*

The is also used with countries whose names include the words states, kingdom, or republic: *My sister lives in United States. My sister lives in the United States. My brother lives in United Kingdom.*

Do not use *the* before the names of continents (North America, Asia, Africa), mountains (Mount Rushmore, Mount Everest), islands (Saint Lucia, Antigua, Grenada), streets (Broad Street, Wilson Avenue), cities and towns (Birmingham, Seattle, Las Vegas), states (Alabama, Washington, Nevada), lakes (Lake Erie, Lake Kissimmee, Lake Rabun).

We use *the* before the names of points on the globe (the Equator, the North Pole), mountain ranges (the Smoky Mountains, the Andes), island chains (the Florida Keys, the Pacific Islands), geographical areas (the East, the Midwest), rivers, seas, and oceans (the Mississippi River, the Atlantic Ocean, the Nile River), deserts and peninsulas (the Mojave Desert, the Balkan Peninsula, groups of lakes (the Great Lakes).

Language is always changing. Fifty years ago, Argentina was known as “the Argentine”, and the Balkan Islands always had the definite article in front of it. But Argentina is now perfectly standard and you may even hear people say “I come from Balkan Islands.”

2. Topic “My Friend”

To my mind, it’s great when you have friends, who are able to understand and support you and help in difficult situations.

All people are different, and you’re lucky if you have a person who share your views on life, and who is able to understand you. If you have such a friend, a real soulmate, so you’re not alone. I would like to tell you about my friends. I have a lot of them, but my close friend is Marina. She is my school-mate. We have been studying together in one form all the eleven years of our school-life.

She is 17. We have nothing in common in appearance. Marina is pretty in her own way. She is thin and slender, not very tall. Her hair is red and straight, her face is oval and her forehead is

high. She has a turned-up nose and beautiful green eyes with bushy eyelashes.

Marina is as good as gold. She is warm-hearted and gentle, quiet and well-bred. Everyone loves her. She is always well dressed and neat. She is always ready to help people, when they are in need. Marina is the only daughter of her parents and they adore her. I like to be around her, because she knows a lot of interesting stories, funny jokes. She is fond of reading. This year she is leaving school and has chosen medicine as future profession. I'm sure, she will be a good doctor. We always meet at the weekends. We discuss books, listen to the music or visit our friends. I always enjoy the time spent together.

I am happy to have such a friend as Marina. And, I hope we'll be friends forever.

3. Parts of the UK. Scotland. Wales

Although **Scotland** takes up one third of the territory of the British Isles, its population is not very big. It is the most northern part of the island of Great Britain and is not far away from the Arctic Circle. That's why it is not densely populated; its population is a little over 5 million people. The Cheviot Hills mark the boundary between England and Scotland. Apart from this land link with England, Scotland is surrounded by sea.

Scotland includes the Hebrides off the west coast, and the Orkney and Shetland Islands off the north coast. It is bounded by the North Sea on the east. Scotland is divided into three regions: the Highlands, which is the most northern and the most under populated area with a harsh climate, the Lowlands, which is the most industrial region, with about three quarters of the population, and the Southern Uplands, with hills, which border on England. The Highlands of Scotland are among the oldest mountains in the world. They reach their highest point in Ben Nevis (1343 m). Many valleys between the hills are filled with lakes, called lochs. The best-known is Loch Ness where some people think a large monster lives. The most important city here is Aberdeen which is the oil center of Scotland. Ships and helicopters travel from Aberdeen to the North Sea oil rigs.

Most of the population of Scotland is concentrated in the Lowlands. Here, on the Clyde, is Glasgow, Scotland's biggest city.

Shipbuilding is one of its most important industries; other industries are iron and steel, heavy and light engineering and coal-mining. Scotland had been an independent state and was joined to the UK in 1707, after a long struggle for its independence. One of the things that people associate with Scotland is the kilt. The kilt is a relic of the time when the clan system existed in the Highlands. Everybody in the clan had the same family name, like MacDonald or MacGregor (Mac means “son of”). Each clan had its own tartan.

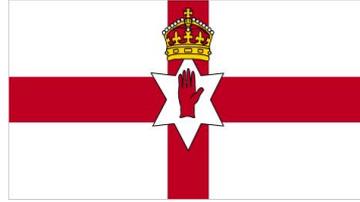
Wales is a country that is part of the United Kingdom and the island of Great Britain. It is bordered by England to the east, the Irish Sea to the north and west, and the Bristol Channel to the south. The country lies within the North Temperate Zone and has a changeable, maritime climate.

Welsh national identity emerged among the Britons after the Roman withdrawal from Britain in the 5th century, and Wales is regarded as one of the modern Celtic nations. At the dawn of the Industrial Revolution, development of the mining and metallurgical industries transformed the country from an agricultural society into an industrial nation; the South Wales Coalfield’s exploitation caused a rapid expansion of Wales’ population. Now that the country’s traditional extractive and heavy industries have gone or are in decline, Wales’ economy depends on the public sector, light and service industries and tourism.

Although Wales closely shares its political and social history with the rest of Great Britain, and a majority of the population in most areas speaks English as a first language, the country has retained a distinct identity and is officially bilingual. At many international sporting events, such as the FIFA World Cup, Rugby World Cup and the Commonwealth Games, Wales has its own national teams, though at the Olympic Games, Welsh athletes compete as part of a Great Britain team.

Lesson 4

1. The Pronoun. Types of Pronouns.
2. Topic “My House”.
3. Parts of the UK. Northern Ireland.



1. The Pronoun. Types of Pronouns

A pronoun is defined as a word or phrase that is used as a substitution for a **noun** or noun phrase, which is known as the pronoun's antecedent. Pronouns are short words and can do everything that nouns can do and are one of the building blocks of a sentence. Common pronouns are *he, she, you, me, I, we, us, this, them, that*. A pronoun can act as a subject, direct object, indirect object, object of the **preposition**, and more and takes the place of any person, place, animal or thing. So coffee becomes *it*, Barbara becomes *she*, Jeremy becomes *he*, the team becomes *they*, and in a sentence, *Barbara drinks a cup of coffee every afternoon* could become *she drinks a cup of it every afternoon*, or even *she drinks it every afternoon*, where the *it* would substitute *the cup of coffee*, not just the *coffee*.

Pronouns are usually used to replace nouns, however they can also stand in for certain **adverbs, adjectives**, and other pronouns. Pronouns can be divided into numerous categories including.

Indefinite pronouns – those referring to one or more unspecified objects, beings, or places, such as someone, anybody, nothing. Indefinite pronoun examples: *anyone, somebody, whichever, whoever, other, something, nobody*: Take **whatever** you like. Jamie took one cookie and Ben took the **other**. Indefinite pronouns can also be used to create sentences that are almost abstract. Examples could include: *this, all, such and something*: *All was not lost. Such is life. Something tells me this won't end well.*

Personal pronouns – those associated with a certain person, thing, or group; all except you have distinct forms that indicate

singular or plural number. Personal pronouns are always specific and are often used to replace a proper noun (someone's name) or a collective group of people or things. Personal pronouns have two main groups, one referring to the subject of the sentence and one to the object.

The first is used to replace the subject of the sentence: *I, you, he, she, it, we, you and they*. Notice that *you* is repeated as *you* can be singular, addressing one person, or plural, addressing a group of people: *Jack and David are friends. They play basketball together. We will be late if you don't hurry up.*

Reflexive pronouns – those preceded by the adverb, adjective, pronoun, or noun to which they refer, and ending in *self* or *selves*. Reflexive pronouns are used to refer back to the subject or clause of a sentence. The list of reflexive pronouns includes: *Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*: *Count yourselves. Annie only had herself to blame.*

Demonstrative pronouns – those used to point to something specific within a sentence. There are only four demonstrative pronouns – *this, that, these, those* – but the usage can be a bit tricky at times. *This* and *that* are singular, whereas *these* and *those* are plural. There can be some crossover with indefinite pronouns when using *this* and *that*: *I prefer this. These are beautiful, but those belong to Danny. Did you see that?*

Possessive pronouns – those designating possession or ownership. Examples include: *mine, its, hers, his, yours, ours, theirs, whose*. Consider the example: *This cat is mine.*

Mine is indicating possession, that the cat belongs to me. Incidentally, *this* in the sentence is not a pronoun but demonstrative adjective as it qualifies the noun *cat*. You will find that possessive pronouns often follow phrases that contain demonstrative adjectives: *Are these bananas yours? This money is ours.*

Relative pronouns – those which refer to nouns mentioned previously, acting to introduce an adjective (relative) clause. They will usually appear after a noun to help clarify the sentence or give extra information. Examples include: *who, which, that, whom, whose*: *The man who stole the car went to jail.* The relative pronoun *who* acts to refer back to the noun *man*. It acts to open a

clause by identifying the man as not just any man, but the one who stole the car.

Relative pronoun examples in the following sentences are in bold for easy identification: *The table, **which** sits in the hallway, is used for correspondence. The car **that** crashed into the wall was blue.*

Interrogative pronouns – those which introduce a question. Examples include: *who, whom, whose, what, which*. We can usually identify an interrogative pronoun by the fact that they often appear at the beginning of a question: ***Who** will come to the party? **Which** do you prefer? **What** do you need?*

Whom and *who* are often confused, and even native speakers will use them incorrectly. *Who* will replace the subject of a sentence, whereas *whom* will replace the direct or indirect object. A good tip for deciding which to use is that you can replace *who* in the sentence with a personal pronoun and it will still make sense. *Who will come to the party? I will come to the party.* The same system would not work for *Whom did you tell? I did you tell.*

Reciprocal pronouns – those expressing mutual actions or relationship; i.e. one another. There are just two reciprocal pronouns in English: *one another* and *each other*. They are mainly used to stop unnecessary repetition in a sentence, but also to reinforce the idea that collective and reciprocal actions are happening to more than one person or thing. John and Mary gave *each other* gifts. Using *each other* allows us the sentence to be more efficient than: John gave Mary a gift and Mary gave a gift to John. The countries worked with *one another* on national security. In this example, *one another* works to suggest that the action of working is being reciprocated back and forth by more than one country: *The boxers punched **each other**. The couple love **one another** deeply.*

Intensive pronouns – those ending in *-self* or *-selves* and that serve to emphasize their antecedents. These are almost identical to reflexive pronouns, but rather than just referring back to the subject of the sentence they work to reinforce the action. In many cases, the sentence would still make sense without the intensive pronoun: *I will do it **myself**. We made this pie **ourselves**. A nation speaks for **itself** through elections.*

There are a few important rules for using pronouns.

Subject pronouns may be used to begin sentences. For example: *We did a great job.*

Subject pronouns may also be used to rename the subject. For example: *It was she who decided we should go to Hawaii.*

Indefinite pronouns don't have antecedents. They are capable of standing on their own. For example: *No one likes the sound of fingernails on a chalkboard.*

Object pronouns are used as direct objects, indirect objects, and objects of prepositions. These include: you, me, him, her, us, them, and it. For example: *David talked to her about the mistake.*

Possessive pronouns show ownership. They do not need apostrophes. For example: *The cat washed its.*

2. Topic "My House"

First of all I'd like to tell you that I live in Luhansk in a private house. My house has all modern conveniences: central heating, electricity and gas. It is very comfortable and well-planned. There are five rooms and a kitchen in my house. There is a living-room, a sitting-room, two bedrooms and my father's study in my house. There is also a beautiful orchard behind my house and flower beds in front of it.

My favorite room in our house is my room, because in it I can do whatever I want. I can learn lessons, take a rest, listen to music, and play mobile games. I like my room. It is small, but well-planned. We have four rooms in our house. But my favourite one is our study which is the biggest room. It is full of wonderful things: books, pictures, collections of coins, a video and computer. There is a very old writing table in the study. My great granddad bought it in the beginning of the century when he was a student. It is very old, solid and comfortable.

There is a sofa in the corner of the room and next to it a beautiful old standard lamp, which is on the carpet. I clean the carpet with the vacuum cleaner very often. There is a piano near the window. At night when it gets dark I like to turn off the light, turn on the standard lamp and play the piano. When the standard lamp is on, the study looks like a fairy-land. I often sit in the old armchair and dream of pleasant things. I love this room very much.

But my brother likes our living-room. He has got a very good stereo system there. He plays his music very loudly in this room. This room is not very comfortable. There is a fireplace in it, but nevertheless it's a little cold in winter. There is also an armchair, a sofa and some shelves with compact discs and cassettes in them. My brother spends much time in this room.

3. Parts of the UK. Northern Ireland

Northern Ireland is a part of the United Kingdom in the north-east of the island of Ireland, variously described as a country, province or region. Northern Ireland shares a border to the south and west with the Republic of Ireland. In 2011, its population was 1,810,863, constituting about 30% of the island's total population and about 3% of the UK's population.

Northern Ireland was created in 1921, when Ireland was partitioned between Northern Ireland and Southern Ireland by the Government of Ireland Act 1920. Northern Ireland has historically been the most industrialized region of Ireland. After declining as a result of the political and social turmoil of the Troubles, its economy has grown significantly since the late 1990s. The initial growth came from the "peace dividend" and the links which increased trade with the Republic of Ireland, continuing with a significant increase in tourism, investment and business.

Prominent artists and sportspeople from Northern Ireland include Van Morrison, Rory McIlroy, Joey Dunlop, Wayne McCullough and George Best. Some people from Northern Ireland prefer to identify as Irish (e.g., poet Seamus Heaney and actor Liam Neeson) while others prefer to identify as British (e.g. actor Sir Kenneth Branagh). Cultural links between Northern Ireland, the rest of Ireland, and the rest of the UK are complex, with Northern Ireland sharing both the culture of Ireland and the culture of the United Kingdom. In many sports, the island of Ireland fields a single team, a notable exception being association football. Northern Ireland competes separately at the Commonwealth Games, and people from Northern Ireland may compete for either Great Britain or Ireland at the Olympic Games.

Lesson 5

1. Adjective As a Part of Speech.
2. Topic “Daily Routine of My Life”.
3. London – the Capital of the UK.



1. Adjective as a Part of Speech

Adjective is a nominative part of speech expressing a quality of substance. It describes, identifies, or quantifies a noun or a pronoun. Among the different kinds of adjectives, descriptive adjectives are probably the most common ones. They simply say something about the quality or the kind of the noun or pronoun they're referring to. Examples: *Erika is witty. She is tired. Adrian's reflexes are amazing.*

As the name suggests, this kind of adjective answers the question, “How many?” or “How much?” Examples: *Twenty-one students failed the exam. The plants need more water.*

Demonstrative adjectives point out pronouns and nouns, and always come before the words they are referring to. Examples: *I used to buy this kind of shirts. When the old man tripped over that wire, he dropped a whole bag of groceries.* Obviously, this kind of adjectives shows ownership or possession. Aside from that, possessive adjectives always come before the noun. Examples: *I can't answer my seatwork because I don't have a calculator. Trisha sold his dog.*

Relative adjectives do not have degrees of comparison? They do not form adverbs with the suffix *-ly*. They have certain typical suffixes, such as *-en, -an, -ist, -ic, -ical*: *wooden, economical* and so on.

Interrogative adjectives ask questions and are always followed by a noun. Examples: *What movie are you watching? Which plants should be placed over here? What are the Degrees of Adjectives?*

Speaking about grammatical categories, it necessary to point out that, only qualitative adjectives can have degrees of comparison. There are only three degrees of comparison of adjectives: positive,

comparative, and superlative. When we talk about or describe only a single person, place, or thing, you should use the positive degree. Examples: *She is a beautiful lady. It was a memorable trip.*

If on the other hand, you are comparing two persons, places, or things, it is appropriate to use the comparative degree of the word. Examples: *This swimming pool is bigger than that one. That dress is more beautiful than this one.* Lastly, the superlative degree compares a person, thing, activity or quality with the group. Examples: *That is by far, the tallest tree I have ever seen in my entire life. This is the most beautiful car I have ever seen.*

One syllable adjectives form the comparative and superlative forms of a one-syllable adjective by adding **-er** for the comparative form and **-est** for the superlative: *tall – taller, old – older, short – shorter.* If the one-syllable adjective ends with a single consonant with a vowel before it, double the consonant and add **-er** for the comparative form and double the consonant and add **-est** for the superlative form: *thin – thinner – the thinnest, big – bigger – the biggest, sad – sadder – the saddest.*

With most two-syllable adjectives, we form the comparative with **more** and the superlative with **most**: *peaceful – more peaceful – the most peaceful, careless – more careless – the most careless, famous – more famous – the most famous.*

If the two-syllable adjectives ends with **-y**, change the **y** to **“i”** and add **-er** for the comparative form, and for the superlative form change the **“y”** to **“i”** and add **-est**: *pretty – prettier – the prettiest, angry – angrier – the angriest.*

Two-syllable adjectives ending in **-er**, **-le**, or **-ow** take **-er** for comparative form and **-est** to for the superlative form: *clever – cleverer – the cleverest, narrow – narrower – the narrowest.*

For adjectives with three syllables or more, you form the comparative with **more** and the superlative with **most**: *beautiful – more beautiful – the most beautiful, comfortable – more comfortable – the most comfortable.* Some adjectives have irregular comparative and superlative forms.

Positive	Comparative	Superlative
good	better	the best
bad	worse	the worst
many	more	the most

good	better	the best
far	father	the farthest/the furthest
little	less	the least

Two-syllable adjectives that follow two rules. These adjectives can be used with **-er** and **-est** and with **more** and **most**:
simple – simpler / more simple – the simplest / the most simple,
clever – cleverer / more clever – the cleverest / the most clever,
quiet – quieter / more quiet – the quietest / the most quiet.

2. Topic “Daily Routine of My Life”

I am a student. Hence my daily life follows a very simple routine. It is more or less the same except on Sunday. I once heard from my teacher that early rising is the father of three blessings healthy, wealth and wisdom. Since then I have been rising early in the morning. I get up at 4 o'clock.

After doing my morning duties, I take bath in cold water. I put on my clean clothes and go to the temple. Then I take my breakfast. It consists of a few biscuits and a glass of milk. Then I sit at my books. I read them till 8 a.m. During three hours I practically finish all the reading of my lessons. Then I complete home task of different subjects. I do not believe in eleventh hour preparations. At 9 I take my meal. I dress myself. I brush my shoes. At 9.30 I start for my school with my friend, Sohan on cycles.

The school begins at 10 a.m. I am at school ten minute earlier. I do not take much interest in the school work. In every period the teacher seems to be talking to the dullest boys. I often feel that there is no teaching for a brilliant boy. Hence I hate classroom atmosphere still I attend to what each teacher says. I pay full respect to every teacher. Hence I learn different subjects according to the school time table.

During recess I go to canteen. I take tea there. I also go to the library to borrow books. As soon as the recess ends, I go to my class to study for last four periods. Recess makes us fresh for further study. The school breaks up at 4 p.m. I return home at about 4.30 p.m. having taken the light lunch, I take rest for fifteen minutes. At 5 p.m. physical exercise in gymnasium. Here I spend half an hour. Then I run to the playground to take part in different games. My best interest goes to hockey. It is the game which refreshes my mind and

makes me active. Then I get back home and take a cold bath. Now I feel myself light. After having my dinner I take evening walk. Then I sit by the side of my mother. She tells me good stories. At about 10 p.m. I go to bed.

One Sunday and other holidays. I sometimes go to cinema for entertainment. At other times I go to visit my friends. In holidays there is a break in the daily routine. But I never break the golden rule of "early to bed and early to rise". Regularity in work has taught me the value of time.

3. London – the Capital of the UK

When we think of Paris, Rome, Madrid, Lisbon and other European capitals, we think of them as "cities". When we think of the whole of modern London, the capital city of England and the United Kingdom, that great area covering several hundred square kilometers, we do not think of it as 'a city, not even as a city and its suburbs. Modern London is not one city that has steadily become larger through the centuries; it is a number of cities, towns, and villages that have, during the past centuries, grown together to make one vast urban area.

London is situated upon both banks of the River Thames; it is the largest city in Britain and one of the largest in the world. Its population is about 7 million people. London dominates the life of Britain. It is the chief port of the country and the most important commercial, manufacturing and cultural centre. There is little heavy industry in London, but there is a wide range of light industry in Greater London.

The City extends over an area of about 2.6 square kilometers in the heart of London. About half a million people work in the City but only less than 6000 live here. It is the financial centre of the UK with many banks, offices and Stock Exchange. But the City is also a market for goods of almost every kind, from all parts of the world. The West End can be called the centre of London. Here are the historical palaces as well as the famous parks. Hyde Park with its Speaker's Corner is also here. Among other parks are Kensington Gardens, St. James's Park. In the West End is Buckingham Palace, which is the Queen's residence, and the Palace of Westminster which is the seat of Parliament.

The best-known streets here are Whitehall with important Government offices. Downing Street, the London residence of Prime Minister and the place where the Cabinet meets. Fleet Street where most newspapers have their offices, Harley Street where the highest paid doctors live, and some others. The name “West End” came to be associated with wealth, luxury, and goods of high quality. It is the area of the largest department stores, cinemas and hotels. There are about 40 theatres, several concert halls, many museums including the British Museum, and the best art galleries.

It is in the West End where the University of London is centred with Bloomsbury as London’s student quarter. Visitors with plenty of money to spend and who come chiefly for enjoyment are likely to pass most of their time in the West End. The East End of London, formerly unattractive in appearance, but now changing because of the introduction of new industries and very expensive housing.

Lesson 6



1. The Adverb.
2. Topic “My Day-off”.
3. The Union Jack.

1. The Adverb

The adverb is a word denoting circumstances or characteristics, which attend or modify an action, state, or quality. It may also intensify a quality or characteristics. They have many kinds of form, meaning and function.

Where shall we go? (an interrogative pronominal adverb)

We’ll go where you want (a conjunctive pronominal adverb).

Some adverbs may be used rather like a verb, as in “*Up, Jenkins! Down, Peter!*”, where the first word is like an imperative. In many cases the border-line between adverbs and words of the other classes is defined syntactically: *He walked past* (adverb). *He walked past the house* (preposition). *They took the dog in.* (adverb). *They left the dog in the house* (preposition)

There are three adverbs connected with numerals: *once*, *twice*, and *thrice* (the latter being archaic). They denote measure or frequency: *She went there once a week. I saw him twice last month.*

Beginning with *three* the idea of frequency or repetition is expressed by the phrases *three times*, *four times*; He went there *four times*; he is *four times* as bigger; she is *ten times* cleverer. Adverbs vary in their structure. There are simple, derived, compound, and composite adverbs.

Simple adverbs are *after*, *here*, *well*, *now*, *soon*, etc.

In **derived adverbs** the most common suffix is **-ly**, by means of which new adverbs are coined from adjectives and participles: *occasionally*, *lately*, *immediately*, *constantly*, *purely*, *slowly*, *charmingly*.

Compound adverbs are formed of two stems: *sometimes*, *somewhere*, *everywhere*, *downstairs*, etc. Composite phrasal adverbs consist of two or more word-forms, as *a great deal*, *a little bit*, *far enough*, *now and then*, *from time to time*, *sort of*, *kind of*, *a hell of*, *a lot of*, *a great deal of*.

The only pattern of morphological change for adverbs is the same as for adjectives, the degrees of comparison. The three grades are called **positive**, **comparative**, and **superlative** degrees.

Adverbs that are identical in form with adjectives take inflections following the same spelling and phonetic rules as for adjectives: *early*, *late*, *hard*, *slow* – *earlier*, *later*, *harder*, *slower* – *the earliest*, *the latest*, *the hardest*, *the slowest*.

Several adverbs ending in **-ly** (*quickly*, *loudly*) form comparatives according to the same pattern, dropping their adverb-forming suffix. These adverbs acquired the form in **-ly** only recently and retained the older forms of the comparative and superlative: *quickly*, *loudly* – *quicker*, *louder* – *the quickest*, *the loudest*.

However most disyllabic adverbs in **-ly** and all polysyllabic ones form the comparative and superlative analytically, by means of **more** and **most**: *wisely*, *softly*, *deeply* – *more wisely*, *more softly*, *more deeply* – *the most wisely*, *the most softly*, *the most deeply*. The adverb *often* occurs with both types of comparison: *often* – *oftener*, *more often* – *the oftenest*, *the most often*.

As with adjectives, there is a small group of adverbs with comparatives and superlatives formed from different stems **suppletive**

forms). These comparatives and superlatives are identical with those for the corresponding adjectives and can be differentiated from the latter only syntactically.

well	better	the best
badly	worse	the worst
little	less	the least
much	more	the most
far	farther / further	the farthest / the furthest

Either *farther* (farthest) or *further* (furthest) are used when speaking of places, directions, or distance: He is too tired to walk any *farther* (*further*). But only *further* (furthest) is used with the meaning *more, later*: Don't try my patience any *further*. Most of the adverbs, however, stand outside the degrees of comparison: pronominal adverbs denoting place and time (*here, somewhere, there, sometimes, when*); denoting manner (*somehow, thus*); adverbs of manner denoting gradation (*minimally, optimally, proximally*).

According to their meaning adverbs fall into many groups.

Adverbs of place: *outside, there, in front, etc.*

Adverbs of time include those denoting duration (*long, continually*), interval (*all day*), timing (*yesterday, today, recently, lately, immediately, once, at once, now*), frequency (*often, now and then, occasionally*). Several of them denote an indefinite time: *soon, yet, always, already, never, ever*.

Adverbs of manner: *well, carefully, intentionally, silently, clearly, etc.*

Adverbs of degree: *thoroughly, very, much, completely, quite, rather, a lot, a little, a great deal, badly, greatly, hardly, barely, scarcely, narrowly, just, almost, mostly, enormously, largely, tremendously, keenly, somewhat, too, so, most, all but.*

Among adverbs of degree there are many the meaning of which has become weakened and which are used as intensifiers, adding emotional colouring to the content of what is said. This group of adverbs is very difficult to define because adverbs of other semantic groups can occasionally function as intensifiers: *awfully painful, very quiet, rather calm, most expensive, terribly unjust, faintly uneasy, etc.*

Adverbs may perform different functions, modifying different types of words, phrases, sentences. Some adverbs are restricted in their combinability whereas others may modify different words, for

instance *enough*, which may be used in *to work enough, not quickly enough, quick enough*. The most typical function of the adverb is that of adverbial modifier.

2. Topic “My Day-off”

Hello, my name is Ivan, all my relatives and friends call me just Vanya. I'm 16 years old and I go to school 5 days a week. I usually have no free time on weekdays that's why I look forward to my days off. The whole week I study intensely at school, so I look forward to my free days. I generally try to make plans for these days in advance, but sometimes I just prefer to spend them with a book or TV and make them real lazy days. On a day off I don't have to hurry anywhere, so I wake up later than usual, at about 10 o'clock. I don't get up at once. I like to stay in bed for a while and think about something nice. Then I get up and have breakfast. I like to have something special for breakfast on such days.

Usually we have something tasty: meat salad, fried potatoes, chicken, cake or pie. If the weather is fine, I usually do not stay indoors, I go outside with my dog. Often we go to the park and play there. If the weather is rainy and gloomy, I stay at home and watch TV, listen to the music, read, the books. After dinner we go visit our grandparents or relatives, or just simply take a nap. Sometimes when my friends call me we go roller-blading near the Opera theatre

I like roller-blading very much, I think it is a lot of fun. In the evenings I like to watch video and music programs. There is a big armchair in my room right beside the lamp with blue shade. If it is cold I like to sit there with cup of coffee and read. Sometimes I do something special on weekends: go to an art exhibition, to the theatre, to the concert. I always go to bed late on Sundays, and Monday morning is the nastiest thing through all the week.

I like weekends very much, because I can rest and gain some energy for the next week.

3. The Union Jack

The Union Jack, or Union Flag, is the flag of the United Kingdom. It is officially called the Union Flag, because it embodies the emblems of three countries united under one monarch. The Union Jack has been in existence since 1606, when England and Scotland

merged, but changed to its current form in 1801 when Ireland joined the United Kingdom. The Union Flag is commonly known as the Union Jack. While no one is quite certain where the term «Union Jack» originated, there are many theories. «Union» is thought to come from the union of the three flags into one.

As for «Jack», one explanation states a «jack» gets its name from the «jack staff of naval vessels» (a small flagpole at the front of Royal Navy vessels) from which the original Union Flag was flown and perhaps the Union Jack was used there first. Others believe that «Jack» could come from the name of James I or from a soldier's «jack-et». There are plenty of theories, but, in truth, the answer is that no one knows for sure where «Jack» came from.

The Union Jack, or Union Flag, is a combination of the three crosses of its patron saints: St George's cross, the upright red cross on a white background, represents England; St Andrew's cross, the white diagonal cross on a blue background, representing Scotland, and St Patrick's cross, the red diagonal cross on a white background, to represent Northern Ireland. The crosses symbolize the union of England with Scotland in 1707, and the union of both with Ireland in 1801. The patron saint of Wales, St David, is not represented in the Union Jack, because by the time the first version of the flag appeared, Wales was already the part of England. The Welsh Flag, a red dragon on a field of white and green, dates from the fifteenth century.

In 1606, when England and Scotland were both ruled by one monarch (James I), the first Union Jack flag was created by merging the English flag (the red cross of Saint George on a white background) with the Scottish flag (the diagonal white cross of Saint Andrew on a blue background). So, the Union Flag underwent a gradual development. The final version of the Union Flag appeared in 1801, following the union of Great Britain with Ireland, with the inclusion of the cross of St Patrick. The cross remains on the flag although only the northern part of Ireland now remains part of the United Kingdom.

The Union Jack, which is most properly called the Union Flag, is the official flag of the United Kingdom and has been in its current form since 1801. The Union Jack is also incorporated into the flags of four independent countries of the British Commonwealth – Australia, Fiji, Tuvalu, and New Zealand.

Lesson 7

1. The Verb as a Nominative Part of Speech.
2. Topic “Choosing Career”.
3. British Monarchy.



1. The Verb as a Nominative Part of Speech

Grammatically **verb** is the most complex part of speech. This due to the central role it performs in the expression of the predicative functions of the sentence the functions establishing the connection between the situation named in the utterance and reality.

The general categorial meaning of the verb is process. The processual categorial meaning of the notional verb determines its combination with a noun expressing both the doer of the action (the subject) and the recipient of the action (the object). It also determines the combination with of the verb with an adverb as the modifier of the action. In the sentence the finite verb performs the function of the predicate, expressing the processual features of predication, i.e. time, aspect, voice, and mood.

Verbs have specific forms of word-building the verb stems may be simple, extended, composite and phrasal. The verb is characterized by a set of specific word-building affixes, e.g.: *to activate, to widen, to classify, to synchronize, to overestimate, to reread*, etc.; there are some other means of building verbs, among them sound-replacive and stress-shifting models, e.g.: *blood – to bleed* and etc.

Verbs can be transitive and intransitive. A transitive verb is one that only makes sense if it exerts its action on an object. An intransitive verb will make sense without one. Transitive verbs are not just verbs that can take an object; they demand objects. Without an object to affect, the sentence that a transitive verb inhabits will not seem complete. For example: *Please bring coffee.*

There are some verbs in English which primary meaning is transitive, but secondary meaning is intransitive, for example such verb as to read could be transitive in *He can read* and intransitive in *She's reading a book.*

English verbs can be **stative** (these verbs cannot be used in continuous tense: the verbs of physical perception – *to see, to smell, to taste*, etc.; the verbs of mental ability – *to think, to understand, to know*, etc. and some other verbs.) and **dynamic** (the verbs that could perform the progressive form). Dynamic verbs (sometimes referred to as “action verbs”) usually describe actions we can take, or things that happen; stative verbs usually refer to a state or condition which is not changing or likely to change.

Another subclass of the verbs falls into finite form of the verb and non-finite form (verbals). **Finite** verb forms are marked by inflection and indicate person, number and tense. A finite verb can be the single main verb in a sentence. For example, the finite forms of the verb *go* are:

– *go* (present tense in all persons except the third person singular): *I go to school in the afternoon.*

– *goes* (present tense in the third person singular): *Mia goes to school by bus every day.*

– *went* (past tense): *Yesterday, we went to school at 9 am.*

Non-finite verb forms do not indicate person, number or tense. The non-finite forms of the verb *go* are:

– *go* (infinitive): *I can't go with you. Unfortunately, she had to go. Do you really go out with her? I didn't go to work today.*

– *going* (gerund): *I like going to the cinema. Carol suggested going for a walk. Going faster would have been really dangerous.*

– *gone* (past participle): *Jack has gone away on holiday. By the time Sue returned, the others had gone back to their cars. I wish I had gone to university.*

– *going* (present participle): *I'm going to a concert tonight. I heard my dad going up the stairs. Going across the bridge last night, I saw someone swimming in the river.*

Semi-notional verb introduce verbs. Here we find sets of discriminatory relational semantics (*seem, happen*), of subject action relational semantics (*try, fail, manage*), of phrasal semantics (*begin, continue*).

Link verbs introduce the nominal part of the predicate within a commonly expressed by a noun, an adjective, or a similar semantico-grammatical character. They are not devoid of meaningful content. The common specifying link-verbs fall into two main groups: the one

expresses perception (*feel, smell, taste*) and the other non-perceptual connection (*get, grow, remain, keep*). But like any notional part of speech the verb can be classed in many different ways. Thus there are other classifications: the morphological, the semantic, the functional.

According to their combining power the notional verbs are classed as **complementive** or **uncomplementive**. Complementive verbs are divided into objective and adverbial sets. English verb possesses the number of categories. First, The categories of person and number are closely connected with each other. The categories of person and number serve to show the connection between the subject and the predicate of the sentence. Eg. *I go, he goes, we go...*, *He's going, we're going, I'm going...*

The second category is the category of tense may be defined as the verbal category which reflects the objective category of time and expresses the relations between the time of the action and the time of the utterance. Aspect is the opposition of forms showing the manner (the character) of the action. The aspective meaning can be represented in variable grammatical forms. The category of aspect shows the way in which the action develops, whether it is in progress or completed. The category of voice shows the direction of the process as regards the participants of the situation reflected in the syntactic construction. The voice of the English verb is expressed by the opposition of the passive form of the verb to the active form of the verb.

The category of mood expresses the character of connection between the process denoted by the verb and the actual reality, either presenting the process as a fact that really happened, happens or will happen, or treating it as an imaginary phenomenon. The category of mood expresses the outer interpretation of the action as a whole, namely, the speaker's introduction of it as actual or imaginary.

Thus, we can see the following verb categories in English:

Person	1st 2d 3d	I go We go He goes
Number	Singular Plural	He has written They have written
Tense	Present Past Future	I go I went I will go

Aspect	Progressive Perfect Perfect -Progressive	I'm writing I have written I have been writing
Voice	Active Passive	I show I am shown
Mood	Indicative Imperative Subjunctive	I am always on time Read text 5 If I were on time , I would...

2. Topic “Choosing a Career”

Centuries ago there were only a few jobs: people were farmers, bakers, butchers or salesmen. Today there are thousands of different kinds of jobs, and new ones are constantly appearing. And the problem of choosing the future profession has always been very important and difficult matter because it determines our future life in many ways. It is one of the most important decisions for every person.

Choosing a career is like any other activity; it is best to work to a plan. Too many people start looking for a specific job before thinking out their occupational aims. It is a good idea to begin by attempting to define in clear terms what your requirements are from a career. This involves taking a realistic view of your strengths and weaknesses.

On the other hand, you should remember that training will equip you to do new things. A further point to consider is how far you will be willing to do for a time things which you do not like knowing that they are necessary to achieve your longer term objectives. Having thought carefully about the sort of person you are, try to work out a realistic set of occupational requirements. In particular, you can answer to important questions.

First: what sort of life do you want to lead? For example, do you want to live in the country or in the town? Is leisure time of great importance to you? Is the size of your salary important?

Second: what sort of work do you want to do? For example, do you like working alone or with others? Does teaching people appeal to you? Do you want to be an organizer of other people's activities? Do you want to develop new ideas and initiate changes.

As for me, I have made up my mind to be a teacher. I chose to be a teacher because teaching is not just a profession, it is a mission. Children, who are like clay are moulded and shaped by the hands of a teacher. No career, no work can be more rewarding than that of a teacher who is occupied in building the personality of a student in order to equip him to face the challenges of a competitive world in the throes of transition and change.

I realized that through teaching I would be able to fulfill my soul's craving to make a contribution in shaping the world of tomorrow. Innovation and experimentation, exploring uncharted territories by way of teaching methodologies give to one a great sense of power which is almost intoxicating, and that is the reason for me to enter this university.

3. British Monarchy

At present Queen Elizabeth II is Head of State in the United Kingdom. Monarchy is the oldest form of government in the United Kingdom. In a monarchy, a king (male) or queen (female) is Head of State. They are also referred to as the Monarch, The Sovereign and Her or His Majesty.

Today, the British monarchy is known as a constitutional monarchy. This means that whoever is on the throne does not "rule" the country, but fulfils important ceremonial and formal roles with respect to Government. Although there is no political or executive (in charge) role, he or she continues to play an important part in the life of the nation. As Head of State, The Monarch undertakes constitutional and representational duties. These have developed over a thousand years of history.

In addition to these State duties, The Monarch has a less formal role as "Head of Nation". The Sovereign acts as a focus for national identity, unity and pride; gives a sense of stability and continuity; officially recognizes success and excellence; and supports the ideal of voluntary service. In all these roles The Sovereign is supported by members of their immediate family known as the Royal Family.

The Queen represents Britain to the rest of the world. As the Head of State, the Queen fulfils different state duties which have developed over a thousand years of history. She takes part in a number

of special royal occasions every year. First of all, it is, of course, the official birthday of the Monarch. It is remarkable that there is one Queen in the UK, but she has two birthdays. The Queen celebrates her actual birthday on April 21st, which is spent privately at Windsor's with friends and family. She also celebrates her official birthday on either the first or the second, and sometimes the third, Saturday in June.

The tradition of an official birthday for the Sovereign was begun for practical reasons. Monarchs who had their birthdays in the winter months often had problems because of cold, wet weather which spoilt parades and other outdoor celebrations. King Edward VII, who was born on November 9th, was the first Monarch to mark his official birthday on a separate day to his actual birthday throughout his reign, holding celebrations in either May or June. The Queen continues the tradition.

The official birthday is always marked in the same way with the Trooping of the Colour ceremony and a fly-past over Buckingham Palace. In addition to this, the Queen's Birthday Honours List is announced, the Union Flag is flown from government buildings and gun salutes are fired at noon. Trooping of the Colour is actually the Horse Guards Parade near St. James's Park. Earlier the regiments of the Commonwealth and the British Army trooped the flags in the battles. Now Trooping of the Colour has become a ceremony for regiments to display their past military achievements to the general public. In June the Queen is present at the Derby at Epsom and at the Royal Ascot in Windsor. There are three official residences of the Monarch – Buckingham Palace in London, Holyroodhouse in Edinburgh, Windsor Castle in Windsor.

In addition to these state duties, the Queen has a less formal role as "the Head of Nation". This role of the monarch is symbolic. She embodies national identity, unity and pride, gives a sense of stability and continuity.

Lesson 8

1. The Present Simple.
2. Topic “My Everyday Meals”.
3. Political Parties of Great Britain.



1. The Present Simple

The simple present tense in English is used to describe an action that is regular, true or normal. We use the present tense.

1. For repeated or regular actions in the present time period: *I **take** the train to the office. The train to Berlin **leaves** every hour. John **sleeps** eight hours every night during the week.*

2. For facts: *The President of The USA **lives** in The White House. A dog **has** four legs. We **come** from Switzerland.*

3. For habits: *I **get up** early every day. Carol **brushes** her teeth twice a day. They **travel** to their country house every weekend.*

4. For things that are always / generally true: *It **rains** a lot in winter. The Queen of England **lives** in Buckingham Palace. They **speak** English at work.*

5. Giving instructions: *You **walk** out the door and then you **turn** left. You **don't do** it like this, you **do** it like that!*

6. For retelling a story, a joke or give a commentary: *A man **is** in a hospital bed. The doctor **walks** in and **says**, “There’s some good news and some bad news.”*

We form the present tense using the base form of the infinitive (without the *to*). In the third person we add “s” in the third person.

Subject	verb	the rest of the sentence
I / you / we / they	speak / learn	English at home
he / she / it	speaks / learns	English at home

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in **-o, -ch, -sh, -ss, -x, or -z** we add **-es** in the third person: *go – goes, catch – catches, wash – washes, kiss – kisses, fix – fixes, buzz – buzzes.*

2. For verbs that end in a **consonant + y**, we remove the **y** and add **-ies**: *marry – marries, study – studies, carry – carries, worry – worries.*

3. For verbs that end in a **vowel + y**, we just add **-s**: *play – plays, enjoy – enjoys, say – says.*

To make a negative sentence in English we normally use *don't* or *doesn't* with all verbs **except to be** and **modal verbs** (*can, might, should* etc.).

Affirmative: *You speak French.*

Negative: *You **don't** speak French.*

You see that we add **don't** between the subject and the verb. We use **don't** when the subject is **I, you, we** or **they**.

Affirmative: *He speaks German.*

Negative: *He **doesn't** speak German.*

When the subject is **he, she** or **it**, we add **doesn't** between the subject and the verb to make a negative sentence. The letter **s** at the end of the verb in the affirmative sentence disappears in the negative sentence (**don't = do not, doesn't = does not**): *I **don't** like meat = I **do not** like meat.*

There is no difference in meaning though we normally use contractions in spoken English. The following is the word order to construct a basic negative sentence in English in the Present Tense using **don't** or **doesn't**.

Subject	don't/doesn't	verb*	the rest of the sentence
I / you / we / they	don't	have / buy eat / like etc.	cereal for breakfast
he / she / it	doesn't		

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with **to**. For example: *to have, to eat, to go, to live, to speak* etc. Examples of negative sentences with *don't* and *doesn't*: *John **doesn't** speak Italian. We **don't** have time for a rest. It **doesn't** move. They **don't** want to go to the party. She **doesn't** like fish.*

To make a question in English we normally use **do** or **does**. It has no translation in Spanish though it is essential to show we are making a question. It is normally put at the beginning of the question.

Affirmative: *You speak English.*

Question: **Do** you speak English?

You will see that we add **do** at the beginning of the affirmative sentence to make it a question. We use **do** when the subject is **I, you, we** or **they**.

Affirmative: *He speaks French.*

Question: **Does** he speak French?

When the subject is **he, she** or **it**, we add **does** at the beginning to make the affirmative sentence a question. The letter “s” at the end of the verb in the affirmative sentence disappears in the question. We **don’t** use **do** or **does** in questions that have the verb **to be** or **modal verbs** (*can, must, might, should* etc.) The following is the word order to construct a basic question in English using **do** or **does**.

Do/Does	subject	verb*	the rest of the sentence
Do	I / you / we / they	have / need want etc.	a new bike?
Does	he / she / it		

The infinitive is the verb before it is conjugated (changed) and it begins with **to**. For example: *to have, to eat, to go, to live, to speak* etc. Examples of questions with **do** and **does**: **Do** you need a dictionary? **Does** Mary need a dictionary? **Do** we have a meeting now?

However, if a question word such as **who, when, where, why, which** or **how** is used in the question, you cannot use the short answers above to respond to the question.

In questions that use *do/does* it is possible to give short answers to direct questions as follows:

Sample Questions	Short Answer (Affirmative)	Short Answer (Negative)
Do you like chocolate?	Yes, I do.	No, I don't.
Do I need a pencil?	Yes, you do.	No, you don't.
Do you both like chocolate?	Yes, we do.	No, we don't.
Do they like chocolate?	Yes, they do.	No, they don't.
Does he like chocolate?	Yes, he does.	No, he doesn't.
Does she like chocolate?	Yes, she does.	No, she doesn't.
Does it have four wheels?	Yes, it does.	No, it doesn't.

2. Topic “My Everyday Meals”

I usually have two or three meals a day on weekdays and four meals on my day off. My meals are: breakfast, lunch, dinner and supper or tea.

Cooking is not my hobby, I usually eat what my mother cooks for me or go to the student canteen. In the morning we gather together in our kitchen at 7 o'clock and have our breakfast. It is a family tradition. My mother lays the table. There are different kinds of sandwiches, sausages, bacon with eggs and jam. I often drink a cup of tea or coffee and eat a sandwich with butter and cheese. Some of my friends have a snack rather than a meal in the morning.

I don't often have an opportunity to have a dinner when I'm at school. I have lunch at about 12 o'clock. It starts with fruit juice. Then I have a vegetable salad and sandwiches again or pies with tea.

Dinner is at three or four o'clock. For dinner I have soup or borsch for starter, and meat or fish with a lot of vegetables for main course. For dessert I often have stewed fruit or jelly.

And at last supper. It is at seven or eight. My mother usually cooks fried fish and mashed potatoes, beefsteak and omelette. And salads, of course. Then I prefer a glass of warm milk with biscuits. Sometimes before going to bed I drink orange juice or eat an apple.

3. Political Parties of Great Britain

Each of the parties represented in the House of Commons maintains its own organization within Parliament in order to keep its members informed about parliamentary business and to maintain its parliamentary voting strength.

Outside Parliament, the basic units of organization are normally local constituency parties, each of which corresponds to a parliamentary constituency. These are linked together in regional federations. Each of the main parties has a national organization. One of the main functions of the national organizations is to arrange the parties' annual conferences. These serve as channels of communication between the leading members of the parties in Parliament and their supporters in the country. All the main parties also have some form of central office which serves as a national headquarters. They are staffed by professional party workers.

The Conservative Party. The origins of the Conservative Party – whose full title is the Conservative and Unionist Party – go back to the Tories of the late seventeenth century; the word “Conservative” first came into use in the 1830s.

The fundamental principles of the Conservative Party can be summarized as follows. First, individuals have an absolute right to liberty. Second, ownership is the strongest foundation of individual freedom, opportunity and independence. Third, Conservatives believe that freedom entails responsibilities – to family, neighbours, and to nation. Fourth, it is the role of Government to strengthen individual liberty and choice while protecting the most vulnerable members of the community. Fifth, in economic affairs the Government should establish a climate in which enterprise can flourish, without directing or over-regulating businesses. Finally, Conservatives believe that Britain must remain, strong, with secure defenses, in order to provide the surest guarantee of peace.

The Labour Party. The Labour Party origins go back to the last decade of the nineteenth century. The true aim of the Labour Party is the creation of a genuinely free society in which the fundamental objective of government is the protection and extension of individual liberty irrespective of class, sex, age, race, colour or creed. When so many men and women cannot afford to make the choices which freedom provides, the idea that all enjoy equal and

extensive liberty is a deception. Unless men and women have the power to choose, the right to choose has no value.

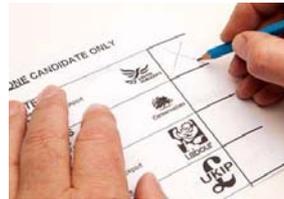
The Liberal Democrats. The Liberal Democrats, formally known as the Social and Liberal Democrats, were formed in 1988 following the merger of the Liberal Party, established in the 1850s, and the Social Democratic Party (SDP), established in 1981.

The Liberal Democrats stand for the right of individuals to have control over their own lives. Individual liberty lies at the heart of their beliefs. They aim to enable men and women to develop their own talents to the full, free from the arbitrary interference of government. The role of government is to guarantee this freedom, to create an enterprising, sustainable, free-market economy, to provide services for those in need and to work for peace and prosperity across the planet. Liberal Democrats are strongly associated with their policies for better education, environmental protection and constitutional reform to guarantee individual freedom.

Other parties. About eight other parties are represented in Parliament; they are regionally based in Scotland, Wales and Northern Ireland. There are also a number of minor parties which are not represented in Parliament but which often put up candidates in parliamentary elections.

Lesson 9

1. The Present Continuous.
2. Topic "My Hobby".
3. The British Parliament and the Electoral System.



1. The Present Continuous

The present continuous (also called present progressive) is a verb tense, which is used to show that an ongoing action is happening now, either at the moment of speech or now in a larger sense. The present continuous can also be used to show that an action is going to take place in the near future. Read on for detailed descriptions, examples, and present continuous exercises.

Uses of the present continuous

First, we use the present continuous for things that are happening at the moment of speaking. These things usually last for quite a short time and they are not finished when we are talking about them: *I'm working at the moment. Julie is sleeping.*

We can also use this tense for other kinds of temporary situations, even if the action isn't happening at this moment: *John's working in a bar until he finds a job in his field.* (He might not be working now). *I'm reading a really great book.*

We can use the present continuous for temporary or new habits (for normal habits that continue for a long time, we use the present simple). We often use this with expressions like "these days" or "at the moment": *He's eating a lot these days. She's swimming every morning* (she didn't use to do this). *You're smoking too much.*

Another present continuous use is for habits that are not regular, but that happen very often. In this case we usually use an adverb like "always", "forever" or "constantly". Often, we use the present continuous in this way to talk about an annoying habit: *You're forever losing your keys! She's constantly missing the train. Lucy's always smiling!*

The next use is for definite future arrangements (with a future time word). In this case we have already made a plan and we are pretty sure that the event will happen in the future: *I'm meeting my father tomorrow. We're going to the beach at the weekend.*

The Present Continuous tense of any verb is formed from the Simple Present of the auxiliary **to be**, followed by what is generally referred to as the **present participle** of the verb. The present participle of a verb is formed by adding **-ing** to the bare infinitive. For instance, the present participle of the verb **to work** is **working**.

Thus, the Present Continuous tense of the verb **to work** is conjugated as follows: *I am working; you are working; he is working; she is working; it is working; we are working; they are working.* Some verbs change their spelling when the ending **-ing** is added to form the present participle.

When a verb ends in a silent **e**, the silent **e** is dropped before the ending **-ing** is added. For example: *to close – closing, to dine – dining, to leave – leaving.* However, when a verb ends in an **e** which

is not silent, the final **e** is not dropped before the ending **-ing** is added. For example: *to be – being, to see – seeing*.

When a verb ends in **-ie**, the **ie** is changed to **y** before the ending **-ing** is added. For example: *to die – dying, to lie – lying*. When a verb ends in **y**, no change is made before the ending is added. For example: *to fly – flying, to play – playing*.

Except in the case of the final consonants **w**, **x** and **y**, when a one-syllable verb ends in a single consonant preceded by a single vowel, the final consonant must be doubled before the ending **-ing** is added. In the case of most one-syllable verbs ending in a single consonant preceded by a single vowel, the vowel is pronounced **short**. In order to reflect the fact that the vowel is also pronounced short in the corresponding present participle, except in the case of **w**, **x** and **y**, the final consonant must be doubled before the ending **-ing** is added: *to nod – nodding, to dig – digging*.

When a verb ends in **w**, **x** or **y** preceded by a single vowel, the final consonant is not doubled before the ending is added: *to draw – drawing, to fix – fixing*. When a verb ends in a single consonant preceded by two vowels, the final consonant is not doubled before the ending is added: *to rain – raining, to meet – meeting, to soak – soaking*.

When a verb of more than one syllable ends in a single consonant other than **w**, **x** or **y** preceded by a single vowel, the final consonant is doubled to form the present participle only when the last syllable of the verb is pronounced with the heaviest stress: *to expel – expelling, to begin – beginning*.

When a verb of more than one syllable ends in **w**, **x** or **y**, the final consonant is not doubled before the ending **-ing** is added. In the following examples, the syllables pronounced with the heaviest stress are underlined: *to allow – allowing, to convey – conveying*.

When the last syllable of a verb is not pronounced with the heaviest stress, the final consonant is usually not doubled to form the present participle: *to listen – listening, to order – ordering, to focus – focusing*.

If necessary, a dictionary can be consulted to determine which syllable of a verb has the heaviest stress. Many dictionaries use symbols such as apostrophes to indicate which syllables are pronounced with the heaviest stress. It should be noted that British

and American spelling rules differ for verbs which end in a single “l” preceded by a single vowel. In British spelling, the “l” is always doubled before the endings **-ing** and **-ed** are added. However, in American spelling, verbs ending with a single “l” follow the same rule as other verbs; the “l” is doubled only when the last syllable has the heaviest stress:

Infinitive	Present Participle	
	American Spelling	British Spelling
<i>to signal</i>	<i>signaling</i>	<i>signalling</i>
<i>to travel</i>	<i>traveling</i>	<i>travelling</i>
<i>to compel</i>	<i>compelling</i>	
<i>compelling</i>		

In the Present Continuous, the verb **to be** acts as an auxiliary. As is the case with other English tenses, it is the auxiliary which is used to form questions and negative statements. To form a question in the Present Continuous tense, the auxiliary is placed before the subject.

Affirmative Statement	Question
<i>I am working.</i>	<i>Am I working?</i>
<i>You are working.</i>	<i>Are you working?</i>
<i>He is working.</i>	<i>Is he working?</i>
<i>She is working.</i>	<i>Is she working?</i>
<i>It is working.</i>	<i>Is it working?</i>
<i>We are working.</i>	<i>Are we working?</i>
<i>They are working.</i>	<i>Are they working?</i>

To form a negative statement, the word **not** is added after the auxiliary.

Affirmative Statement	A negative statement
<i>I am working.</i>	<i>I am not working.</i>
<i>You are working.</i>	<i>You are not working.</i>
<i>He is working.</i>	<i>He is not working.</i>
<i>She is working.</i>	<i>She is not working.</i>
<i>It is working.</i>	<i>It is not working.</i>
<i>We are working.</i>	<i>We are not working.</i>
<i>They are working.</i>	<i>They are not working.</i>

To form a negative question, the auxiliary is placed before the subject, and the word **not** is placed after the subject. However,

when contractions are used, the contracted form of **not** follows immediately after the auxiliary.

Without Contractions

Am I not working? [Aren't I working?] – used in speaking
Are you not working?
Is he not working?
Is she not working?
Is it not working?
Are we not working?
Are they not working?

With Contractions

Aren't you working?
Isn't he working?
Isn't she working?
Isn't it working?
Aren't we working?
Aren't they working?

Tag questions are also formed using the auxiliary. In spoken English, **aren't I?** is often used as a tag question.

Affirmative Statement Affirmative Statement with Tag Question

<i>I am working.</i>	<i>I am working, am I not?</i>
<i>You are working.</i>	<i>You are working, aren't you?</i>
<i>He is working.</i>	<i>He is working, isn't he?</i>
<i>She is working.</i>	<i>She is working, isn't she?</i>
<i>It is working.</i>	<i>It is working, isn't it?</i>
<i>We are working.</i>	<i>We are working, aren't we?</i>
<i>They are working.</i>	<i>They are working, aren't they?</i>

2. Topic “My Hobby”

According to the Cambridge Dictionary, a hobby is an activity that someone does for pleasure when they are not working. Moreover, a hobby is the person's interest and preference that reflects his inner world. Through hobbies people realize the need for development and creativity. There are many interesting things that can be people's hobbies. Some people discover their talent in playing musical instruments, singing or painting. People fascinated by sports find it in football, tennis or ice-skating etc.

As for me I have always been a very energetic person and have always had plenty of hobbies. I was interested in sports, especially volleyball and tennis. I collected stickers, toys and coins, had painting and language lessons, took part in a choir. Nevertheless, my deepest passion was always dancing. When I first came to the training I was so charmed by my coach and got so inspired that I started spending two hours three times a week there. I think it was

the perfect hobby for my body and my soul. I have learned how to express myself through the body movements.

I suppose that my hobby is English. It's not only the process of learning the language for me. I like listening to English songs, watching videos and movies in original, visiting speaking clubs and communicating with native speakers. I admire the culture of English speaking countries and I'm interested in everything that is connected with it. I have lessons three times a week and I love my group and the teacher. She makes the process of studying so exciting.

Thus, I believe that the keyword in a hobby definition is "pleasure". My hobby brings me a lot of pleasure and satisfaction. I feel my progress and it's the best motivation to go ahead.

3. The British Parliament and the Electoral System

The British Parliament consists of the House of Lords and the House of Commons and the Queen as its head. The House of Commons plays the major role in law-making. It consists of Members of Parliament (called MPs for short), each of whom represents an area in England, Scotland, Wales or Northern Ireland. MPs are elected either at a general election, or at a by-election following the death or retirement of an MP. Parliamentary elections must be held every five years, but the Prime Minister can decide on the exact date within those five years. The minimum voting age is 18, and the voting is taken by secret ballot.

The election campaign lasts about three weeks. The election is decided on a simple majority – the candidate with most votes wins. An MP who wins by a small number of votes may have more votes against him (that is, for the other candidates) than for him. The political parties choose candidates in elections. The party which wins the majority of seats forms the Government and its leader usually becomes Prime Minister. The Prime Minister chooses about 20 MPs from his or her party to become the Cabinet of Ministers. Each minister is responsible for a particular area of the government. The second largest party becomes the official opposition with its own leader and "Shadow cabinet". Leader of the Opposition is a recognized post in the House of Commons.

The House of Commons is made up of 650 elected members, known as Members of Parliament (MPs). The House of

Commons is presided over by the Speaker, a member acceptable to the whole House. MPs sit on two sides of the hall, one side for the governing party and the other for the opposition. The first two rows of seats are occupied by the leading members of both parties (called “front-benchers”), the back benches belong to the rank-and-file MPs (“back-benchers”). Each session of the House of Commons lasts for 160–175 days. Parliament has intervals during its work. MPs are paid for their parliamentary work and have to attend the sittings. MPs have to catch the Speaker’s eye when they want to speak, then they rise from where they have been sitting to address the House and must do so without either reading a prepared speech or consulting notes. A proposed law, a bill, has to go through three stages in order to become an Act of Parliament.

The other House of Parliament is the House of Lords. The House of Lords has more than 1,000 members, although only about 250 take an active part in the work of the House. This House consists of those lords who sit by right of inheritance and those men and women who have been given life peerages which end with the life of their possessors. Members of this Upper House are not elected. They sit there because of their rank. The chairman of the House of Lords is the Lord Chancellor and he sits on a special seat called the Woolsack.

The members of the House of Lords debate a bill after it has been passed by the House of Commons. Changes may be recommended, and agreement between the two Houses is reached by negotiations. The Lords’ main power consists in being able to delay non-financial bills for a period of a year, but they can also introduce certain types of bill. The House of Lords is the only non-elected second chamber in the parliaments of the world, and some people in Britain would like to abolish it. The division of Parliament into two Houses goes back to over some 700 years when a feudal assembly assisted the King.

Lesson 10



1. The Present Perfect. The Present Perfect Continuous.
2. Topic "My Attitude to Sport".
3. Education System in the UK.

1. The Present Perfect

The present perfect is a verb tense which is used to show that an action has taken place once or many times before now. The present perfect is most frequently used to talk about experiences or changes that have taken place, but there are other less common uses as well. Read on for detailed descriptions, examples, and present perfect exercises.

The present perfect is formed using **has/have + past participle**. Questions are indicated by inverting the subject and *has/have*. Negatives are made with *not*.

Statement: *You **have seen** that movie many times. He **has played** tennis recently.*

Question: ***Have** you **seen** that movie many times? **Has** he **played** tennis recently?*

Negative: *You **have not seen** that movie many times. He **has not played** tennis recently.*

Present Perfect Use

1. We use this tense when we want to talk about unfinished actions or states or habits that started in the past and continue to the present. Usually we use it to say "how long" and we need "since" or "for". We often use stative verbs: *I've known Karen since 1994. She's lived in London for three years. I've worked here for six months.*

We use "since" with a fixed time in the past (2004, April 23rd, last year). The fixed time can be another action, which is in the past simple (since I was at school, since I arrived): *I've known Sam since 1992. I've liked chocolate since I was a child. She's been here since 2 pm.*

We use "for" with a period of time (2 hours, three years, six months): *I've known Julie for ten years. I've been hungry for hours. She's had a cold for a week.*

2. Life experience. These are actions or events that happened sometime during a person's life. We don't say when the experience happened, and the person needs to be alive now. We often use the words "ever" and "never" here: *I have been to Tokyo. They have visited Paris three times. We have never seen that film.*

3. With an unfinished time word (this month, this week, today). The period of time is still continuing: *I haven't seen her this month. She's drunk three cups of coffee today. I've already moved house twice this year!*

4. A finished action with a result in the present (focus on result). We often use the present perfect to talk about something that happened in the recent past, but that is still true or important now. Sometimes we can use the past simple here, especially in US English: *I've lost my keys (so I can't get into my house). She's hurt her leg (so she can't play tennis today). They've missed the bus (so they will be late).*

5. We can also use the present perfect to talk about something that happened recently, even if there isn't a clear result in the present. This is common when we want to introduce news and we often use the words **just / yet / already / recently**. However, the past simple is also correct in these cases, especially in US English: *The Queen has given a speech. I've just seen Lucy.*

In this tense, we use both "been" and "gone" as the past participle of "go", but in slightly different circumstances. We use "been" (often when we talk about life experience) to mean that the person we're talking about visited the place and came back: *I've been to Paris (in my life, but now I'm in London, where I live). She has been to school today (but now she's back at home).*

We use "gone" (often when we are talking about an action with a result in the present) to mean that the person went to the place and is at the place now: *Where's John? He's gone to the shops (he's at the shops now). Julie has gone to Mexico (now she's in Mexico).*

The Present Perfect Continuous

The present perfect continuous (also called present perfect progressive) is a verb tense which is used to show that an action started in the past and has continued up to the present moment. The present perfect continuous usually emphasizes duration, or the amount

of time that an action has been taking place. Read on for detailed descriptions, examples, and present perfect continuous exercises.

The present perfect continuous is formed using **has/have + been + present participle**. Questions are indicated by inverting the subject and *has/have*. Negatives are made with *not*.

Statement: You **have been waiting** here for two hours.

Question: **Have you been waiting** here for two hours?

Negative: You **have not been waiting** here for two hours.

Present Perfect Continuous Use

1. To say how long for unfinished actions which started in the past and continue to the present. We often use this with “for” and “since”: *I've been living in London for two years. She's been working here since 2004*. This use is very similar to how we use the present perfect simple, and often it's possible to use either tense. Of course, with stative verbs, we can't use the present perfect continuous: *I've been here for hours*.

2. For temporary habits or situations. The action started in the past and continues to the present in the same way as with use number 1, but we don't answer the questions about “how long” so clearly. Instead, we use a word like “recently”: *I've been going to the gym a lot recently. I've been reading a lot recently*. This is very similar to the use of the present continuous for temporary habits and often either tense is possible.

3. Actions which have recently stopped (though the whole action can be unfinished) and have a result, which we can often see, hear, or feel, in the present. We don't use a time word here: *I'm so tired, I've been studying. I've been running, so I'm really hot*.

The present perfect simple has a very similar use, which focuses on the result of the action, whereas the present perfect continuous focuses on the action itself.

Affirmative sentences

I have been watching television.

He has been watching television.

We have been watching television.

We use *has* in the 3rd person singular (*he, she, it*).

Negative sentences

I have not been watching television.

He has not been watching television.

We have not been watching television.

We use has + not in the 3rd person singular (*he, she, it*).

Questions

Have I been watching television?

Has he been watching television?

Have we been watching television?

We use has in the 3rd person singular (*he, she, it*).

2. Topic “My Attitude to Sport”

If you want to be healthy, strong and beautiful you should go in for sports. If you want to keep yourselves fit, you should go in for sport regularly. Nobody likes to be stout and clumsy.

We enjoy watching nice bodies of sportsmen, their strength and adroitness. When I go in for sports I feel wonderful. I don't sneeze or cough. I am cheerful, active and full of energy. I try to do some training almost every day. In summer I go swimming or rowing. I enjoy spending winter holidays in the country. There I can ski or skate.

For those who have already determined to go in for sport is very important to choose the kind of sport they like best. Some kinds of sports need simple equipments and facilities, others – rather complex ones. First touch to sports and games we make in childhood. Later on in school we discover our favourite sports and games. I doubt whether the bare idea that sport is helpful to make us healthy, will make somebody go in for sport if he doesn't like physical exercises. That's why the lessons of physical training at school are very important.

At school we have PT lessons twice a week. Our sports teacher is a reasonable woman. She realizes that those who want to become professionals attend specialized sport sections but the majority of us will remain amateurs. Our teacher considers her pupils must enjoy sports, and then they will go in for sports and when they graduate from school. As for me I enjoy basketball. Basketball is a dynamic and interesting game. It develops many good qualities such as rapid reaction, accuracy, dexterity, agility, endurance, will-power and collective spirit. The object of the game is quite simple. To win you must put the ball through the hoop more often than your opponent. This means the basketball player must learn to shoot effectively. All the players may take part in both the attack and the defense.

I'd like to give you advice: if you haven't choose the kind of sport for you yet, do it and you'll see: your life will become more interesting.

3. Education System in the UK

Education system in the UK is divided into four main parts: compulsory education: (primary education (years 1–6); secondary education (years 7–11); elective education), further education (Sixth Form College); higher education (college or university). The British education system may seem bewildering at first glance, but it is based on long-lived traditions and follows a strict code of rules. Education principles differ slightly in the four countries which constitute the UK, so we will provide you with the basic information on school institutions.

In England and Wales, the law states that all children aged five to sixteen must receive full-time education. In Northern Ireland, the compulsory age for starting school is four. For children under age of five, publicly-funded nurseries and pre-schools are available for a limited number of hours each week. Children leave primary school at the age of eleven, moving on to secondary school. Parents can choose to educate their children at state or private schools. All children in the UK between the ages of five and sixteen are entitled to a free place at a state school, in contrast with the private education sector, where taxes are quite expensive.

In the UK there are four main types of state schools. First is the community school, which is run by the local authority and has strong links with the local community, sometimes offering use of their facilities and providing services like childcare and adult learning classes. There are also foundation and trust schools. Foundation schools are run by their own governing body, which employs the staff and sets the admissions criteria; while a trust school is a type of foundation school which forms a charitable trust with an outside partner. Voluntary-aided schools are mainly religious or "faith" schools, although anyone can apply for a place. As with foundation schools, the governing body employs the staff and sets the admission criteria. Voluntary-controlled schools are similar to voluntary-aided schools, but are run by the local authority.

At the age of eleven, children start their secondary-school education. From the age of eleven to fourteen, students in British state and private schools study a broad range of 10–15 subjects. Among them are: English, Maths, Science, Design and Technology, Information and Communication Technology (ICT), History, Geography, Modern Foreign Languages, Art and Design, Music, Citizenship, Physical Education. Careers education and guidance, Sex and Relationship Education and Religious education may also be included in the education curriculum.

Secondary school graduation covers the period from age fourteen to fifteen. After this two-year period, students take GCSE (General Certificate of Secondary Education) state examinations. The GCSE is a single-subject examination, set and marked by independent examination boards. Students usually take up to ten (there is no upper or lower limit) GCSE examinations in different subjects, including mathematics and English language. After this examination, students may choose to either leave school or continue with their education. They may continue at vocational or technical colleges, or pursue higher education in a university.

Lesson 11

1. The Past Simple.
2. Topic “Travelling”.
3. Higher Education in Great Britain.



1. The Past Simple

The Past Simple or as it is called Past Indefinite is a verb tense that is used to talk about things that happened or existed before now. The simple past tense shows that you are talking about something that has already happened. Unlike the past continuous tense, which is used to talk about past events that happened over a period of time, the simple past tense emphasizes that the action is finished: *He **won** the silver medal.*

You can also use the simple past to talk about a past state of being, such as the way someone felt about something. This is often expressed with the simple past tense of the verb to be and an

adjective, noun, or prepositional phrase: *Wolfgang was proud of his victory*. We use Past Simple for Finished actions, states or habits in the past.

1. We use it with finished actions, states or habits in the past when we have a finished time word (yesterday, last week, at 2 o'clock, in 2003): *I went to the cinema yesterday. We spent a lot of time Japan in 2007.*

2. We use it with finished actions, states or habits in the past when we know from general knowledge that the time period has finished. This includes when the person we are talking about is dead: *Leonardo painted the Mona Lisa. The Vikings invaded Britain.*

3. We use it with finished actions, states or habits in the past that we have introduced with the present perfect or another tense. This is sometimes called “details of news”: *I've hurt my leg. I fell off a ladder when I was painting my bedroom. I've been on holiday. I went to Spain and Portugal.*

4. For stories or lists of events, we often use the past simple for the actions in the story and the past continuous for the background: *He went to a café. People were chatting and music was playing. He sat down and ordered a coffee.*

5. We use the past simple to talk about things that are not real in the present or future. So we use it with the second conditional and after words like “wish”: *If I won the lottery, I would buy a house. I wish I had more time!*

For regular verbs we add **-ed** to the root form of the verb in order to form the Past Simple: *play – played; cook – cooked; clean – cleaned* etc.

1. If a word ends in an **e** we just add the **d**: *love-loved, like-liked* etc.

2. If the word ends in a consonant + vowel + consonant, we double the final consonant and add **-ed**: *to stop – stopped, to admit – admitted, to commit – committed*, etc.

3. If a two-syllable verb ends in a consonant + vowel + consonant, we **do not** double the final consonant when the stress is on the **first** syllable: *to happen – happened, to offer – offered, to enter – entered*, etc.

4. But, we do not double the final consonant when the word ends in **w, x or y** or when the final syllable is not stressed: *to fix –*

fixed, to enjoy – enjoyed: *He **fixed** his bike. We **enjoyed** our time in the North of Chile.*

5. If the verb ends in consonant + vowel + **l**, we normally double the final **l** and add **-ed**.

In the United States (US) they **do not** double the **l** when the accent is on the first syllable: *to travel – travelled* (-ed form UK), *traveled* (-ed form US), *to marvel – marveled* (-ed form UK).

For irregular verbs, things get more complicated, because we need to put the verb in the second form and that means that we should learn and remember the major part of irregular verbs. Like, *go – went, do – did, put – put, write – wrote* and so on. The good news is that verbs in the simple past tense (except for the verb **to be**) don't need to agree in number with their subjects.

Fortunately, there is a formula for making simple past verbs negative, and it's the same for both regular and irregular verbs (except for the verb **to be**). The formula is **did not + [root form of verb]**. You can also use the contraction **didn't** instead of **did not**: *I didn't drink coffee in the morning. He didn't play in the yard yesterday.*

For the verb **to be**, you don't need the auxiliary *did*. When the subject of the sentence is singular, use **was not** or **wasn't**. When the subject is plural, use **were not** or **weren't**: *I wasn't at school yesterday. We weren't ready for the lesson.*

The formula for asking a question in the simple past tense is **did + [subject] + [root form of verb]**. *Did he win the gold medal or the silver medal? Where did he go to celebrate?*

When asking a question with the verb **to be**, you don't need the auxiliary *did*. The formula is **was/were + [subject]**: *Were you happy after the party? Was he present at the party?*

2. Topic “Travelling”

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

People may travel either for pleasure or on business. There are various means of travelling you can use during your trips and journeys. Travelling by planes, trains, coaches, cars, voyages by ships and ocean liners is popular with tourists from different countries. All means of travel have their advantages and disadvantages. And people choose one according to their plans and preferences.

Nowadays people mostly travel by air, as it's the fastest means of travelling. Passengers are requested to arrive at the airport 2 hours before departure time on international flights and an hour on domestic flights, as there must be enough time to complete the necessary airport formalities.

Traveling by train is slower than by plane, but it has its advantages. You can see much more interesting places of the country you are traveling through. Modern trains have very comfortable seats in all passenger carriages. There are also sleeping cars and dining cars, which make even the longest journey enjoyable. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other means. With a train you have speed, comfort and safety combined.

As for me, I prefer to travel by car with my parents. My family likes to visit different cities and tourists attractions of my country and we often go there by our car. It is very convenient because we plan our route ourselves, we do not depend on schedules and timetables of trains or coaches, as a result, we stop whenever we want. I think that it is impossible to be bored while travelling. Watching the views, reading, listening to music or just telling funny stories or playing different games is the best way to spend time before you get to your destination. The other way to spend time and to "preserve" your impressions is taking pictures of all the sights you see in a trip. As for me, I always do so.

3. Higher Education in Great Britain

After finishing secondary school or college you can apply to a university, polytechnic, college of education or you can continue to study in a college of further education. The academic year in Britain's universities, Polytechnics, Colleges of education is divided into 3 terms, which usually run from the beginning of October to the

middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.

Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.

There are 46 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol and Birmingham. English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction and way of student life. After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Some courses, such as languages and medicine, may be one or two years longer. The degrees are awarded at public degree ceremonies. Later he/she may continue to take Master's Degree and then a Doctor's Degree.

The most famous universities in Britain are Oxford and Cambridge. They are the two oldest English universities and they both have a long and eventful history of their own. Oxford and Cambridge are regarded as being academically superior to other universities and as giving special privilege and prestige. Cambridge University consists of a group of 32 independent colleges. The first students came to the city in 1209 and studied in the schools of the cathedral and monasteries.

The Scottish universities of St. Andrews, Glasgow, Aberdeen & Edinburgh date from the fifteenth and sixteenth centuries. In the nineteenth and the early part of the twentieth century the so-called Redbrick universities were founded. These include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies some 20 "new" universities were set up. Sometimes they are called "concrete and glass" universities. Among them are the universities of Sussex, York, East Anglia and some others. During these years the government set up 30 Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-

time and sandwich courses. Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some Particular subjects.

Some of them who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry. There's an interesting form of studies which is called the Open University. It's intended for people who study in their own free time and who "attend" lectures by watching TV and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities. Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry.

All British universities are private institutions. Students have to pay fees and living costs, but every student may obtain a personal grant from local authorities. If the parents do not earn much money, their children will receive a full grant which will cover all the expenses. Students studying for first degrees are known as "undergraduates". New undergraduates in some universities are called "fresher". They have lectures, there are regular seminars.

After three or four years the students will take their finals. Those who pass examinations successfully are given the Bachelor's degree: Bachelor of Arts for History or Bachelor of Science. The first postgraduate degree is Master of Arts, Master of Science. Doctor of Philosophy is the highest degree. It is given for some original research work which is an important contribution to knowledge. Further education in Britain is for people over 16 taking courses at various levels up to the standard required for entry to higher education.

Lesson 12

1. The Past Continuous.
2. Topic “My City”.
3. Life at College and University. Oxbridge.



1. The Past Continuous.

Past continuous tense, also known as past progressive tense, is used to talk about an uncompleted or on-going activity in the past. It is used for actions that were happening over a period of time in the past. The past continuous tense is mainly used to set the scene for another action. The past continuous verb has two parts: the **past tense** of the verb be (as is was and were) and the present participle of the main verb (**was/were + Present Participle**):

I was eating.

He/she was eating.

They were eating.

Interrogative

Was I eating?

Was he/she eating?

Were they eating?

I wasn't eating.

He/she wasn't eating.

They weren't eating.

Interrogative Negative

Wasn't I eating?

Wasn't he/she eating?

Weren't they eating?

Uses of the Past Continuous

1. Past continuous tense can be used to express a longer action in the past and that was interrupted by a shorter action in the simple past tense: *I was listening to music when she called. I was having food when my aunt came.*

2. When a longer action in the past continuous is interrupted by a shorter action, we can also use specific time to express the interruption: *Yesterday night at 8 pm, I was reading a book. Last evening at this time, I was playing with the streets dogs near my house.*

3. In order to express a parallel action (i.e. the two actions taking place or happening at the same time) we can use past continuous tense: *I was reading newspaper while she was cooking food. He was taking bath while Tina was packing her bag.*

4. A series of parallel action can be described with the help of past continuous tense. To talk about an atmosphere at a specific

time in the past, we use past continuous tense: *When I entered the government office, some officials were talking to the customers, some were talking over the phone, some were gossiping and most of the customers were discussing about the bad service.*

5. With past continuous tense, actions like always or constantly can be used to express actions that were shocking and that often happened in the past. The word always or constantly will come between the verb “be” and verb+ “-ing”: *He was always smoking in public place. She was constantly making mistakes in her Mathematics sums.*

6. Placement of adverb in sentences. The words like always, never, still, just, only should be placed between the “be” verb and verb + “-ing”: *He was never chatting with her friend when the class teacher saw her. She was just talking over the phone.*

Verbs in a consonant + -e drop it (except in *being*): *starve – starving, carve – carving.*

Verbs in a stressed vowel + a consonant double the last consonant: *rub – rubbing, stop – stopping.*

Verbs in -ie change it to -y: *lie – lying, die – dying.*

Verbs in a vowel + -l double it in British English: *travel – travelling, cancel – cancelling.*

Clauses are groups of words which have meaning, but are often not complete sentences. Some clauses begin with the word “when” such as “when she called” or “when it hit me”. Other clauses begin with “while” such as “while she was sleeping” and “while he was surfing”. When you talk about things in the past, “when” is most often followed by the verb tense Simple Past, whereas “while” is usually followed by Past Continuous. “While” expresses the idea of “during that time”. Examples: *I was studying **when she called.** **While I was studying,** she called.*

It is important to remember that Non-Continuous Verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings for Mixed Verbs cannot be used in continuous tenses. Instead of using Past Continuous with these verbs, you must use Simple Past.

*Jane **was being** at my house when you arrived. **Not Correct***
*Jane **was** at my house when you arrived. **Correct***

The examples below show the placement for grammar adverbs such as: always, *only*, *never*, *ever*, *still*, *just*, etc: *You were **just** studying when she called. Were you **just** studying when she called?*

Some verbs are not normally used with past continuous because they are not action verbs, for example: *believe*, *belong*, *depend*, *hate*, *know*, *like*, *love*, *mean*, *need*, *prefer*, *realize*, *suppose*, *want*, *understand*.

*They **knew** each other very well. **Correct***

*They **were knowing** each other very well. **Incorrect.***

2. Topic “My City”

Lugansk is the city where I was born, grew up and live all my life. I don't say it's the best in the world, but as any other city, you can find nice places around here. So, I will try to tell you about the city, and you can understand a little better people who live here and if somebody asks you what you know about Lugansk, you can always answer without hesitation.

Everything starts with the name. And here is the 1st confusion about the city. If you check the Internet you will see that some people spell it as Lugansk and some people spell it as Luhansk. This is very easy to explain. It is the closest Ukrainian city to Russia and majority speak Russian language. And the name of the city sounds Lugansk and that is natural for local people to say it like that. But when Ukraine got independent in 1991 the government started to change everything into Ukrainian language including names of the streets, towns and cities. So in Ukrainian pronunciation it became Luhansk. For me as for the person who has a diploma in languages that is not right. Names must sound same in all languages. If your name Michael, you don't turn into Misha as soon as you cross Russian border.

The land where the city is located now was rich for iron and that is the material you need to produce weapons. Coal was also here and that made the perfect combination to build a factory and start the production of canons and other type of weapons. Plus the location of the city was very convenient to supply the army. The official history of Lugansk starts in 1775. Before they started to build the factory there were some settlements around that nowadays became part of

the city. The factory was built on a river called Luga. So they started to call it Lugansk factory. -sk is a suffix that is used in words construction to show relevancy to something, and that gave the name for the city. Couple of times during Soviet Union era the name of the city was changed to Voroshilovgrad. Voroshilov was a hero of WWII, grad means city in old Russian language. Some people still call the city Voroshilovgrad as they associate it with the times when they were young and everything seemed to be bright and moving to the great future of communism.

Right now Lugansk is the administrative center. It means that it is the capital of the territory called oblast. Oblast is like a state in the USA. All taxes from other cities and towns go to Lugansk. The regional government is located in a nice building in the center and it is also known as White House of Lugansk. It is the most Eastern city in Ukraine very close to Russia. The population of the city is close to half a million. The total population of Lugansk Oblast with smaller cities, towns and villages is a little over 2 million people.

In 2014, during the protests that took place in the Lugansk region, governmental buildings were seized and the Lugansk People's Republic was proclaimed. May 11, 2014, the referendum about the republic's independence was held. Its legitimacy was not recognized by Ukraine, the EU and US consider it illegal.

The territory of the Lugansk region became a place of armed conflict between the armed forces of Ukraine and the people protecting the self-proclaimed republic.

Today, the conflict is not resolved and the future of this region remains unclear. It is not recommended to visit Lugansk because it is very unsafe, especially for foreigners. Citizens of Ukraine who remain in this territory have to leave the conflict zone to obtain official documents. To leave/enter the conflict zone, a special pass is required, it is issued free of charge. But despite all of this I still love Lugansk, because it is my native city.

3. Life at College and University. Oxbridge

The academic year in Britain's universities, Polytechnics, Colleges of Education is divided into three terms, which usually run from the beginning of October to the middle of December, from the

middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, Birmingham. English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, way of student life.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take a Master's Degree and then a Doctor's Degree. Research is an important feature of university work. Some of those who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

Oxford and Cambridge are often called collectively Oxbridge. Both universities are independent. Only the education elite go to Oxford or Cambridge. Most of their students are former public schools leavers. The normal length of the degree course is three years, after which the students take the Degree of Arts (B.A.). Some courses, such as languages or medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public degree ceremonies. Oxford and Cambridge cling to their traditions, such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Oxford and Cambridge universities consist of a number of colleges. Each college is different, but in many ways they are alike. Each college has its name, its coat of arms. Each college is governed by a Master. The larger ones have more than 400 members, the smallest colleges have less than 30. Each college offers teaching in a wide range of subjects. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows and the Master, and also rooms for teaching purposes. The university's earliest charter is dated to 1213.

There are beautiful college gardens with green lawns and lines of tall trees. The oldest college is Peterhouse, which was

founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is probably King's College because of its magnificent chapel, the largest and the most beautiful building in Cambridge and the most perfect example left of English fifteenth-century architecture. Its choir of boys and undergraduates is also very well known.

Lesson 13

1. The Past Perfect. The Past Perfect Continuous.
2. Topic "How to Lead a Healthy Life".
3. Artistic and Cultural Life in Britain.



1. The Past Perfect

The past perfect tense is used for actions that took place before a certain point in the past. It is often used together with the simple past tense. It is formed with the auxiliary verb *had* and the past participle of the main verb: *I had worked. – I worked. He had worked. – He worked. She had written. – She wrote. They had worked. – It worked. You had written. – You wrote.*

In the Past Perfect interrogative sentences are formed according to the following rule: you must put the auxiliary verb before the subject: *Had you worked? – You worked? When had you written the letter? – When you write a letter?*

For the formation of the negative forms of time use Past Perfect negative particle *not*, which is placed immediately after the auxiliary verb: *I had not worked. – I have not worked. We had not written. – We have not written.* As an abbreviated form used 'd and had not: *I'd worked. He'd worked. I had not worked.*

Uses of the Past Perfect

An action that occurred before a certain point in the past. This point can be illustrated with an accurate indication of time or with another action. To specify the duration of the most commonly used marker of time **by this / that time (this / the time): by 3 o'clock,**

by the end of June, by Tuesday: *By the end of the year she **had learned** to cook. – By the end of the year, she learned to cook.*

If the time is expressed in the past by another action, it is in a sentence usually is a time Past Simple, as part of a complex sentence connected by unions *when, before, after, until, as soon as, by the time* and so forth: *By the time I came home my family **had already finished** dinner. – By the time I came home, my family **had dinner**.*

To properly arrange the time of such proposals have to think, what kind of action has happened before. That it will stand in the Past Perfect: *Only when I came to work I understood that I **had forgotten** to feed the cat. – Only when I came to work, I realized that I forgot to feed the cat. (I forgot to feed the first, then came to and realized).*

Over time, the Past Perfect in this function are used and the usual «perfect». Adverbs: **never, yet, already, just:** *We **had not yet started** following the new instructions when they changed them again. – We have not yet started execution of new instructions on how to change them again.*

If several actions in the past are listed in chronological order, is used Past Simple, not the Past Perfect. Compare two examples: *I took my raincoat and umbrella and went out. As I was going to the hospital, it began to rain. – I took a raincoat and an umbrella and went outside. When I went to the hospital, it began to rain. (actions in chronological order)*

The past perfect is used to transmit an action that started in the past and lasted before or during other time in the past. This is a normal function of time Past Perfect Continuous, Past Perfect but takes it on himself in the following three cases.

1. With verbs state, which cannot be used in times of group Continuous: *This castle **had belonged** to our family until the war. – Before the war, the castle belonged to our family.*

2. In negative sentences, when denied the action itself: *I got to know that Mary and Jacob **had not met** since our wedding. – I found out that Mary and Jacob had not seen since our wedding.*

3. With dynamic verbs, transmitting long-term effect (to live, to work, to study, to travel, to last and so forth): *Our friendship **had lasted** for many years, when we suddenly quarreled. – Our*

friendship lasted for many years, when we suddenly had a falling out.

Expressions, which is used during Past Perfect. Time Past Perfect involved in the formation of structures that have an unusual translation into Russian. Once acquainted with such offers, you will always remember how to translate them correctly.

1. If the time of Past Perfect Tense is used in the main part of a complex sentence in the negative, and the union clause is introduced when, such a proposal would have the following meanings: *I **had not driven** a hundred meters from the airport when I heard a terrible sound of explosion.* – *I do not have time to travel a hundred meters away from the airport, I heard a terrible sound of an explosion.*

As can be seen from the examples of this type of offer are translated using the phrase *did not have time, and ... like ...*, although the English proposal did not have these words.

2. If the action of one part of a complex sentence is not completely ended the action of the other part, and union time stands before, the translation is as follows: *The tourists **had not walked** a hundred meters before the guide decided to change the route.* – *Tourists have not been hundreds of meters, as a guide decided to change the route.* (Do not have time to pass the tourists and hundreds of meters ...)

Proposals of this type are translated phrases *not passed ... and how, did not have time ... and how.*

3. The proposals with the unions *scarcely ... when, hardly ... when, nearly ... when, and no sooner ... than* time Past Perfect is in the main clause, and time Past Simple – in a subordinate clause. The translation uses the word “almost”, *only* or the phrase *not in time ... like...: He **had hardly left** the building when a guard called him.* – *He barely got out of the building, as it is called a guard.* These proposals are reinforcing, emphatic character, so they often found inversion (violation of the order of words): *No sooner **had the rain stopped than** a strong wind started to blow.* – *As soon as the rain stops, like a strong wind it began.*

The Past Perfect Continuous

Past perfect continuous tense denotes an ongoing action that started and continued for some time in the past. “For five minutes”,

“since 1987” and “for two weeks” are duration which can be used with the Past Perfect Continuous. It gives a times reference and analyzes as an incident started in the past and continued for some time in the past. Such indication of time relates to past perfect continuous tense. It can be inferred by this sentence, *Victor had been working in this office since 2010*. Such time reference is the distinctiveness of Present perfect continuous tense because it tells that an action has started from a particular time in past or for some time period: *Jack had been working out in the gym since 2011*. *Chuck had been working with WHO for last four years*.

In past perfect continuous tense, the auxiliary verb “had been” is used in sentence. However, in case of main verb, “base verb + ing” is used. In case of time reference, when the time reference is known exactly, then since is used and if the time reference is not known exactly, then ‘for’ is used: *I had been studying for last four hours*. *I had been studying in this university since 2012*.

The Past Perfect Continuous is used to talk about actions or circumstances that were in progress before some other actions or situations. The other uses are: reported speech, showing cause of an action or situation, duration of a past action up to a certain point in the past, third conditional sentences.

Affirmative

Subject (Noun /Pronoun) + Past tense of has / have + been + Verb + ing + Time reference

Negative

Subject (Noun /Pronoun) + Past tense of has / have + not + been + Verb + ing + Time reference

Interrogative

Past tense of has / have + Subject (Noun /Pronoun) + been + Verb + ing + Time reference

Uses of the Past Perfect Continuous

1. An event that had already been happening before an incident: *Rachel **had been working** for four hours when John arrived at his place*.

2. An event that continued for some time in the past till it abruptly ended and a new event started: *I **had been driving** at 100 miles/hour for thirty minutes when suddenly I applied my brakes as a small dog was standing at the middle of the road*.

3. An action has been done in preparation of an event:
*Thomas **had been studying** hard for one month for the final semester exam.*

4. The tense is also used to express imaginary conditions:
*You would have been successful if you **had been practicing** diligently.*

5. The first action continues even after the start of the second action: *Jack **had been doing** his project when Maria came.*

Wh- words are who, when, what, which, where, why, how, how many and how much. In case of a wh – question, the sentence structure is: **Wh – Word + had + Subject + been + (1st form of verb or base verb + ing) + object + time reference:**
*Why **had you been studying** now as the examination is over? Which of the brands **had you been wearing** lately to lure your customers? How many of the models **had you been selecting** for today's show?*

2. Topic “How to Lead a Healthy Life”

Nowadays healthy lifestyle is gaining more and more popularity. People have realized that health is one of the most valuable wealth in our life. A healthy lifestyle is activity, healthy diet, absence of bad habits and etc. So, there is no doubt that it is important to follow a healthy lifestyle. There are many different sources of information in our developed society. Therefore, I think that everyone knows enough about healthy living because everyone can easily get necessary information from the Internet, TV and books.

Nevertheless, many people do not worry too much about their health these days as people about forty years ago, for example. First, young people put their health at risk, eating too much fast food or junk food. Undoubtedly, junk food has high caloric value, which can lead to overweight and even obesity. Also it can lead to heart diseases in the future. That is why it is important and necessary to take healthy lifestyle seriously, especially at young age. In this case, people are wondering what they can do in order to prevent serious diseases. For example, they should go to the doctor more often just for a check-up in order to know about their state of health. Actually, healthy diet is an essential part of healthy lifestyle.

There are a lot of types of dieting. Some sport players might go on a weight-gain diet, while overweight people are trying to lose weight, others just want to keep fit, following a proper nutrition. Doctors and nutritionists usually advice to eat more high-fiber vegetables, fruit and seafood but, of course, it is individual for different people with different purposes. What is widespread is that fast food and junk foods is very popular nowadays but this kind of food extremely unhealthy for people. Eating this kind of food, we in real eat genetically modified food, which is known as bad substances for us by scientists. So, taking all into consideration, healthy people live longer, they are more successful and they enjoy their life. It is not so difficult at all to follow healthy lifestyle!

3. Artistic and Cultural Life in Britain

Artistic and cultural life in Britain is rather rich. It passed several main s ages in its development. The Saxon King Alfred encouraged the art and culture. The chief debt owed to him by English literature is for his translations of and commentaries on Latin works. Art, culture and literature flowed during the Elizabethan age, the reign of Elizabeth I; it was the period of English domination of the oceans. It was at this time that 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. But German air raids caused much damage in the First World War and then during the Second World War. The madness of the wars briefly interrupted the development of culture.

London is one of the leading world centres for music, drama, opera and dance. Festivals held in towns and cities throughout the country attract much interest. Many British playwrights, composers, sculptors, painters, writers, actors, singers and dancers are internationally famous. The British Council promotes knowledge of British culture and literature overseas, organizing British participation in international exhibitions and encouraging professional interchange in all cultural fields between Britain and other countries.

London is full of **cinemas** and cinema clubs, some of them showing large number of continental films. Cinema-going is a

regular habit for a considerable number of people in London; the number of cinema-goers is much larger than that of theatre-goers. Unfortunately, the cinema in Britain is looked upon as rather an entertainment than “the art”. As a result, comparatively few films of international standard of quality are shot in Britain, and if they are, they are often a commercial failure.

Theatres are much the same in London as anywhere else; the chief theatres, music-halls and cinemas are in the West End. If you’re staying in London for a few days, you’ll have no difficulty whatever in finding somewhere to spend an enjoyable evening. You’ll find opera, ballet, comedy, drama, review, musical comedy and variety. The best seats, at the theatres are those in the stalls, the circle and the upper circle. Most theatres and music-halls have good orchestras with popular conductors. You ought to make a point of going to the opera, at least once during the season, if you can. There you can get the best of everything – an excellent orchestra, famous conductors, celebrated singers and a well-dressed audience. But, of course, if you’re not fond of music and singing opera won’t interest you. At the West End theatres you can see most of the famous English actors and actresses. As a rule, the plays are magnificently staged – costumes, dresses, scenery, everything being done on the most lavish scale. Choose a good play, and you’ll enjoy yourself thoroughly from the moment the curtain goes up to the end of the last act.

Though classical music is a minority interest in Great Britain, London is said to be a very musical capital. Every evening you can see or hear opera, or classical music, ballet or rock music. The Royal Opera House, also known, from its location, as Govern Garden, is internationally known for its opera and ballet productions, as well for its dancers and singers. During the performances the house is always full though seat prices are comparatively high. There are three concert halls near the National Theatre in the South Bank are of London: the Queen Elizabeth Hall, used chiefly for performances of classical music.

Every summer, from July to September, concerts are held in the Royal Albert Hall, including the famous Promenade concerts where serious music-lovers stand in the arena or the top gallery.

Lesson 14

1. Expressing Future.
2. Topic “Role of Cinema in Our Life”.
3. Sporting Life in the UK.



1. Expressing Future

These are the main ways of expressing the future in English.

1. *Emma is seeing Luke tomorrow* – the present progressive, also known as the present continuous.
2. *Emma is going to see Luke tomorrow* – be + *going to*, sometimes referred to as the “(be) *going to* future”.
3. *Emma sees Luke tomorrow* – the present simple.
4. *Emma will see Luke tomorrow* – this modal form is sometimes, unhelpfully, called the “future simple”.
5. *Emma will be seeing Luke tomorrow* – this modal progressive (or continuous) form is sometimes, unhelpfully, called the “future progressive/continuous”.

The last two are used in more restricted contexts:

6. *Emma is to see Luke tomorrow* – be + *to* + infinitive.
7. *Emma to see Luke tomorrow* – *to*- infinitive.

There are also some so-called “future perfect” constructions, which we will consider at the end of these notes:

8. *Emma will have seen Luke ...*
9. *Emma will have been seeing Luke ...*
10. *Emma is going to have seen Luke ...*

The Present Progressive (also known as the **Present Continuous**) usually refers to a situation that began before the moment of speaking, continues **at** or **around**, and **after**, the present moment, and into the future, and is of limited duration: *I **am writing** these notes on the future.* (At this moment); *Lindsay **is driving** to work this week.* (She normally goes by bus).

The present progressive can refer to a future situation that has been arranged before the present time. The arrangement continues through the present until the situation occurs: *Emma is seeing Luke tomorrow* (They arranged this meeting yesterday). Only the context (in the last example the word *tomorrow*) can tell us which time-period a present progressive verb form refers to. It is simply not possible to make arrangements for some future situations. It is therefore not normally possible to say: *It is raining tomorrow*.

be + going to

Although you may hear or read that this form indicates “present intention”, this is not always true. It is hard to imagine any intention in this sentence: “*Look at those black clouds; it is going to rain soon.*”

Be + going to refers to a future situation for which there is present evidence. In the following example, the present evidence may simply be the speaker’s knowledge that Emma and Luke have arranged the meeting: *Emma is going to see Luke tomorrow*. When the present evidence is an arrangement, then there is, practically speaking, no real difference in meaning between the present progressive and *be + going to*.

The Present Simple

The present simple is frequently used for situations that often or regularly happen. It can therefore be used for a future situation that is part of a regular series of happenings: *The train for Berlin leaves at midnight tonight*.

It is also used for something that is seen as part of a fixed timetable: *The sun rises at 07.34 tomorrow*. (We can imagine the speaker thinking of a table of sunrise and sunset times).

Emma sees Luke tomorrow. (We can imagine the speaker mentally looking at Emma’s diary).

The modal will + bare infinitive

The modal auxiliary verb *will* has a number of possible meanings. Four of the more common are:

– **certainty** – *John left an hour ago, so he will be home by now*. (The speaker is certain that John is home);

– **habitual characteristic**: *Andrea will sit at her desk for hours without saying a word*. (This is what she often does);

– **volition** (willingness): *I'll carry your bag for you.* (The speaker is offering to carry the bag), *Fred will carry your bag for you.* (The speaker is offering Fred's services);

– **instant decision**: *What will I do tomorrow? I know! I'll go to the zoo.* (The speaker decides to go to the zoo at the very moment of speaking – no plans had been made for this visit).

Habitual characteristic is something that is shown regularly. It was observed in the past, can be observed in the present, and will presumably be observed in the future. It is not possible to know of a future habitual characteristic, so we do not use this form for purely future reference. Volition, denoting an offer, can refer only to a future situation. *Will* is normally contracted to 'll.

Instant decisions can be made only about a future situation and, usually, only reported by the person making the decision. We therefore usually encounter this meaning only with *I* or *we* as the subject. *Will* is normally contracted to 'll.

You may read in some books that *shall* is used instead of *will* when the subject is *I* or *we*. Only a small minority of native speakers use *shall* other than in questions, *shall* is used commonly in questions:

– making a suggestion: *Shall we go to the pub this evening?*

– asking if the person addressed wants the speaker to do something: *Shall I arrange the publicity?*

The modal will + be + -ing form

Progressive forms usually refer to a situation that began before a time point continues through and after that time point, and into the future, and is of limited duration. The combination of this idea with the modal *will*, expressing certainty, leads to the modal *will + be + -ing form* referring to a situation beginning before a future time point and continuing through that time point: *Sally's plane takes off from Heathrow at 9 o'clock tomorrow, so by about midday she will be flying over Istanbul.*

It is also possible that the speaker is more concerned with the pure certainty of the action happening than with volitional aspect that might be implied by the use of **will** by itself: *Emma will be seeing Luke tomorrow.*

Some writers claim, with some justification, that this use of modal *will* + a progressive implies, by its lack of reference to intention, volition or arrangement, a “casual” future.

be + to + infinitive

This form is not common in informal conversation. It refers to something that **is to** happen in the future as a plan or decree, normally by some authority other than the subject of the sentence, and is common in television and radio news reports. Thus we are unlikely to hear the first of the following examples (unless *Emma* and *Luke* are the names of well-known singers, actors, etc). We might well hear the second: *Emma is to see Luke tomorrow. Downing Street announced this morning that the Prime Minister is to fly to Washington this evening for urgent talks about the current crisis.*

to- infinitive

This form is common only in newspaper headlines, where editors want to announce the news as briefly as possible. We are unlikely to see the first of the following examples (unless *Emma* and *Luke* are the names of well-known singers, actors, etc). We might well see the second: *Emma to see Luke tomorrow. PM to fly to US.*

will + have + past participle (third form)

When we refer to a future action completed before a later future time, or a future state continuing up to that later future time, we use *will + have + a past participle* (third form). This is sometimes known as the “future perfect”: *I will have lived here for just over thirteen years when I celebrate my 66th birthday next March.* (At the moment of speaking, six months before “next March”, the speaker has lived “here” for twelve and a half years). This form is sometimes known as the “future perfect”.

be + going to + have + past participle (the third form)

It is possible, though not very common, for a speaker to suggest that there is present evidence of a future action completed before a later future time, or a future state continuing up to that later future time, using *BE + going to + have + a past participle* form (third form): *By the time Emma leaves Paris tomorrow, She is going to have seen Luke and told him the news.*

Learners may see/hear this usage, but are recommended to use only *will + have + a past participle* (third form), which has practically the same meaning, and is far more commonly used.

will + have + been + -ing form

When we refer to a future action begun before a later future time and continuing through that later future time, we use *will + have + been + -ing form*: *By the end of next week, Emma will have been seeing Luke for three months.* (She has now, one week before “the end of next week” been seeing him for a week less than three months). This form is sometimes known as the “future perfect continuous”.

2. Topic “Role of Cinema in Our Life”

We seldom think of what role in our life plays cinema. Since the childhood we have got used to look different films and we perceive it simply as entertainment or possibility is pleasant to spend time.

Nowadays cinema has already deeply got into a life of the modern person. And there is nothing surprising. In fact, people perfectly understand that it is better to be transferred into the magic world by means of cinema, having disconnected for a while from the real life. Children already from a small age like to watch cartoons and thus learn and discover a lot of new things by the example of different characters – bad and good.

Cinema plays both an entertaining role, and teaching in people’s lives. Like other works of arts, cinema is the reflection of the hopes, aspirations, frustrations and contradictions of the society in which it is created. It is difficult to overestimate the importance the film industry has in our lives.

These movies are like history lessons to the audience since they show something we were not able to witness or take part in. Consider war movies such as *The Tuskegee Airmen* and *Memphis Belle*. Though not one hundred percent accurate, both depict actual events of historical wars. They are examples of how movies can teach the newer generations about what their distant relatives did for their country.

There is hardly any aspect of human life which is outside the scope of the cinema. It has created a better understanding and

goodwill among different countries by showing their social, economic and cultural life. It has brought people of different countries of the world nearer to one another. It presents a true picture of the human civilization. The cinema represents the mystery of human life and throws light on the inner secrets of the human life and heart.

So movies can influence an individual's behavior, because often we want to imitate our favorite actors and characters, and behave as they do. In movies and television, there are heroes and if these characters are strong, we want to act like them and when facing our own problems in life we want to react as they do. So movies can be very influential to people. For example, if Johnny Depp were to pick up a cigarette and start smoking, the majority of the guys in the audience would do the same thing. That sets a standard.

The film industry attracts more and more viewers due to the fact that completely new technologies are being used, which allows you to provide moviegoers with fascinating special effects and good image quality of the film itself. Modern graphics, 3D effect and sound make the viewer feel like the heroes of the film released on the screen.

3. Sporting Life in the UK

Sports are hugely popular in the UK with many sports having historical ties to the country. For example, sports such as football, rugby and cricket were invented in the UK.

Sports are part of the country's fabric, and many UK citizens are passionate sports fans, either practicing, watching or talking about sports. Various types of sports are popular in the country, including cricket, football, rugby, tennis, cycling and horse racing. Water sports such as sailing, surfing, kite surfing, and jet skiing are also practiced.

Football was invented in the UK and remains one of the country's most popular sports. The UK has nurtured some of the most influential football teams in the world, such as Manchester City, Manchester United, Liverpool FC, Everton, Arsenal FC, and Chelsea.

England, Scotland, Wales and Northern Ireland each have their national football team that play in the Euros and the World Cup.

Each country within the United Kingdom also has its league, which any fan can attend or watch live.

If you are not a football fan, you tend to be a **rugby** fan in the United Kingdom. Both sports are the most popular in the country. The game was invented during the 17th century in the English town of Rugby. There are various rugby unions and rugby leagues; the Six Nations tournament is the most important of the year. The participating countries are England, Scotland, Ireland, Wales, France and Italy. The United Kingdom also participates in the Rugby World Cup.

Cricket was also invented in England and remains very popular to this day. At the time of the British Empire, the British brought their love for cricket to many former colonies, and the sport is now considered Australia's and India's national sport.

Tennis has long been a traditionally popular sport in the UK. London hosts Wimbledon every year, which is one of the most important tennis championships in the world. The championship is usually held in June and involves many international tennis players. The United Kingdom has several top tennis players, such as Scottish born Sir Andrew Murray, OBE, who is currently ranked world's number one (as of 2017).

Other sports such as boxing, golf, table tennis, badminton, squash, cycling, and swimming are also widely popular in the country. Martial arts have also gained popularity due to the United Kingdom's participation in events such as the Ultimate Fighter, MMA and the Olympics. Professional cycling and track running is becoming a popular sport and earning the UK international acclaim in major championships. Horse racing, which is traditionally considered to be an upper-class sport, is regularly held throughout the year. The most famous races of the year are the "Royal Ascot", an event attended by Queen Elizabeth II, and the Grand National.

The UK offers a vast number of sports clubs that cater to all backgrounds, levels and abilities. If you wish to join a club while living in the UK, there are many to choose from, including council-run sports facilities, amateur sports clubs, professional clubs and social networking sites arranging sports activities.

Lesson 15

1. Future Tenses.
2. Topic “Books in our Life”.
3. Famous English Writers.



1. Future Tenses

There are four future verb tenses in English: Simple Future tense, Future Continuous tense, Future Perfect tense, Future Perfect Continuous tense.

The Simple Future tense is composed of two parts: *will / shall* + the infinitive without *to*. The Simple Future is used:

To predict a future event: *It will rain tomorrow.*

With *I* or *We*, to express a spontaneous decision: *I'll pay for the tickets by credit card.*

To express willingness: *I'll do the washing-up. He'll carry your bag for you.*

In the negative form, to express unwillingness: *The baby won't eat his soup. I won't leave until I've seen the manager!*

With *I* in the interrogative form using “shall”, to make an offer: *Shall I open the window?*

With *we* in the interrogative form using “shall”, to make a suggestion: *Shall we go to the cinema tonight?*

With *I* in the interrogative form using “shall”, to ask for advice or instructions: *What shall I tell the boss about this money?*

With *you*, to give orders: *You will do exactly as I say.*

With *you* in the interrogative form, to give an invitation: *Will you come to the dance with me? Will you marry me?*

In modern English *will* is preferred to *shall*. *Shall* is mainly used with *I* and *we* to make an offer or suggestion, or to ask for advice. With the other persons (*you, he, she, they*) *shall* is only used in literary or poetic situations, e.g. “*With rings on her fingers and bells on her toes, She shall have music wherever she goes*”.

The Future Continuous is made up of two elements: the simple future of the verb “*to be*” + the present participle (base + *-ing*).

The future continuous refers to an unfinished action or event that will be in progress at a time later than now. The future continuous is used for quite a few different purposes.

The future continuous can be used to project ourselves into the future: *This time next week I will be sun-bathing in Bali. By Christmas I will be skiing like a pro.*

The future continuous can be used for predicting or guessing about future events: *He'll be coming to the meeting, I expect. I guess you'll be feeling thirsty after working in the sun.*

In the interrogative form, the future continuous can be used to ask politely for information about the future: *Will you be bringing your friend to the pub tonight? Will Jim be coming with us?*

The future continuous can be used to refer to continuous events that we expect to happen in the future: *I'll be seeing Jim at the conference next week. When he is in Australia he will be staying with friends.*

When combined with *still*, the future continuous refers to events that are already happening now and that we expect to continue some time into the future: *In an hour I'll still be ironing my clothes. Tomorrow he'll still be suffering from his cold.*

The Future Perfect is composed of two elements the simple future of the verb "to have" (*will have*) + the past participle of the main verb.

The future perfect tense refers to a completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed sometime later than now. It is most often used with a time expression: *I will have been here for six months on June 23rd.*

The Future Perfect Continuous is composed of two elements the future perfect of the verb "to be" (*will have been*) + the present participle of the main verb (base + *-ing*).

Like the future perfect simple, this form is used to project ourselves forward in time and to look back. It refers to events or actions that are currently unfinished but will be finished at some future time. It is most often used with a time expression: *By 2001 I will have been living in London for sixteen years.*

2. Topic “Books in Our Life”

We can't imagine our life without books. They play a very important part in our life. Books are our friends. We meet them when we are very small and can't read, but we remember our mother read them for us. We learn very much from books. Books educate people in different spheres of life. They develop our imagination, make us think and analyze. They help to form our character and the world outlook. Books help us in self education and in deciding problems of life. They make our life more interesting.

Books play a significant role in our life. I believe that everyone would agree with this statement as books have become inevitable to mankind. For the majority of people, books are part of their everyday life. A book is like a best friend who will never walk away from you. On the 23rd of April the world celebrates the World Book Day. This day is a celebration of authors, illustrators, books and most importantly reading. The main aim of the World Book Day is to encourage children to the pleasures of books and reading. The reason for choosing this particular date is interesting. The 23rd of April is a symbolic date for world literature because it is the date of death for many great authors and poets such as William Shakespeare, Miguel de Cervantes, William Wordsworth and many others.

In my opinion reading is the perfect hobby and I am sure that a lot of people would agree. There are a lot of wonderful reasons why reading is important.

Through reading, you expose yourself to new things, new information, new ideas, new ways to solve a problem, and new ways to achieve a goal.

Reading helps you understand the world more. Through it, you begin to have a better understanding on a topic that interest you. Self-improvement start from reading, through reading you have a better understanding and better decisions to take in the future.

The more you read the more you understand things completely and helps you find the truth about something. Through reading you learn more about society and how to adapt in it.

You are limited by what you can imagine, all the worlds described in books as well as views and opinions by other people, will help you expand your understanding of what is possible.

Studies show that reading reduces stress. The participants in this study only needed to read silently for a few minutes to slow down the heart and ease tension in the muscles.

When you read you have more to think. Reading gives you a unique pause button for understanding and insight. The benefits of this increased activity helps to keep the memory sharp and the learning capacity agile.

Reading has an entertainment value. Reading is not only fun, but it has all the added benefits that we discussed so far. A good book can keep you entertained while developing life skills.

A book communicates knowledge, and not only knowledge but wisdom of all kinds. I believe that my personality, behaviour, ideas and knowledge are all built on the books I have read. Nothing can add to our intellect more than reading a book.

3. Famous English Writers

Britain arguably has more famous writers than any other country, their works spanning every period of history and many literary styles. They've written some of the most recognized lines, dreamt up characters whose fame goes beyond the novels of which they're the subject, and imagined plots that have captivated readers for centuries. Stretching back over a thousand years, the British literary tradition is vast and shows no signs of coming to a halt.

We don't even know the name of the first famous writer on this list, but his or her composition is one of the most famous poems of all time. The Anglo-Saxon epic known as "Beowulf" was written sometime between the 7th century and the early 11th, though its exact dating is unknown. Its most famous scholar was J.R.R. Tolkien, who was influenced by "Beowulf" in his creation of his own mythological world, Middle Earth.

Geoffrey Chaucer is considered by many to be the Father of English Literature and the greatest poet of the Middle Ages. Born around 1343, he's most famous for "The Canterbury Tales", a series of stories (mostly in verse) based around a group of pilgrims travelling to the shrine of Thomas Becket. The pilgrims have a story – telling competition, resulting in each of the tales being called by the character telling them – "The Knight's Tale", "The Miller's Tale", and so on.

Another outstanding person in English literature is **William Shakespeare**. It's hard to know where to begin when describing the works of possibly the most famous writer of all time, William Shakespeare. Also known simply as "The Bard", Shakespeare's works are so numerous, so universally admired, and his characters so memorable, that his output has never been equaled. The Elizabethan playwright, born in 1564, continues to captivate audiences with tales of star-crossed lovers in "Romeo and Juliet", make audiences ache with laughter at the antics of his mischievous knight Sir John Falstaff in "Henry IV" Parts 1 and 2, make us recoil in horror at the violence of Titus Andronicus, and inspire romance with his beautiful sonnets.

The author of such literary classics as "Pride and Prejudice" and "Sense and Sensibility" has a deserving place among Britain's most famous writers. Born in 1775, **Jane Austen** is known for six novels, all set among the aristocracy and fundamentally romantic, but each also containing much humour and social commentary. Her novels have inspired numerous television and film adaptations, which have served to widen her appeal still further. Austen herself was not famous during her lifetime; she was writing at a time when female writers weren't taken seriously, so her works were published anonymously while she was alive.

Born in 1812, the Victorian novelist **Charles Dickens** – considered by many to be the greatest of his age – is responsible for some of the most widely recognized fictional characters ever created. From Oliver Twist and David Copperfield to Ebenezer Scrooge and Miss Havisham, Dickens' characters are one of the best aspects of his imaginative novels, and just one of the ingredients of his literary genius. His many celebrated novels include "Great Expectations", "Bleak House", "Nicholas Nickleby", "A Christmas Carol", "The Old Curiosity Shop" and "The Pickwick Papers".

Speaking about English literature we can't but mention the names of the most famous detective writers Agatha Christie and Arthur Conan Doyle.

Lesson 16

1. Passive Voice.
2. Topic “Environmental Problems”.
3. Outstanding People of Great Britain. Science.



1. Passive Voice

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action: *My bike was stolen.*

In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it. In the active voice, the subject of the sentence **does** the action: *Jake wrote a letter.* (subject/verb/object). In the passive voice, the subject of the sentence **is acted upon**: *A letter was written (by Jake) – subject/verb.*

Notice that the **object** of the active sentence (letter) became the **subject** of the passive sentence: If we want, we can include “by Jake” to say who did the action. We do not include “by...” when:

- the doer of the action is **unknown**: *The money was stolen;*
- the doer of the action is **“people in general”**: *Black cats are believed to bring bad luck;*
- the doer of the action is **completely unimportant**: *This bridge was built in 1889 (probably by a construction company).*

The passive voice is formed by **a form of the verb to be + past participle of the main verb**. The form of the verb “to be” is the same as the form of the original main verb: *The products **are tested** (Present Simple); Our facilities **were renovated** last month (Past Simple); Gifts **will be exchanged** at Christmas (Future Simple); The policy **is going to be implemented** next month (Present Continuous).*

The passive voice is perfectly acceptable to use in these four situations:

1. When we don’t know who did the action: *A laptop **was stolen** from the classroom. Three people **have been killed** in the park. Police are looking for clues to the identity of the murderer.*

2. When the person who does the action is “people in general”: *Tino's **is considered** the city's best pizzeria. Chinese **is seen** as a very difficult language to learn.*

3. When the person who does the action is obvious or unimportant: *She **is being treated** for cancer (by doctors and nurses, obviously); Bill Clinton **was elected** president in 1993 (by the country's population, obviously).*

4. When we want to give more emphasis to the receiver of the action than to the doer. Sometimes we *do* want to mention who did the action, because it is interesting or important in some way... but we still want to keep the *primary* focus of attention on the object of the action: *The Taj Mahal **was built** by the emperor Shah Jahan in memory of his wife (we are learning primarily about the Taj Mahal, so we keep the attention on it); My mother **is being treated** for cancer by one of the best doctors in the country (the most important person in this sentence is my mother, not the doctor).*

We can't use the passive voice with **intransitive verbs** (verbs that have no object): He fixed the clock (*fixed = transitive; the clock = the object*) **The clock was fixed. He laughed. They're coming over. An accident has happened** (*laugh, come, happen = intransitive. There are no objects; therefore there is no possibility of making these sentences into the passive voice*). With state verbs, some of them can be used in the passive voice and others cannot.

Verbs that can be used in the passive voice include **need, know, include, involve, love, hate, see, hear, feel**.

Verbs that cannot be used in the passive voice include **have** (*for possession*), **belong to, lack, resemble, appear, seem, look, be: I have a cat. A cat is had by me.**

You can use the passive voice with transitive phrasal verbs: *Someone has put away the tools. The tools have been put away.*

Some phrasal verbs are intransitive. It is not possible to create sentences in the passive voice with these, because there is no object: *The car slowed down. He is running away.*

Modal Verbs + Passive Voice

We can also add modal verbs to passive structures - typically:

- the **present** (modal + be + past participle) *To talk about things in the present or future;*

– the **present perfect** (modal + have been + past participle)
To talk about things in the past.

Possibility

Present: *This recipe **can be made** with margarine.*

Past: *He's upset. He **might have been fired** from his job.*

Impossibility

Present: *Crops **can't be grown** here because the soil is too rocky.*

Past: *The work **couldn't have been finished** in a day. It was at least a week's worth of work.*

Permission

Positive: *Photos **may be taken** during the performance.*

Negative: *Cell phones **may not be used** in the classroom.*

Requirement

Positive: *The shipment **must be delivered** before the deadline.*

Negative: *These samples **must not be exposed** to contamination.*

2. Topic “Environmental Problems”

Since the ancient times Nature has served Man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference into nature began to increase.

Large cities with thousands of smoky industrial enterprises appear all over the world today. As a result, the by-products of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables on. The increasing number of cars on the roads causes too much air pollution as well. Besides, by reason of deforestation we don't have enough oxygen to breath with. As a result, the lack of oxygen in the air can have a bad influence on a human's health. Air pollution provokes acid rain which kills trees and plants. Also, aerosol sprays and other chemicals destroy the ozone layer. As a result, there is a huge hole in it nowadays. So, too much ultraviolet radiation enters the Earth's atmosphere through the hole. That can cause deathful diseases.

Today lots of countries all over the world are seeking for the ways to make our precious planet much cleaner. Some countries are active enough to take steps in solving environmental problems. Among the world's top ten are Iceland, Sweden, Switzerland and Norway. Iceland is the world's first country to produce the energy due to the geothermal river resources. Sweden is going to exclude from using fossil fuels by 2020. Switzerland is keeping strict legislative programme as for environment and ecology. Norway is planned to make a vital contribution to the use of zero carbone fuel by 2030. It will be possible owing to opening of the first-rate solar energy plants. In other words, it is an international problem.

However, the influence of individuals on the environment should not be ignored. If we do not confess that our planet is our home, we will never be able to take enough care of it. We have to contribute to the preservation of nature and environment every day.

Firstly, we should always remember to save energy by switching off lamps, computers and everything that we do not use. Secondly, people mustn't drop litter anywhere they wish, but just into the rubbish bins. We also should remember to separate waste and throw bulk only in the special areas. Driving vehicles can also be environmentally-friendly. For example, we should avoid driving cars so often but walk more or use bicycles around the place.

To sum up, environmental problems should be handled by local and international authorities as well as individuals. Every single person should take care of the environment, moreover we have to bring up our children to be conscious citizens of a clean and preserved planet.

3. Outstanding People of Great Britain

Great Britain made a great contribution to the science, literature, music and arts of the world. It gave mankind a lot of outstanding scientists, writers and poets, musicians and painters.

Thomas More, who lived in the 15th century, was an outstanding humanist, scientist and statesman. His work "Utopia" brought him worldwide acknowledgement. Many prominent people were influenced by his ideas of a free democratic state described in "Utopia". **William Shakespeare** is one of the most famous writers in the world. His plays "Romeo and Juliet", "Hamlet, Prince of

Denmark”, “King Lear”, “Macbeth” were translated into almost every language and staged in every theatre. He described the characters and feelings, which can be called international and living forever. **Daniel Defoe, Robert Burns, Walter Scott, Charles Dickens, Lewis Carroll** are only a few names well-known all over the world. **William Hogarth, Sir Joshua Reynolds, Thomas Gainsborough, John Constable** contributed to the world’s painting treasures.

Great Britain has also given the world many outstanding scientists. **Alexander Fleming**, the discoverer of penicillin was born in Scotland. He spent his working hours almost entirely in hospitals and laboratories. His discovery of penicillin did more to help suffering people than anything else for centuries. **Ernest Rutherford**, a famous English physicist worked in the field of radioactivity. His brilliant researches established the existence and nature of radioactive transformations. He was one of the founders of the atomic theory of physics and creators of the first atomic model.

Michael Faraday made his major discovery in the field of electricity – the electromagnetic induction. He also made several important observations on the conductivity of different materials. An extraordinary genius and proficient physicist, mathematician, astronomer and alchemist, **Sir Isaac Newton** is considered to be the greatest and the most influential scientist who ever lived. He developed the principles of modern physics. Furthermore, he worked on and developed the theory of color. He was the first to lay out the fact that color is an intrinsic property of light and that when reflected, scattered or transmitted, a white light decomposed into numerous colors that are visible in the spectrum or in the rainbow.

The evolution of homo sapiens from apes, a form of animal, is a concept that is widely recognized today but back in the 19th century when **Charles Darwin** first introduced his revolutionary theory of evolution, he was rebuked while his work was admonished. **Darwin’s** Theory of Evolution changed the way the world look at the creation of life. Darwin noticed similarities among species all over the globe, as well as variations based on specific locations. This led him to conclude that they had gradually evolved from common ancestors. He came to believe that species survived through a process called “natural selection”.

Paul Adrien Maurice Dirac was an English theoretical physicist and one of the pioneers in quantum mechanics and quantum electrodynamics. A brilliant physicist who made invaluable contributions to science, he was an unusual man on the personal front. He was known for his taciturn nature and was outspoken in his criticism of others. Steam engine constructed by a Scottish inventor and engineer **James Watt** was fundamental to the changes brought by the Industrial Revolution in both his native Great Britain and the rest of the world. The first mechanical computer created by a mathematician and philosopher eventually led to more complex designs. But the computer we know today would not be possible without a pioneering British computer scientist **Alan Turing**. During the Second World War this mathematician and his team were successful in deciphering the German coding machine “Enigma”. If Babbage is considered by some to be a «father of the computer»,

And the author of undoubtedly one of the most revolutionary inventions of the 20th century – the World Wide Web (WWW), – is another British Computer Scientist Sir **Tim Berners-Lee**. In 2004, Berners-Lee was knighted by Queen Elizabeth II for his pioneering work. The list of British scientist and their contribution towards science is a long one and embraces several centuries up to modern days.

Lesson 17

1. Causative Form.
2. Topic “Shops and Shopping”.
3. Westminster Abbey.



1. Causative Form

We use the causative in English to say that we have arranged for someone to do something for us: *He had his jacket cleaned* (He didn't clean it himself).

The causative is formed with “*have + object + past participle*”. The past participle has a passive meaning. We use this form to say that we arrange for someone else to do something for us:

Jim arranged for the plumber to fix the tap. Jim had the tap fixed (He didn't do it himself – the plumber did it).

Present Simple	<i>She has her house cleaned.</i>
Present Continuous	<i>She is having her house cleaned.</i>
Past Simple	<i>She had her house cleaned.</i>
Past Continuous	<i>She was having her house cleaned.</i>
Future Simple	<i>She will have her house cleaned.</i>
Future Continuous	<i>She will be having her house cleaned.</i>
Present Perfect	She has had her house cleaned.
Present Perfect Continuous	She has been having her house cleaned.
Past Perfect	She had had her house cleaned.
Past Perfect Continuous	She had been having her house cleaned.
Infinitive	She must have her house cleaned.
Gerund	She likes having her house cleaned.

The verb *to have* in the Causative forms its negations and questions with *do/does* (**Present Simple**): *Don't have this letter posted yet! Did you have your hair cut?*

So, questions and negations of the verb “*have*” are formed with *do/does* or *did* in the past simple: *Did you have your camera fixed?* We also use “*have something done*” to talk about an unpleasant experience: *Peter had his phone stolen last night.*

How to use causative verbs in English

let = permit something to happen

Grammatical structure:

- **let + person/thing + verb (base form)**

Examples: *I don't let my kids watch violent movies. Mary's father won't let her adopt a puppy because he's allergic to dogs. Oops! I wasn't paying attention while cooking, and I let the food burn.*

The past tense of **let** is also **let**; there is no change! The verbs **allow** and **permit** are more formal ways to say “*let*.” However, with **allow** and **permit**, we use **to + verb**: *I don't allow my kids to watch violent movies. Our boss doesn't permit us to eat lunch at our desks.*

make = force or require someone to take an action

Grammatical structure:

▪ **make + person + verb (base form)**

Examples: *After Billy broke the neighbor's window, his parents **made him pay** for it. My ex-boyfriend loved sci-fi and **made me watch** every episode of his favorite show.*

When using the verbs **force** and **require**, we must use **to + verb**: *The school **requires the students to wear uniforms**.* "Require" often implies that there is a rule.

*The hijacker **forced the pilots to take the plane in a different direction**.* "Force" often implies violence, threats, or extremely strong pressure.

have = give someone else the responsibility to do something

Grammatical structure:

have + person + verb (base form)

have + thing + past participle of verb

Examples of grammatical structure #1: *I'll **have my assistant call you to reschedule the appointment**. The businessman **had his secretary make** copies of the report.*

Examples of grammatical structure #2: *I'm going to **have my hair cut** tomorrow. We're **having our house painted** this weekend. Bob **had his teeth whitened**; his smile looks great!*

get = convince/encourage someone to do something

Grammatical structure:

get + person + to + verb

Examples: *How can we **get all the employees to arrive on time**? My husband hates housework; I can never **get him to wash the dishes**! I was nervous about eating sushi, but my brother **got me to try it at a Japanese restaurant**.*

help = assist someone in doing something

Grammatical structure:

help + person + verb (base form)

help + person + to + verb

After "help," you can use "to" or not – both ways are correct. In general, the form *without* "to" is more common: *He **helped me carry the boxes**. He **helped me to carry the boxes**. Reading before bed **helps me relax**.*

In informal conversations we can use “get” instead of “have”: *She’s getting her hair done again*. It is important to have the correct word order: “*John had his car repaired*” is very different to “*John had repaired his car*”. In the first sentence John arranged for someone else to repair his car. In the second sentence he did it himself.

A passive construction is one in which something *is done* to something or somebody: *The windows were broken by these boys*.

A causative construction is one in which someone/somethings **makes** or **lets** somebody/something do smth.: *She made the children go to bed early*.

2. Topic “Shops and Shopping”

Going shopping is a part of our everyday life. For some people it’s a pleasant pastime while for others it’s an everyday routine. Some people love doing the shopping and they are happy if they can pick up a bargain in the sales. But whether you like shopping or not you have to do it because it’s a necessity.

In big cities and even many small towns there are all kinds of shops and stores. There are clothes shops, antique shops, bookstores, beauty shops, pharmacies, gift shops, supermarkets, newspaper stands etc. If you want to buy some meat you should go to the butcher’s, for milk and cheese you drop into dairy department or shop, and you go to the bakery if you need some bread or cookies. Nowadays you can order all the necessary things online. It’s called online-shopping.

To my mind a grocery shopping list for a typical family should include some bread, poultry, some dairy products and various fruits and vegetables. Besides, sometimes it is necessary to buy some frozen food such as vegetables and ice-cream. It is also necessary not to forget about various snacks: cookies, candy, chocolate and nuts.

Going shopping in my city is a wonderful way of participating in everyday life here. Most shops in my place open at 8 a.m. and close at 6 a.m., they are opened from Monday to Sunday. I remember my last shopping experience quite well. I accompanied my mother to the local market and supermarket (we had to go to both places) to buy some groceries that she needed for the coming Easter. Shopping just before a holiday was not a pleasant experience.

Everyone had things to buy so there were crowds of people everywhere and the prices of things shot up. We made our way carefully through the various sections buying different foods from my mother's shopping list which was quite big. Our bags were very heavy and I was so glad to come back home. I think I will never forget this shopping experience in my life!

3. Westminster Abbey

London is a place where many historic buildings and tourist attractions are situated. Westminster is considered to be a political centre of the city where many offices are placed. However, the main part of Westminster is obviously the Abbey. It is located near the Houses of Parliament. Westminster Abbey is a place where all English kings and queens were crowned and Royal wedding ceremonies took place. In addition, many royalties and great people are buried there: Queen Elizabeth I, William Shakespeare, Charles Darwin, Isaac Newton, Bernard Show, Lord Byron, Walter Scott and many others.

Westminster Abbey is a Gothic monastery church in London that is the traditional place of coronation and burial for English monarchs. Neither a cathedral nor a parish church, Westminster Abbey is a place of worship owned by the royal family. Located next to the Houses of Parliament in the heart of London, Westminster Abbey is a must-see for any London visitor. With its oldest parts dating to the year 1050, the Abbey contains some of the most glorious medieval architecture in London.

The original Abbey, in the Romanesque style that is called "Norman" in England, was built to house Benedictine monks. The work was largely finished by the architect Henry Yevele in the reign of King Richard II. Henry VII added a Perpendicular style chapel dedicated to the Virgin Mary in 1503 (known as the Henry VII Lady Chapel). Although the Abbey was seized by Henry VIII during the Dissolution of the Monasteries in 1534, and closed in 1540, becoming a cathedral until 1550, its royal connections saved it from the destruction wrought on most other English abbeys. The expression "robbing Peter to pay Paul" may arise from this period when money meant for the Abbey, which was dedicated to St. Peter, was diverted to the treasury of St. Paul's Cathedral.

Westminster Abbey is a Gothic monastery church in London that is the traditional place of coronation and burial for English monarchs. Neither a cathedral nor a parish church, Westminster Abbey is a place of worship owned by the royal family. Until the 19th century, Westminster was the third seat of learning in England, after Oxford and Cambridge. It was here that the first third of the King James Bible Old Testament and the last half of the New Testament were translated. The New English Bible was also put together here in the 20th century.

Lesson 18

1. Sequence of Tenses.
Reported Statements.
2. Topic “My Favourite Artist”.
3. St. Paul’s Cathedral.



1. Sequence of Tenses

The term “sequence of tenses” refers to the choice of the verb tense in the subordinate clause depending on the tense of the verb in the main clause. The rule of the sequence of tenses means that the tense in the subordinate clause is determined by the tense in the main clause and should agree with it both logically and grammatically. The term “sequence of tenses” is often translated into Russian as “agreement of tenses”.

Generally, in complex sentences with all types of subordinate clauses, except the object clause, the sequence of the tenses in the pair “verb in the main clause – verb in the subordinate clause” is logical and based on sense and general rules of the use of tenses. The verb in the subordinate clause may be in any tense that reflects the actual time of the action and conveys the meaning correctly in the pair with the verb in the main clause: *She goes for a walk in the park when the weather is good. She went for a walk in the park when the weather was good. She has been teaching since she graduated from college.*

According to the rules of the use of tenses, the simple present is used instead of the simple future in adverbial clauses of

time and condition referring to the future: *He will ask her about it when he sees her tomorrow. She will visit them tomorrow if she has the time.*

Object subordinate clauses answer the question “*what?*” and stand in the place of an object after such verbs as “*know, think, believe, understand, wonder, agree, say, tell, ask, answer, remark*” and phrases like “*I’m sure (that); I’m afraid (that)*”.

Object clauses are connected to the main clause by the conjunctions “*that, whether, if*” and by conjunctive adverbs and pronouns, such as “*where, when, why, how, who, what*”, and some others. Object clauses are most often introduced by the conjunction “*that*”, which is often omitted. For example: *I think that she is tired. – I think she is tired. I was sure that they were waiting for us. – I was sure they were waiting for us.* The other conjunctions and conjunctive words introducing object clauses are not omitted.

Generally, the rules of the sequence of tenses are quite strictly observed in object subordinate clauses in cases where the past tense is used in the main clause.

If the verb in the main clause is in the present or in the future, the verb in the object subordinate clause may be in any tense that conveys the meaning correctly according to sense, logic, and general rules of the use of tenses: *I think that he lives on Rose Street. She thinks that it’s a nice hotel. She doesn’t know whether he will agree to do it. I wonder whether she will buy this house.*

If the verb in the main clause is in the past tense, the verb in the object subordinate clause should also be used in one of the past tenses. The examples below show how the sentences given above will change if we use the past tense in the main clause: *I thought that he lived on Rose Street. She thought that it was a nice hotel. She didn’t know whether he would agree to do it.*

Exception from the rule

If a general truth is expressed in the object subordinate clause, the present tense is usually used in the subordinate clause despite the fact that the past tense is used in the main clause: *Newton discovered that the force of gravity pulls all bodies to the Earth. Galileo proved that the Earth revolves around the Sun.*

If the verb in the main clause is in the past tense (usually, in the simple past), there are three possible variants of the action in the

subordinate clause: at the same time as the action in the main clause; earlier than the action in the main clause; later than the action in the main clause.

If the action in the subordinate clause took place at the same time as the action in the main clause, the simple past (or the past continuous if required by the context) is used in the subordinate clause: *I thought that he worked at a bank. I knew that she was waiting for me by the entrance.*

If the action in the subordinate clause took place earlier than the action in the main clause, the past perfect (or the past perfect continuous if required by the context) is used in the subordinate clause: *I knew that he had already left for Rome. She said that she had been waiting for me for a long time.*

If the action in the subordinate clause took place later than the action in the main clause, the future in the past is used in the subordinate clause (“would” is used instead of “will”): *I wasn't sure that he would be at home. I knew that she would be waiting for me by the entrance.*

Reported statements

If we report what another person has said, we usually do not use the speaker's exact words (direct speech), but reported (indirect) speech. Therefore, you need to learn how to transform direct speech into reported speech. The structure is a little different depending on whether you want to transform a statement, question or request.

In reported speech the tenses, word-order and pronouns may be different from the original sentence. When we report someone's words we can do it in two ways. We can use **direct speech** with quotation marks (*"I work in a bank"*), or we can use **reported speech** (*He said he worked in a bank.*)

In **reported speech** the tenses, word-order and pronouns may be different from those in the original sentence.

Present simple and present continuous tenses

Direct speech: *"I travel a lot in my job"* Reported speech: *He said that he travelled a lot in his job.*

The present simple tense (*I travel*) usually changes to the past simple (*he travelled*) in reported speech.

Direct speech: *"Be quiet. The baby's sleeping."* Reported speech: *She told me to be quiet because the baby was sleeping.*

The present continuous usually changes to the past continuous.

"I work in Italy" Reported speech: *He told me that he works in Italy.* It isn't always necessary to change the tense. If something is still true now – he *still* works in Italy – we can use the present simple in the reported sentence.

Past simple and past continuous tenses

Direct speech: *"We lived in China for 5 years."* Reported speech: *She told me they had lived in China for 5 years.*

The past simple tense (*we lived*) usually changes to the past perfect (*they had lived*) in reported speech.

Direct speech: *"I was walking down the road when I saw the accident."* Reported speech: *He told me he'd been walking down the road when he'd seen the accident.*

The past continuous usually changes to the past perfect continuous.

Perfect tenses

Direct speech: *"They've always been very kind to me"*. Reported speech: *She said they'd always been very kind to her.*

The present perfect tense (*have always been*) usually changes to the past perfect tense (*had always been*).

Direct speech: *"They had already eaten when I arrived"* Reported speech: *He said they'd already eaten when he'd arrived.*

The past perfect tense does not change in reported speech.

Remember that in reported speech we usually change the tense of the direct statement. The present simple tense changes to the past simple, the past simple changes to the past perfect and so on.

Here are some other points to consider.

"Can" and "will"

Direct speech: *"I can't remember his name"*. Reported speech: *She said she couldn't remember his name.*

"Can" and "can't" in direct speech change to "could" and "couldn't" in reported speech.

Direct speech: *"I'll be there for 3 weeks"*. Reported speech: *He told me he'd be there for 3 weeks.*

"Will" and "won't" in direct speech change to "would" and "wouldn't" in reported speech.

Other modal verbs

Direct speech: *"You could be right"*. Reported speech: *I said that he could be right.*

Direct speech: *"You must call me"*. Reported speech: *She said that I must call her.*

Other modal verbs don't change in reported speech.

Reporting verbs

There are a number of verbs that we use to report statements. These can make your speech and writing more interesting than simply reporting every word of the direct speech.

Direct speech: *"It wasn't me who broke the window."*
Reported speech: *He denied breaking the window.*

Direct speech: *"I'll help you if you want"* Reported speech: *She offered to help.*

There are a number of verbs that can be used to report. They include: *promise, claim, suggest, advise, refuse, argue, confirm* and others.

Certain words and time expressions change according to the meaning as follows:

now → *then, immediately;*

today → *that day;*

yesterday → *the day before, the previous day;*

tomorrow → *the next/following day;*

this week → *that week;*

last week → *the week before, the previous week;*

next week → *the week after, the following week;*

ago → *before;*

here → *there;*

come → *go.*

2. Topic "My Favourite Artist"

Pictorial art is one of my favourite types of art. I have been to many museums and galleries where there were art exhibitions. I should say I had a great time. From one hand I've managed to see some of the best and world-famous paintings, from the other hand it was very informative and useful for me.

Now I can tell my friends a lot about art, and I will certainly recommend them to visit the Tretyakov Gallery and the Pushkin Museum in Moscow. Both these museums impressed me a lot. I spent nearly a day in each of them examining the works of art. One thing I understood that there a number of paintings which I like more than the others, and those paintings happened to be by famous artist Ivan Aivazovsky. In my opinion, he is a great artist and his vision of seas and oceans is wonderful. He is a seascape painter, which means that most of his works were sea landscapes. He is also considered to be one of the greatest seascape artists of all times. Aivazovsky was born in Crimea where he spent most of his life. This might be the reason why he chose to draw sea scenery. Crimea is washed by two seas: the Black Sea and the Azov Sea. So, these landscapes were native to him. One of his especially beautiful pictures I've remembered is "Stormy Sea". I think he was very gifted to draw such pictures. The majority of his works is placed in the Museum of Aivazovsky in his home town Feodosiya. His most famous picture "The Ninth Wave" is also there. I wish I could see all his pictures some day, as I only saw the ones which are kept in Tretyakov Gallery.

3. St. Paul's Cathedral

St. Paul's Cathedral in London is the seat of the Bishop of London and a major London landmark. It is located on Ludgate Hill in the financial district known as the City of London.

The present St. Paul's Cathedral, which was built between 1675 and 1710, is the fourth cathedral to occupy the site, which was sacred even before Christianity arrived. The cathedral's immediate predecessor was destroyed in the Great Fire of London in 1666. The cathedral enjoyed by visitors today was designed by court architect Sir Christopher Wren. Wren's original, grander plan met with considerable resistance from the conservative Dean and Chapter. The present building reflects a compromise, but still reflects the grandeur of Wren's design.

The church was "completed" in 1240 but a change of heart soon led to the commencement of an enlargement programme, which was not completed until 1314. The cathedral was however consecrated in 1300. It was the third longest church in Europe at 596

feet (181 metres) and boasted one of Europe's tallest spires at some 489 feet (149 metres).

By the 16th century the building was decaying. In 1549 radical preachers incited a mob to destroy many of the interior decorations. In 1561 the spire was destroyed by lightning and it was not replaced. England's first classical architect Sir Inigo Jones added new west front in the 1630s. "Old St Paul's" was ruined in the Great Fire of London of 1666. While it might have been salvagable, albeit with almost complete reconstruction, a decision was taken to build a new cathedral in a modern style instead. Indeed this had been contemplated even before the fire.

Work on the present cathedral commenced in 1675, and was completed on October 20, 1708, the 76th birthday of its architect, Sir Christopher Wren (1632–1723). It is built of Portland stone in a late Renaissance to Baroque style. Its impressive dome inspired by St. Peter's Basilica in Rome, rising 108 metres (365 feet to the cross at its summit, i.e., one foot for each day of the year), makes it a famous London landmark.

In 2000, the cathedral began a major restoration program, scheduled for completion in 2008, to celebrate the 300th anniversary of its opening. The restoration programme is expected to cost £40 million, and involves not only repair and cleaning of the building, but also improvement of visitor facilities – such as accessibility for the disabled and additional educational facilities.

Like most Christian churches, St. Paul's Cathedral is laid out in the shape of a cross. The longer end of the main arm of the cross is called the nave; the two ends of the shorter arm are called the transepts. At the "top" of the cross is the choir and the altar, where the sacrament of communion takes place.

As you enter the cathedral, you are in the nave – the main part of the cathedral that stretches out in front of you under the high, domed ceiling. The large, open space is intended to hold large congregations for services. The floor of the cathedral is tiled in a black and white checkerboard pattern. The narrower hallways between the pillars and the walls on either side of the nave are the north and south aisles of the sanctuary. The small domes above the aisles imitate the larger ones of the nave. Up ahead is the Great

Circle under the dome and, beyond that, the Choir (Quire in English spelling) and High Altar.

The main space of the cathedral is centred under the dome, which rises 108.4 meters from the cathedral floor. At 360 feet (110 meters), it is the second largest dome in the world after St. Peter's Basilica in Rome. The inside of the dome is decorated with frescos by Sir James Thornhill, the most important painter of Wren's time.

Lesson 19

1. Reported Questions and Commands.
2. Topic "My Favourite Holiday".
3. The Tower of London.



1. Reported Questions and Commands

In everyday conversation we use a mixture of statements, questions, requests, commands, etc. To report a conversation we use: *and*, *and (he/she) added that*, *adding that*, *and then (he/she) went on to say (that)*, *because*, *but*, *while*, *then*, *since*, etc. We can also use an appropriate introductory verb in the present participle (explaining, offering, etc.).

Bill: *I don't want to go anywhere tonight. Let's stay at home.*

Kate: *That's a good idea. There is a new film on TV and I would like to see it. I'll cook something delicious for you.*

Bill told Kate that he didn't want to go anywhere that night, suggesting that they stay at home. Kate said that it was a good idea and added that there was a new film on TV and she would like to see it. And then she promised to cook something delicious for him.

When the subject is a pronoun, it always comes before the reporting verb (*say*, *tell*, etc.). When the subject is a noun, it can come before or after the verb, at the end or in the middle of the quoted sentence: "*I am going to England,*" *she said.* "*I will live in*

London," Ann said/said Ann. "Personally," Ann said, "I would like to see Oxford and Cambridge".

Reported questions

So now you have no problem with making reported speech from positive and negative sentences. But how about questions? Direct speech: "*Where do you live?*"

In fact, it's not so different from reported statements. The tense changes are the same, and we keep the question word. The very important thing though is that, once we tell the question to someone else, it isn't a question any more. So we need to change the grammar to a normal positive sentence.

Direct speech: "*Where do you live?*"

Reported speech: *She asked me where I lived.*

The direct question is in the present simple tense. We make a present simple question with "do" or "does" so I need to take that away. Then I need to change the verb to the past simple. Another example:

Direct speech: "*Where is Julie?*"

Reported speech: *She asked me where Julie was.*

The direct question is the present simple of "be". We make the question form of the present simple of be by inverting (changing the position of) the subject and verb. So, we need to change them back before putting the verb into the past simple.

Here are some more examples:

Direct Question

Where is the Post Office, please?"

What are you doing?

Who was that fantastic man?"

Reported Question

She asked me where the Post Office was.

She asked me what I was doing.

She asked me who that fantastic man had been.

So much for "wh" questions. But, what if you need to report a "yes / no" question? We don't have any question words to help us. Instead, we use "if":

Direct speech: "*Do you like chocolate?*"

Reported speech: *She asked me if I liked chocolate.*

Direct Question

Reported Question

Do you love me?"	He asked me if I loved him.
Have you ever been to Mexico?"	She asked me if I had ever been to Mexico.
Are you living here?"	She asked me if I was living here.

Reported Requests

There's more! What if someone asks you to do something (in a polite way)? For example:

Direct speech: *"Close the window, please"*

Or: *"Could you close the window please?"*

Or: *"Would you mind closing the window please?"*

All of these requests mean the same thing, so we don't need to report every word when we tell another person about it. We simply use "ask me + to + infinitive":

Reported speech: *She asked me to close the window.*

Direct Question

Please help me.

Please don't smoke.

Could you bring my book tonight?"

Could you pass the milk, please?

Would you mind coming early tomorrow?"

To report a negative request, use "not":

Direct speech: *"Please don't be late"*.

Reported speech: *She asked us not to be late.*

Reported Orders

And finally, how about if someone doesn't ask so politely? We can call this an "order" in English, when someone tells you very directly to do something. For example:

Direct speech: *"Sit down!"*

In fact, we make this into reported speech in the same way as a request. We just use 'tell' instead of "ask":

Reported speech: *She told me to sit down.*

Reported Question

She asked me to help her.

She asked me not to smoke.

She asked me to bring her book that night.

She asked me to pass the milk.

She asked me to come early the next day.

Direct Question

Go to bed!”

Don’t worry!”

Be on time!”

Don’t smoke!”

Reported Question

He told the child to go to bed.

He told her not to worry.

He told me to be on time.

He told us not to smoke.

Time Expressions with Reported Speech

Sometimes when we change direct speech into reported speech we have to change time expressions too. We don’t always have to do this, however. It depends on when we heard the direct speech and when we say the reported speech: *It’s Monday. Julie says “I’m leaving today”.*

If I tell someone on Monday, I say “*Julie said she was leaving today*”.

If I tell someone on Tuesday, I say “*Julie said she was leaving yesterday*”.

If I tell someone a month later, I say “*Julie said she was leaving that day*”.

2. Topic “My Favourite Holiday”

Every year on the eighth of March people in many countries of the world celebrate International Women’s Day. It’s a day when all men and boys, all husbands, sons, fathers and grandfathers send their compliments to their girlfriends, wives, mothers, grandmothers and daughters – to all girls and women. I like this holiday regardless of its history. Today some people say that this festival has political overtone, because it appeared in the beginning of the 20th century, and then it symbolized the struggle for women’s rights. The 8th of March for me is always associated with the beginning of spring, which is my favourite season. And I want to tell how this holiday is usually celebrated in my family.

I study at school, at the seventh grade, but at the 8th of March I always have a day-off. That’s why I sleep as long as want, usually till 8 or 9 a.m. Meanwhile my Dad goes to the florist’s and buys two bunches of tulips – for my Mum and me. He says that women should receive flowers from men at any age, so, any holiday for us always begins with flowers. I think my Dad is the best man in the world!

Then I of course go for a walk with my friends. Usually my parents give me some money, so we can go to a café, or just buy something tasty and hang out somewhere all together. Besides, my best friend and I have a nice tradition: we always make small gifts to each other. For example, this year I gave her a beautiful cell phone case, and received a cosmetics bag from her.

In the evening I spend time with my parents. My father always cooks his signature dish – a stuffed chicken, and I can make a salad from fresh vegetables as the side dish. Then we lay the table together and have a festal diner. And of course I receive gifts from my parents. Usually it is something not very expensive, but this year my Dad bought me a good camera, because he knows that I am fond of photography.

There are many holidays across the year, and I like all of them. But Women's Day is my favourite festival for several reasons. First, as I have said, it is in spring, and this means that winter is over at last. Second, on this day all boys and men become more attentive and caring than usual, and to my mind, it's very pleasant. Third, on this day there are a lot of flowers everywhere – in the streets, in the supermarkets and at home. I think that it is the most feminine and tender holiday in the year.

3. The Tower of London

The Tower of London is a 900-year-old castle and fortress in central London that is notable for housing the crown jewels and for holding many famous and infamous prisoners. Throughout its history, the tower has served many purposes: it housed the royal mint (until the early 19th century), a menagerie (which left in 1835), a records office, an armory and barracks for troops. Until the 17th century, it was also used as a royal residence.

William the Conqueror created the first fortifications after the conquest of London in A.D. 1066. The Norman invader lacked support among the people of the city and he feared its inhabitants could throw him out. Throughout its history the tower was used to imprison a wide range of prisoners, from deposed monarchs to more common criminals. Prisoners included Lady Jane Grey, who was queen for about a week in the 16th century before she was deposed by Mary I.

Also imprisoned there were two princes, Edward and Richard, ages 12 and 9, who were the sons of Edward IV (died 1483). They appear never to have left the tower alive and some thought they were killed by Richard III, their uncle who took the throne for himself.

Today, the crown jewels are one of the most popular attractions at the Tower of London. The jewels include the crowns worn by the monarch at coronation and at the opening of Parliament. The tower also contains an impressive collection of armor, which is a treasure unto itself. The bearded Yeoman Warders, also called “Beefeaters,” guard the tower today. First mentioned about 500 years ago the Warders or “Waiters”, as they were often referred to, formed and acted likely a friendly society, sharing, by way of dividends, the rewards of their official and unofficial duties.

A flock of ravens resides at the tower, cared for by the Yeoman Warder Ravenmaster. According to the Tower of London website, legend says that the tower – and the monarchy – will fall if the six ravens ever leave the fortress. Charles II is said to have been the first monarch to insist that the ravens be protected. While the tower was first built as a fortress, its usefulness as a bastion faded as gunpowder-based siege engines (such as cannons) became widely adopted in Europe.

Today, the Tower of London is one of the most famous castles in the world and is now a World Heritage Site attracting more than 2 million visitors a year. The main threat to the site today is not rebels, foreign armies or falling bombs (bomb damage happened during World War II) but rather the exhaust of cars. It’s a problem that threatens to turn the White Tower into a yellow color, something which none of the previous threats could ever do.

Lesson 20

1. Real Condition.
2. Topic “The Place I Will Never Forget”.
3. Art Galleries in England.



1. Real Condition

A **conditional sentence** is a complex sentence with a subordinate clause of condition that usually begins with the conjunction IF. The clause of condition (the if-clause) indicates the conditions under which the action in the main clause may be realized.

For the purposes of studying, conditional sentences are usually divided into three main types:

- structures with real condition (first type of conditional sentences, or first conditional);
- structures with unreal condition referring to the present or future (second type of conditional sentences, or second conditional);
- structures with unreal condition referring to the past (third type of conditional sentences, or third conditional).

Conditional sentences with real condition express real, true to fact / factual conditions under which the action in the main clause can be realized. The tenses of the indicative mood are used. In most cases, conditions in the future are expressed, but other situations and tenses are also possible. Note that the future tense with the verb WILL is not allowed after IF in clauses of condition. The future idea is usually expressed by the Simple Present in the if-clause of condition.

She will talk to him if she sees him. *Она поговорит с ним, если увидит его.*

If I have enough time tonight, I will help you. *Если у меня будет достаточно времени сегодня вечером, я помогу вам.*

There are certain cases in which the use of *will* or *would* after *if* is allowed in clauses of condition. *will* can be used after IF to make a polite request to do something. *would* can be used after IF to express a

very polite request to do something, especially in formal style. Though such constructions are in the form of conditional sentences, there is actually no condition in them, and the verb *will* (or *would*) after *if* in such constructions expresses volition to do something, i.e., *if you will / if you would = if you wish, if you want*.

If you will excuse me, I have to leave now. *Прошу меня извинить, мне надо уйти сейчас.*

I would be very grateful if you would send me your catalogue. *Я был бы вам очень признателен, если бы вы (любезно) прислали мне ваш каталог.*

Also, *will* can be used after *IF* in such constructions to insist strongly on doing something, to refuse to do something, or to emphasize the result of the future action. Compare these examples:

If you go on smoking so much, you will ruin your health. – If you will go on smoking so much, you will ruin your health. *Если вы будете продолжать так много курить, вы подорвете своё здоровье. – Если вы будете упорно продолжать так много курить, вы подорвете своё здоровье.*

If Mike doesn't help her, Tom will help her. – If Mike won't help her, Tom will. *Если Майк ей не поможет, Том ей поможет. – Если Майк откажется ей помочь, Том поможет.*

The Zero Conditional

We can make a zero conditional sentence with two present simple verbs (one in the “if clause” and one in the “main clause”): *If + present simple, ... present simple*.

This conditional is used when the result will always happen. So, if water reaches 100 degrees, it always boils. It's a fact. I'm talking in general, not about one particular situation. The result of the “if clause” is always the main clause. The “if” in this conditional can usually be replaced by “when” without changing the meaning. For example: *If water reaches 100 degrees, it boils. (It is always true,*

*there can't be a different result sometimes). If people **eat** too much, they **get** fat. If you **touch** a fire, you **get** burned.*

The First Conditional

The first conditional has the present simple after “if”, then the future simple in the other clause: *if + present simple, ... will + infinitive.*

It's used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true: *If it **rains**, I **won't** go to the park. If I **study** today, I'll **go** to the party tonight. If I **have** enough money, I'll **buy** some new shoes. She'll **be** late if the train **is** delayed.***First vs.**

Zero Conditional

The first conditional describes a particular situation, whereas the zero conditional describes what happens in general. For example (zero conditional): *if you sit in the sun, you get burned* (here I'm talking about every time a person sits in the sun – the burning is a natural consequence of the sitting). But (first conditional): *if you sit in the sun, you'll get burned* (here I'm talking about what will happen today, another day might be different).

2. Topic “The Place I Will Never Forget”

During our lives we mostly change flats or houses. There are new addresses in our identity cards and nowadays it is not unusual that we do not spend our whole lives in one places as our predecessors. However, from my point of view there is always one place that we like the most. A place that stays deep in our memory since it is special, no matter the reason. Even though I am young, I have already lived in a few different places. There is only one, though, which I remember very clearly and I come back there from time to time. What for? Just to check if everything is the same or if there are any significant changes.

The place I am talking about is a place where I grew up. I lived with my parents and my younger brother in a block of flats on a housing estate in one of Ukrainian cities. When I was a small child it was still being built since it was a “newly born” housing estate. The roads there were as wide as those in the United States and car parks were really spacious. I couldn't appreciate it at that time. For me the

only important thing was that there was enough space to play football, and it was the most popular activity, but we also used to play hide and seek and organize various competitions.

When we grew older we didn't play hide and seek as often as before. We discovered many other places in our housing estate where we could spend our time. One of them was situated just next to the railway track. As I think about it now I consider it quite dangerous but at that time we didn't think about negative aspects. Fortunately, nobody was hurt. Now I don't think that running in front of a speeding train was very reasonable.

Anyway, we still spent much time on our housing estate. However, in time our activities changed. We played less and less football and we began to date with girls. Therefore, benches in front of our staircases gradually gained popularity. Many of us kissed a girl there for the first time in our lives. This was definitely something to remember.

All this is still deep in my memory. I have already visited many places in my life, lived in some beautiful ones but none of them influenced me as much as the housing estate on which I spent my childhood. Do you remember your first kiss? How could I forget mine?

3. Art Galleries in England

The national museums and art galleries in London contain collections of objects of artistic, archaeological, scientific, historical and general interest. They are the British Museum, the Science Museum, the National Gallery, the Tate Gallery, the National Portrait Gallery and many others. Most cities and towns have museums devoted to art, archaeology and natural history. There are national museums and art galleries in Edinburgh, in Cardiff, in Belfast. There are also many private art collections.

The British Museum, located in the Bloomsbury area of London, in the United Kingdom, is a public institution dedicated to human history, art and culture. Its permanent collection numbers some 8 million works, and is among the largest and most comprehensive in existence having been widely sourced during the era of the British Empire, and documenting the story of human

culture from its beginnings to the present. It is the first national public museum in the world.

The Science Museum is a major museum on Exhibition Road in South Kensington, London. It was founded in 1857 and today is one of the city's major tourist attractions, attracting 3.3 million visitors annually. Like other publicly funded national museums in the United Kingdom, the Science Museum does not charge visitors for admission. Temporary exhibitions, however, may incur an admission fee. It is part of the Science Museum Group, having merged with the Museum of Science and Industry in Manchester in 2012.

The National Gallery is an art museum in Trafalgar Square in the City of Westminster, in Central London. Founded in 1824, it houses a collection of over 2,300 paintings dating from the mid-13th century to 1900. The Gallery is an exempt charity, and a non-departmental public body of the Department for Culture, Media and Sport. Its collection belongs to the government on behalf of the British public, and entry to the main collection is free of charge. It is among the most visited art museums in the world, after the Louvre, the British Museum, and the Metropolitan Museum of Art.

The Tate Gallery is a perfect combination of pictorial art, sculptural art and graphic art. The building of the museum consists of two parts: Tate Britain and Tate Modern. Attending halls of this gallery, every visitor has a fair opportunity not only to enjoy the British art but also get to know better the main stages of its development. All the pictures are presented in chronological order and by the subject matter.

The National Portrait Gallery (NPG) is an art gallery in London housing a collection of portraits of historically important and famous British people. It was the first portrait gallery in the world when it opened in 1856. The gallery moved in 1896 to its current site at St Martin's Place, off Trafalgar Square, and adjoining the National Gallery. It has been expanded twice since then. The National Portrait Gallery also has regional outposts at Beningbrough Hall in Yorkshire and Montacute House in Somerset. It is unconnected to the Scottish National Portrait Gallery in Edinburgh, with which its remit overlaps.

Lesson 21



1. Unreal Conditions. Mixed Conditions.
2. Topic “Mass Media”.
3. The Art of Acting.

1. Unreal Conditions. Mixed Conditions The Second Conditional

The second conditional uses the past simple after *if*, then “would” and the infinitive: *if + past simple, would + infinitive* (We can use “were” instead of “was” with “I” and “he/she/it”. This is mostly done in formal writing). It has two uses.

First, we can use it to talk about things in the future that are probably not going to be true. Maybe I’m imagining some dream for example: *If I won the lottery, I would buy a big house.* (I probably won’t win the lottery). *She would pass the exam if she ever studied.* (She never studies, so this won’t happen)

Second, we can use it to talk about something in the present which is impossible, because it’s not true. Have a look at the examples: *If I had his number, I would call him.* (I don’t have his number now, so it’s impossible for me to call him). *If I were you, I wouldn’t go out with that man.*

This kind of conditional sentence is different from the first conditional because this is a lot more unlikely. For example (second conditional): *If I had enough money I would buy a house with twenty bedrooms and a swimming pool* (I’m probably not going to have this much money, it’s just a dream, not very real). But (first conditional): *If I have enough money, I’ll buy some new shoes* (It’s much more likely that I’ll have enough money to buy some shoes)

The Third Conditional

We make the third conditional by using the past perfect after “if” and then “would have” and the past participle in the second part of the sentence: *if + past perfect, would + have + past participle*. It talks about the past. It’s used to describe a situation that didn’t happen, and to imagine the result of this situation: *If she had studied,*

she would have passed the exam (but, really we know she didn't study and so she didn't pass). *If I hadn't eaten so much, I wouldn't have felt sick* (but I did eat a lot, and so I did feel sick). *If we had taken a taxi, we wouldn't have missed the plane*

Mixed conditionals

The most common mixed conditional is a mix of the 3rd conditional in the *if*-clause and the 2nd conditional in the main clause. We use this conditional to talk about a hypothetical situation in the past (3rd conditional) with the results now (2nd conditional): *If I had studied harder, I would have a better job now. If I hadn't gone out last night I wouldn't be tired now.* Look at the question form: *What would you do if you hadn't been given your car? Where would you live if you hadn't found a job here?*

Another mixed conditional is a mix of the 2nd conditional in the *if* clause and the 3rd conditional in the main clause. We use it to say that if something were different now, something would have been different in the past: *If you were friendlier, they would have given you the job. If they had more money, they could have bought that house.*

2. Topic "Mass Media"

The mass media play an important role in our lives. Newspapers, radio and especially TV inform us of what is going on in this world and give us wonderful possibilities for education and entertainment. They also influence the way we see the world and shape our views.

I believe millions of people can't live without TV; it's an integral part of everyone's life. The same thing is with radio. We listen to it whenever we have meals or do work around the house. Radio broadcasts are valued mainly for their music programs. As for TV, there is a great variety of programs from which one can choose in order to satisfy his interests in the best way. Our television provides so much information that sometimes we are even lost in this stream. We get to know about social, economic and political events that take place in our country and in the whole world. We learn about new discoveries in science and about problems concerning different spheres of our life. There are lots of shows, films and games that are entertaining and exciting and help us to relax at the end of the

working day. Of course, not all newspapers and TV programmes report the events objectively, but serious journalists and TV reporters try to be fair and provide us with reliable information.

It is true that the world today is full of dramatic events and most news seems to be bad news. But people aren't interested in ordinary events. That is why there are so many programmes and articles about natural disasters, plane crashes, wars, murders and robberies. Good news doesn't usually make headlines. Bad news does.

The main source of news for millions of people is television. People like TV news because they can see everything with their own eyes. Besides, it's much more difficult for politicians to lie in front of the cameras than on the pages of newspapers. Still, many people prefer radio. It's good to listen to it in the car, or in the open air, or when you do something about the house.

Newspapers don't react to events as quickly as TV, but they usually provide us with extra details, comments and background information. The Internet has recently become another important source of information. Its main advantage is that news appears on the screen as soon as things happen in real life and you don't have to wait for news time on TV.

3. The Art of Acting

From the fall of the Roman Empire until the 10th century, acting hardly existed as an art in Western Europe only the wandering minstrels gave entertainment in castles and at fairs. In England, the first real actors were amateurs who performed Miracle and Morality plays, which were religious in character. In the Elizabethan age, the first professional theatres were opened. Shakespeare himself joined the Earl of Leisesters company, which under James I became known as the Kings Men. There were also companies of boy actors.

All the women parts were played by boys. It was very difficult for most actors to earn a living on the stage, even in a London company, and many of them fell into debt. When Shakespeare arrived in London in 1586, the acting was very crude and conventional. There was almost no scenery, and the actors were dressed in the costumes of their day. But when The Globe was opened to the public in 1599, it started the golden age of the theatre

in England. In the first half of the 17th century the influence of the Puritans was bad for the popular theatre, and it was not before the restoration of the monarchy in 1660 that theatre going again became a popular habit.

The most popular plays were comedies. The first part played by an actress was that of Desdemona. Nell Gwynn was the first English actress. By the beginning of the 18th century the most popular type of play was the sentimental comedy. The acting was artificial probably due to the influence of French actors. But, later, under the influence of David Garrick and some other actors, acting became much more naturalistic.

One of the most famous actors of that time was Henry Irving. He was the first actor to be knighted. By the 1920s naturalistic acting reached a peak in the performance of Sir Gerald Du Maurier. He hardly appeared to be acting at all. At present most acting still continues to be naturalistic. Designers make the settings as realistic as possible. Modern producers and directors Peter Hall, Peter Brook and others are trying out new styles of acting. Many British actors and actresses are known all over the world.

They are Dame Peggy Ashcroft, Glenda Jackson, Laurence Olivier, John Gielgud and others. Drama is so popular with people of all ages that there are several thousand amateur dramatic societies. Now Britain has about 300 professional theatres.

Lesson 22

1. Modal Verbs. Can, May, Must.
2. Topic "Music in Our Life".
3. Music and Musicians in Great Britain.



1. Modal Verbs. Can, May, Must

Modal verbs are a part of the larger category called auxiliary verbs which are verbs that cannot be used on their own.

They need to be accompanied by another (main) verb. Sometimes modal verbs are called modal auxiliaries. The following words are modal verbs: *can, could, may, might, must, shall, should, will, would*.

They are modal auxiliary verbs that provide additional information about the verb that follows it. Modal verbs are used to express ability, obligation, permission, assumptions, probability and possibility, requests and offers, and advice. Each modal verb can have more than meaning which depends on the context of that sentence (or question): *You can go now.* (= permission). *I can play the guitar* (= ability)

A Modal verb is followed by another verb in the base form (the infinitive without the “to”) and they are not conjugated (we don't add an “s” in third person). See the following structure: *subject + modal verb + verb (base form of the infinitive): I can speak English* (NOT: I can to speak English). *He can speak Spanish* (NOT: He can speaks Spanish).

Each modal verb can make negative sentences: *subject + modal verb + not + verb (base form of the infinitive): You must not walk on the grass.* (= You mustn't walk on the grass). *He cannot speak Arabic.* (= He can't speak Arabic).

As you can see in the examples above, contractions of the *modal verb + not* are normally possible. The negative of can is cannot (“not” is joined to “can”) and the contraction is *can't*.

Each modal verb can make questions: *modal verb + subject + verb (base form of the infinitive): May I help you? Can I have another piece of cake please? Would you like to come with us?*

Both **can** and **could** are modal verbs. In general **could** is considered more polite (or formal) than **can**. The three main uses of **can** are: 1) ability 2) possibility and 3) permission. However there are some other uses of **can** as we will see below.

1. To express ability

Can means to be (physically) able to do something OR to know how to do something: *Birds can fly. Elephants can't fly.*

2. To express a possibility (in general)

This refers to a theoretical possibility. We don't use **can** to talk about future possibilities. For this you would use *may* or *might*: *It can get cold there at night so take a jacket. I know you can win the competition.*

3. To offer to do something for others

Can is used when you offer to help someone or to do something for them: *You don't need to walk home. I **can** take you there if you like.*

4. To ask for or give permission / to request something

Can is used to ask for / request permission or to give permission: ***Can't** is used to refuse permission. You **can** use my umbrella, I don't need it right now. **Can** I sit in that chair please?*

5. Can't: something that is forbidden or not allowed: *We **cannot** park the car next to this fire hydrant. You **can** drive as fast as you want on the German motorways.*

6. Can't: when you are sure that something isn't true or something is surprising: *It **can't** be dark outside! It's only 4.30pm! They **can't** have landed on the moon, I'm sure it's a hoax.*

Could is similar to **Can** and often replaces **Can** in the past tense (though not always).

1. To express ability in the past: *I **could** ride a horse when I was younger but now I **can't**. She **could** juggle eight balls when she was only 10 years old.*

2. Polite word used to ask for permission or to request something (in the present): ***Could** I please use your bathroom? **Could** we move on to the next topic now please?*

3. General permission in the past: *At school, we **couldn't** leave the classroom without a pass. He **couldn't** go home, because his mum **wouldn't** let him.*

4. A suggestion when asked what to do (choices and opportunities): *He **could** try and fix it himself. We **could** go to the movies if you are interested.*

5. Couldn't: Sure that something is untrue

Just like **can't**, you can use **couldn't** when you are sure that something isn't true or real: *That **couldn't** be my cat meowing outside, it was hit by a car last week. He **couldn't** have painted that. He has no artistic ability at all.*

6. Could + have + past participle: to express a possibility in the past

To express that something was possible but did not happen: *We were lucky because it **could have** rained but it **didn't**. Why did you do that? You **could have** broken your leg.*

7. Could + have + past participle: unrealised past ability

This is used to say that someone was able to do something, but they did not try to do it. Sometimes this is a form of criticism: *She **could have married** anyone she wanted to. Why did you sit there doing nothing? You **could have helped** me.*

8. Could: a conditional form of can

Would + Can = Could. Note: **Would be able to** can replace **could** in the following examples: *If we had some oranges I **could** make you some fresh juice. I **could** write the letter if you told me what to include.*

May and **might** are modal verbs. They can normally be interchanged without a significant difference in meaning however **Might** often implies a smaller chance of something happening (when expressing possibility).

1. To express (future) possibility

There is a chance that something is true or that there is a possibility of something happening. **Might** is used more frequently than **May** in spoken English: *It **might** rain later (= it is possible that it will rain). I **might** go to the movies tonight. (Though I'm not sure).*

2. To give permission: *You **may** leave the table once you have finished your meal. You **may** take only one brochure.*

May not can be used to *not* give permission or to prohibit someone from doing something: *You **may not** park your car in front of the gate. You **may not** take more than one brochure.*

3. To ask for permission

Can is used more frequently than **May** in spoken English though **May** sounds more polite: ***May** I sit next to you? **May** I borrow your pen? **May** I use your bathroom please?*

Might could also be used to request permission but it sounds very old and is not common.

4. May: to talk about typical occurrences

May is used in academic (or scientific) language to refer to things that typically happen in certain situations: *Drivers **may** feel tired if they do not take a break every 2 hours. Adults **may** find it difficult to sleep if they use technology before going to bed.*

5. Speculate about past actions (may + have + past participle): *She is late. I think she **may have** missed her plane. It **may have** already been broken before you bought it.*

6. To express wishes: *May you both live a long and happy life together. May the New Year bring you love and happiness.*

1. To express obligation or duty

This also refers to laws and regulations: *I **must** memorize all of these rules about modal verbs. People **must** remain seated until the show is over.*

2. To emphasize the necessity of something: *Humans **must** have drinking water at least every two days. You **must** give up smoking, it's bad for you. We **must** have a special permit to camp in the national park.*

3. Deduction – Sure that something is true (Certainty)

We use this when we don't know but we are certain that it is true (based on evidence): *Look at all of that snow. It **must** be really cold outside. The ground was wet this morning. It **must** have rained last night.*

4. Expresses positive logical assumptions (Must + have + past participle): *He **must have won** the lottery with the new house and car he has just bought. She **must have been** at home – her car was there.*

5. A strong recommendation

Something that is highly recommended (stronger than using *should*): *We really **must** get together for dinner sometime. You **must** see the new Peter Jackson movie, it's fantastic.*

2. Topic “Music in Our Life”

There is no doubt that music, traditional and international, is highly important in people's life. Generally speaking, music is one of the greatest cultural developments that human has made. Human being needs music for many reasons and in the following essay I will outline some of them.

To begin with, adults and teenagers sometimes need to relax or chill out, for that reason we listen to favourite songs. For example, someone prefers lyric songs, whilst others are more likely to listen to pop music. In other words, probably everyone has tracks that they admire most. Moreover, dancing, which is very beneficial activity for health and soul, cannot exist without music. Furthermore, music can be separated into the traditional and international. Undoubtedly, traditional music plays significant role with regard to the country, so

the government should pay more attention to that issue. The traditions are the part of the country history. As a consequence of it, citizens must know cultural heritage of their home country, which includes cultural music as one of the aspects of the culture. Besides, the cultural music should always be the part of different national festivals and national holidays.

I love music, I think people cannot live without it. The first thing I do in the morning I switch on my tape – recorder. We can hear music everywhere: in the streets, in the shops, on TV, over the radio, in the cars, in the parks, everywhere. I think it's really doesn't matter what kind of music you prefer: rock, pop, classical, jazz. I enjoy listening music because it reflects my moods and emotions. Very often when I'm blue, I play my favourite merry songs and feel much better.

3. Music and Musicians in Great Britain

The people living in the British Isles are fond of music, and it is quite natural that concerts of the leading symphony orchestras numerous folk groups and pop music are very popular.

The Promenade concerts are probably the most famous. They were first held in 1840 in the Queen's Hall, and were directed by Sir Henry Wood. They still continue today in the Royal Albert Hall. They take place every night for about three months in the summer, and the programmes include new and contemporary works, as well as classics. Among them are symphonies and other pieces of music composed by Benjamin Britten, the famous English musician.

Usually, there is a short winter season lasting for about a fortnight. The audience may either listen to the music from a seat or from the 'promenade', where they can stand or stroll about, or, if there is room, sit down on the floor. Concerts are rarely given out-of-doors today except for concerts by brass bands and military bands that play in the parks and at seaside resorts during the summer. Folk music is still very much alive. There are many folk groups. Their harmony singing and good humour win them friends everywhere.

Rock and pop music are extremely popular, especially among younger people. In the 60s and 70s groups such as "The Beatles", "The Rolling Stones", "The Who", "Led Zeppelin". And "Pink Floyd" became very popular and successful. "The Beatles",

with their style of singing new and exciting, their wonderful sense of humour became the most successful pop group the world has ever known. Many of the famous songs written by John Lennon and Paul McCartney are still popular.

Some of the more recent rock groups are “Eurythmics”, “Dire Straits”, “Black Sabbath”. British groups often set new trends in music. New stars and styles continue to appear. One of the most popular contemporary musicians and composers is Andrew Lloyd Webber. The musicals and rock operas by A.L. Webber have been a great success both in Britain and overseas. The famous composer of the 19th century was Arthur Sullivan. Together with William Gilbert, the writer of the texts, he created fourteen operettas of which eleven are regularly performed today.

Britain is more famous for pop music than it is for classical composers or jazz musicians. Names such as The Beatles, the Rolling Stones, Led Zeppelin, Pink Floyd, Elton John, George Michael and The Spice Girls are known worldwide but little do people know of our other musicians not in the pop world.

In Britain, most youths listen to punk, garage, house, rock, pop and R&B. (such as McFly, JLo, Xtina, Beyonce, Pink, Britney, Justin Timberlake, Mis-teeq).

Lesson 23

1. Modal Verbs. Should, Would, Ought to, Will, Shall, Need.
2. Topic “The Existence of Zoos in Modern World”.
3. Holidays and Customs in UK.



1. Modal Verbs. Should, Would, Ought to, Will, Shall, Need

Modal verbs are a part of the larger category called auxiliary verbs which are verbs that cannot be used on their own. They need to be accompanied by another (main) verb. Sometimes modal verbs are called modal auxiliaries. The following words are modal verbs: *can, could, may, might, must, shall, should, will, would*.

Should is a modal verb. After *should* you use the base form of the infinitive (= verb without *to* e.g. *go* instead of *to go*).

Should is used

1. To give advice, a recommendation or a suggestion

This is to say that it is the right thing to do or the correct thing: *Does your tooth still hurt? You **should** make an appointment with the dentist. I think you **should** study for the test so that you don't fail.*

2. Expresses that a situation is likely in the present: *Mary **should** be at home by now. Give her a call. He **should** have the letter by now. I sent it a couple of weeks ago.*

3. Expresses that a situation is likely in the future (prediction): They **should** win the game because they are a much better team. *I posted the cheque yesterday so it **should** arrive this week.*

4. Expresses an obligation that is not as strong as *must*.

Sometimes **Should** is used instead of **Must** to make rules, orders or instructions sound more polite. This may appear more frequently on formal notices or on information sheets: *On hearing the fire alarm, hotel guests **should** leave their room immediately. Passengers **should** check in at least 2 hours before departure time.* All of the above example sentences can have **must** instead of **should** making the obligation stronger and less polite.

5. Was expected in the past but didn't happen (should + have + past participle)

This expresses the idea that the subject did not fulfill their obligation in the past or did not act responsibly: *You **should have** given your boss the report yesterday when he asked for it. I **should have** studied more but I was too tired.*

6. Not fulfilling an obligation (should + be + verb -ing)

This expresses the idea that the subject is not fulfilling their obligation or is not acting sensibly: *You **should be** wearing your seatbelt. (The person isn't wearing one right now). We **should be** studying for the test. (We are not studying right now and we should).*

7. Sometimes *should* is replaced by *ought to* without a change in meaning. *Ought to* sounds more formal and is used less frequently: *You **ought to study more. (= you **should** study more). He **ought to** go home. (= He **should** go home)***

We use *shouldn't* to advise not to do something, usually because it is bad or wrong to do: *You shouldn't throw your litter onto the street. We shouldn't leave without saying goodbye.*

The use of *ought to* is similar to *should*, but it is much less frequent. Like *should*, the verb *ought to* does not have a past form. It is only used with reference to the present and the future. *Ought to* is rarely used in questions and negatives. When it is, it is confined mainly to formal styles. In negatives, *not* comes between *ought* and *to*. In questions, the subject comes between *ought* and *to*: *I ought not to have said those things to her. Ought we to make such a sacrifice for the benefit of future generations?*

Ought to is used as follows:

– to express an obligation or an expectation that someone should do something: *You ought to listen carefully. We ought to leave now. Lucy ought to go by herself.*

– to express the likelihood of something happening: *Annabel ought to be here by now. The journey ought to take about 2 hours.*

Ought to + have + past participle of main verb is used to express regret that something was not done or to reproach someone for doing or not doing something: *I ought to have spoken up earlier. I'm sorry. You ought to have offered to help.*

In questions and negatives, *should* is frequently used instead of *ought to* because it sounds more natural: *Ought I to report it to someone in authority? Should I report it to someone in authority?*

The modal verbs *shall* and *will* usually combine the meanings with that of futurity: *I will give you this money. You shan't be without notes.* The modal verbs *shall* and *will* can be regarded as modal verbs when they are used not according to the general rules. That is, when they are used with a wrong person or in adverbial clauses of time and condition where no future tenses can be used.

The modal verb *will* can express:

1. Wish or resolution to perform an action: *If you will come to my place, I will show you my books.*

2. Obstinacy in performing an action in the present (will loses its meaning of future here): *I ask her not to call me this name but she will do it.*

The modal verb **shall** can be regarded as a modal verb when it is used not according to the general rules. That is with the wrong person (with the second or third) or in adverbial clauses of time and condition. The modal verb **shall** expresses moral obligation and is often used in emotional disputes:

Get up, little one. It's time to go to school.

I won't go to school.

You shall go. We won't take part in this war, sir. You shall, or you will be hanged.

The modal verb **shall** is also regarded as a modal verb expressing obligations in questions addressed to the first person because such questions are unlikely to be regarded as normal questions in the Future Indefinite: *Shall I give you his telephone number?* The modal verb **shall** with the II and III person can also express promise: *You shall have a fine dress, Cinderella, you shall go to the ball.*

Modal verb **would**

– used as the past form of *will* when reporting what somebody has said or thought: *He said he would be here at eight o'clock* (= His words were: "I will be there at eight o'clock"). *She asked if I would help. They told me that they probably wouldn't come;*

– used for talking about the result of an event that you imagine. *She'd look better with shorter hair. If you went to see him, he would be delighted. Hurry up! It would be a shame to miss the beginning of the play. She'd be a fool to accept it* (= if she accepted);

– used for describing a possible action or event that did not in fact happen, because something else did not happen first *If I had seen the advertisement in time I would have applied for the job. They would never have met if she hadn't gone to Emma's party*

– used to ask somebody politely to do something: **Would you mind** *leaving us alone for a few minutes? Would you open the door for me, please?*

– used in polite offers or invitations: **Would you like** *a sandwich? Would you have dinner with me on Friday?*

– **would like, love, hate, prefer, etc. something / (somebody) to do something / would rather do something / somebody did something** used to say what you like,

love, hate, etc. *I'd love a coffee. I'd be only too glad to help. I'd hate you to think I was criticizing you. I'd rather come with you. I'd rather you came with us.*

– **would imagine, say, think, etc. (that)...** used to give opinions that you are not certain about: *I would imagine the job will take about two days. I'd say he was about fifty.*

– **I would...** used to give advice: *I wouldn't have any more to drink, if I were you.*

– used for talking about things that often happened in the past synonym *used to*: *When my parents were away, my grandmother would take care of me. He'd always be the first to offer to help.*

– (usually disapproving) used for talking about behaviour that you think is typical: *"She said it was your fault". "Well, she would say that, wouldn't she? She's never liked me".*

– **would that...** (literary) used to express a strong wish: *Would that he had lived to see it.*

2. Topic "Zoos in the Modern World. Pros and Cons"

Nowadays, a lot of animals live in zoos. First of all, people can see wild, beautiful, exotic animals. They can see how animals live and behave. Secondly, animals have good life conditions in zoos. They do not starve because they have food and water. People take care of animals. Moreover, animals are safe.

Zoos go by several different official names. They can be called "animal parks," "menageries," or "zoological gardens." Zoos have been part of our human history from the very beginning when early humans began documenting what happened to them. One of the oldest known zoos was discovered in Egypt in 2009 and was believed to have existed in 3,500 BC. The benefit of having a local zoo is that it gives people an opportunity to learn more about the animals and nature. It is a way to engage children in science, bring families together, and help save certain animal species that are close to extinction.

As for the disadvantages of a zoo, the facilities that are offered can be abused for personal or political gain. One of the earliest zoos in the Western Hemisphere didn't feature animals. It featured people that had different physical traits, such as having

dwarfism or albinism. So, the pros and cons of zoos are important to consider from a modern standpoint. What Are the Pros of Having Zoos?

1. Zoos provide an educational resource.

The modern zoo plays a critical role in education children and families about the different animals with whom we share this planet.

2. A zoo provides a protected environment for endangered animals.

Having a zoo provides these animals with a safer place to live because they are behind multiple levels of protection.

3. Zoos can provide a place for the humane treatment of rare animals.

4. Zoos can also be an economic resource for a community.

5. Zookeepers are trained with specialized knowledge about their animals. Today's zookeepers are highly trained and educated people who have specialized knowledge of the animals that are under their charge. Whatsmore, Most zoos are required to go through an accreditation process of some sort.

Finally, Preservation efforts at zoos can stop extinction events.

Zoos around the world work together to preserve rare and extremely endangered species. These connections make it possible to bring a pair of these animals together to begin the mating process so that the species can continue living.

What Are the Cons of Having Zoos?

1. Most zoos are treated as a recreational facility.

2. The lives of animals are secondary to the lives of people.

Because zoos are treated more as a recreational facility, visitors do not always have respect for the boundaries and borders that keep them safe from potentially dangerous animals. If visitors intrude into the animal enclosure, it is usually the life of the animal that is put at risk.

3. Even if captivity extends a lifetime, it can change animal behavior.

4. Many zoos are struggling financially and can no longer care for their animals properly.

5. Even natural habitat enclosures do not fully serve the needs of all animals.

6. Zoos can set an improper standard for future generations.

Children learn from the adults in their lives. When they go to a zoo, what they are seeing is that it is okay for people to put animals into enclosures for entertainment purposes. For a zoo experience to be beneficial, there must be an effort to take all visitors through the scientific and preservation components of a zoological program. Unfortunately, most zoo visitors go to look at the animals and nothing more, which shows imprisonment can be entertainment and that may transfer to their views about humanity.

The pros and cons of zoos often come from two very different points of view. From a legal standard, animals are often treated as property. That means they have little in the way of rights, so a zoo seems like a positive place to maintain a high quality of life. For others, the forced enclosure of any animal feels like an unethical decision. Wild animals, it is said, are meant to be wild.

3. Holidays and Customs in UK

There are many kinds of celebrations in Britain – from royal to religious and from traditional to more modern. This great country has been around for almost 1,000 years and has had influences before that, all helping to make rich and vibrant celebrations that many enjoy every year. Speaking about winter celebrations it is necessary to begin with the most colorful and brightest holiday-Christmas.

Christmas Day is celebrated in the United Kingdom on December 25. It traditionally celebrates Jesus Christ's birth but many aspects of this holiday have pagan origins. Christmas is a time for many people to give and receive gifts and prepare special festive meals. Christmas Day is a public holiday. It is a day off for the general population, and schools and most businesses are closed.

The season is lovely, and since Thanksgiving is not an occasion for celebration in England, Christmas comes early for the British people. Nativity plays and carols are traditional along with City centres everywhere decorated with Christmas trees. The most famous Christmas tree can be found lit in all its glory at Trafalgar Square in London. Santa Claus is called Father Christmas and will

appear in the night, on Christmas Eve. Traditional food left for Father Christmas includes mince pies and sherry or brandy. Christmas lunch or dinner served on Christmas Day consists of roast turkey, baked potatoes, carrots, parsnip, mini sausages, Brussels sprouts and Yorkshire pudding. Christmas crackers are another tradition with each guest or family member receiving one.

Boxing Day is the day after Christmas and almost like an extension of the main holiday. People spent time with their families and loved ones, as many are tired or off from work. Typical traditions include watching sports, playing games, hunting, going for walks and eating Christmas leftovers. People also love to shop on Boxing Day.

New Year's Eve is the largest celebration of fireworks explodes at midnight over the London Eye. Big Ben chimes and rings in the New Year and British people sing Auld Lang Syne. Crowds gather at Trafalgar Square or Piccadilly Circus.

The night before **New Year's Day**, many British citizens watch as the clock tower's (incorrectly known as "Big Ben" – which is actually the name of the bell within the tower) minute hand finally reaches midnight. At this time, Big Ben rings in the New Year. In Scotland, the term used for the New Year's celebration is "**Hogmanay**", and it can last up until January 2 (which is usually considered a bank holiday). In some parts of England and in Scotland, it is considered good luck if a man is the first person to enter a friend's home on New Year's Day, and bad luck if a woman is the first. This is known as "First Footing", and the friend that enters usually gives a small ceremonial gift.

It is considered bad luck to have Christmas celebration up past the day of Epiphany, so many people used January 5 (**Twelfth Night**) to take them down. Some people host parties and serve Twelfth Night cakes which have had one dried pea and one dried bean baked into them. If you are the one of the lucky party-goers who receive one of the other in their slice of cake, you will be crowned "king" or "queen" of the evening.

Burns' Night is celebrated in honor of the Scottish poet Robert Burns (1759-1796). He is best known for writing the song, "Auld Lang Syne". Many Scots will celebrate the evening by eating haggis and reading the poet's works.

Valentine's Day is a romantic observance celebrated in the UK and many other countries every **February 14**. The festival is like Christmas a combination of both pagan ritual and a Christian tradition. Another, more gruesome, story of its origins is that St. Valentine helped Christians flee the city of Rome during the persecutions, he was tortured to make him renounce his faith and clubbed to death, then beheaded on February 14 AD 273.

The most valuable Valentine's Day gift is actually pastries and sweets made with your own hands. There is a tradition of baking a cake in the shape of a heart, which is given to the loved one. In addition, British people congratulate and give gifts not only to their lovers, but to all those whom they love – parents, relatives and even pets.

Lesson 24

1. The Verbals. The Infinitive.
2. Topic “The Role of the Internet in Our life”.
3. Customs and Traditions in UK.



1. The Verbals. The Infinitive

A **verbal** is a verb form which functions as a noun or an adjective. In English, there are three types of verbals: Participles (past participles and present participles), Gerunds, Infinitives.

The infinitive is a verbal form (a non-finite verb form) which consists of the base form of the verb with the particle “to”: *to do; to go; to play; to take; to break; to find*. The English infinitive and the Russian non-finite verb form have similar features. At the same time, the infinitive in English has a number of peculiarities which make using the infinitive difficult for language learners.

The infinitive has some properties of the verb. The infinitive names an action (*to drive a car*) or state (*to be sick*), but cannot show person, number, or mood. The infinitive has active and passive forms (*to take; to be taken*) and can express voice and time, though in a rather limited way.

The infinitive can have a direct object (*He plans to visit a museum*) or a prepositional object (*He wants to know about it*) and can be modified by an adverb (*He tried to walk slowly*).

The infinitive can be part of the compound verbal predicate (*She can drive; We must go*) or part of the compound nominal predicate (*His aim is to help you*). The infinitive alone, without another verb, is generally not used as the predicate. The infinitive has some properties of the noun and can be in the function of the subject (*To quit now would be a mistake*) or of an object (*He likes to sing; She asked me to wait*). The infinitive can be in the function of an attribute (*He has no desire to see them*).

The infinitive can function as an adverbial modifier of purpose (*He came here to study*) or as an adverbial modifier of consequence (*He was too tired to go to the cinema*).

The particle “to” is omitted after modal verbs (*You can go; You must take it*), after the verbs *make, let* (*Make him eat; Let her play*), after the verb *help* in American English (*Help me find my book*), and in constructions like *She saw him leave; He heard her sing*. The infinitive without the particle “to” is called bare infinitive.

If the verbs *make, help, see, hear* in such constructions are used in the passive voice, the infinitive after them keeps the particle “to”: *He was made to leave. She was helped to do it. He was seen to enter that building. He was heard to laugh*.

If there are two infinitives next to each other connected by *and, or, but, except, than*, the second infinitive is often used without “to”: *I told him to sit down and rest. She didn't know whether to go or stay*.

But it is often necessary to repeat “to” before the second infinitive for clarity, especially in longer infinitive phrases: *I told him to sit down on the sofa and to rest a little*.

The finite verb forms express the time of the action in the present, past, or future. For example: *He works in a bank. He worked yesterday. He will work tomorrow*.

The infinitive can express time only relatively, i.e., in relation to the action expressed by the verb in the predicate.

The action indicated by the infinitive can be simultaneous with the action expressed by the verb in the predicate: *He seemed to be sleeping. He is trying to work*.

The action indicated by the infinitive can precede the action expressed by the verb in the predicate: *The rain seems to have stopped. It is nice to have talked to you.*

The action of the infinitive later than the action of the verb in the predicate is understood from the context and meaning: *He intends to do it tomorrow. The goods are to be delivered next week.*

The infinitive has the following active and passive forms: simple (to write), continuous (to be writing), perfect (to have written), perfect continuous (to have been writing), simple passive (to be written), perfect passive (to have been written): *I asked him to write a report. He is supposed to be writing a report now. He appears to have written a report already. He seems to have been writing a report for two hours already. I expect his report to be written tomorrow. I expect his report to have been written by now.*

Simple active and passive forms are the most common. Compound (analytical) forms of the infinitive are not used very often in general speech and writing. All of the infinitive forms are used with modal verbs in order to express certain meanings of modal verbs. For example: *He can write reports. He must be writing a report now. He should have written a report yesterday. This report might have been written by one of our freelance workers.*

Typical constructions with infinitives

Verb + infinitive

In this construction the infinitive stands immediately after the verb, usually after the following verbs: *afford, agree, appear, ask, beg, begin, continue, decide, deserve, expect, fail, forget, hate, hesitate, hope, intend, learn, like, love, manage, mean, need, offer, plan, prefer, prepare, pretend, promise, refuse, regret, remember, seem, start, threaten, try, want, would like.*

The infinitive is an object after most of the verbs of this group. The infinitive after the linking verbs “appear, seem” is a complement, i.e. part of a compound nominal predicate. In some sources, the infinitive after *appear, seem* is regarded as part of a compound verbal predicate: *He hopes to see them soon. His daughter is learning to drive. I need to talk to him.*

The continuous infinitive (emphasizing duration of the action) and the perfect infinitive (indicating the preceding action) are rather often used after the verbs *seem, appear, pretend*: *He*

pretended to be reading. The weather seems to be improving. He seems to have lost weight. He appears to have forgotten about it.

Depending on the meaning of the sentence, *not* can be used with the verb in the predicate or with the infinitive: *He did not promise to do it. He promised not to do it.*

The constructions *Verb + object + infinitive* are divided into four groups here according to the type of construction and the meaning that these constructions convey after certain verbs. The infinitive functions as an object in such constructions and stands after another object expressed by a noun or a pronoun.

Group 1

In this construction, the infinitive is used after the verbs *advise, allow, ask, beg, convince, encourage, forbid, force, help, hire, instruct, invite, let, make, order, permit, persuade, remind, teach, tell, urge, warn*. Note that the infinitive is used without the particle “to” after the verbs “make, let” (and “help” in AmE): *The doctor advised him to rest for a few days. He asked her to speak slowly. She helped me to wash the windows.*

Group 2

In this construction, the infinitive is used after the verbs *want, would like, require, rely on, count on, expect, consider, find*: *I want you to do something for me. We expected Mike to be present at the meeting. She found him to be a very nice person.*

Group 3

In this construction, the infinitive without “to” is used after the verbs of sense perception *hear, see, watch, observe, notice, feel*: *I saw him cross the street. I watched him plant the roses.*

The present participle is used instead of the infinitive in such constructions to stress that the action is in progress. For example: *I saw him crossing the street. I heard her singing.*

Group 4

This construction with the verbs “have” and “get” has causative meaning, i.e., “have” and “get” here generally mean “induce someone to do something; ensure that someone does something”, with “have” close in meaning to “ask” and “get” close in meaning to “persuade”. The infinitive is used without the particle “to” after “have”, but with “to” after “get”: *Have him send the letters. I had my sister watch the baby while I was out.*

Many verbs can be used in the passive voice with the infinitive in the function of an object after them. The infinitive is used after the passive forms of the verbs *allow, permit, ask, tell, order, force, advise, warn, and encourage*: *We were allowed to go there. I was warned not to do it. She was advised to find a good lawyer.*

The infinitive is used after the passive forms of the verbs *say, report, expect, suppose, allege, believe, know*: *Prices are expected to rise even higher. He was expected to visit them.* Such constructions containing simple, continuous, perfect, or passive forms of the infinitive are often used in news reports.

The infinitive after the linking verb *be* is part of the compound nominal predicate: *His aim was to help them. Your duty is to study.*

The infinitive as an object is often used after *how, what, who, whom, which, when, where, whether*, usually after the verbs *know, ask, tell, advise, explain, show, decide, wonder, understand*: *Show me how to do it. I haven't decided yet whether to go there or not.*

The infinitive as an object is used after many adjectives and participles, for example, after *able, afraid, amused, anxious, ashamed, astonished, careful, delighted, determined, disappointed, eager, free, frightened, glad, grateful, happy, interested, lucky, pleased, prepared, proud, ready, relieved, reluctant, sad, shocked, sorry, surprised, terrified, willing*.

This construction is often used to describe people's feelings in relation to the action expressed by the infinitive: *She is afraid to go there alone. We are ready to start.*

The infinitives *to hear, to see, to learn, to discover, to find* are often used after the adjectives *glad, happy, delighted, disappointed, surprised, sorry*: *She was glad to hear that. He was happy to see her.*

The infinitive as an attribute always stands after the noun (or indefinite pronoun) that it modifies. For example: *Can you give me a book to read? I have a lot of work to do today.*

The infinitive may be used as the subject of the sentence. For example: *To find him was difficult. To know the rules is necessary.*

However, it is more common to use the construction in which the pronoun *IT* is the formal subject, and the infinitive is placed after the predicative adjective or noun: *It was difficult to find him. It is necessary to know the rules.*

The infinitive in this construction is often used after the following adjectives and participles: advisable, amazing, awful, bad, convenient, careless, correct, cruel, dangerous, desirable, difficult, easy, foolish, funny, good, great, hard, helpful, important, unreasonable, useful, useless, wise, wonderful, wrong: *It is nice to meet you. It is useless to talk to him.*

The infinitive in this construction is used after various nouns, for example, after *duty, fun, idea, mistake, pleasure, surprise, thing, time*: *It's a good idea to invite John. It is time to leave.*

FOR + noun / pronoun + infinitive

The action indicated by the infinitive usually refers to the subject or to the object. In some sentences, the action indicated by the infinitive does not refer either to the subject or to the object: For example: *It is pleasant to walk in the park. The tea was too hot to drink.*

If it is necessary in such sentences to indicate the person to whom the action of the infinitive refers, add *for + noun / pronoun* before the infinitive. For example: *It is pleasant for me to walk in the park. The tea was too hot for the children to drink.*

The infinitive is also used as an adverbial modifier of consequence, with the adverbs *too* and *enough*: *I was too tired to notice it. It is too late to call him now. He is too young to be a manager.*

2. The Role of the Internet in Modern Life.

The development of the modern science and technology provides us with the opportunities people didn't have 15–20 years ago. Computers have changed our lives for the better. The main reason is the invention of Internet. Today it's a lifestyle for many young people. This global computer system makes our work easier and our leisure time brighter. We use the Internet for on-line shopping and the latest information is available to you every second. Chat groups and social networks are quite popular because you can share your interests, hobbies, make friends with people all over the

world. E-mail is popular too because it is faster than sending a letter and cheaper than an international call. The Internet has immense popularity because we use it in almost every sphere of our life: play games, plan holidays, download films and music, keep in touch through Skype.

The Internet has become the integral part of students' life. It's a great thing for studies. There is no need to spend days in the libraries – you can find anything you need in no time. If you missed a lesson, your friends or the teacher can send you the material via the Internet. You can even have Skype lessons, Internet conferences and obtain distant education. Moreover, students can find video lessons and seminars, on-line tests and educational programmes on the Internet.

However, this global network can be dangerous. Why? First, endless hours in front of a screen can lead to constant headaches, eyestrain and lack of exercise. Secondly, there might be computer viruses that you download with pictures or video onto your computer. Finally, there are many Internet sites dealing with violence, terrorism or gambling. Some people are not sensible enough to ignore them and it ruins their lives.

On the whole, the world of the Internet is really exciting and boundless. It saves a lot of valuable time, opens new horizons, helps to know modern tendencies.

3. Holidays and Customs in UK

In June **the Queen's official birthday** is celebrated. On this day there is the traditional ceremony called the "Trooping the Colour". One regiment of foot guards and one regiment of horse guards "troop" the flag ("the colour") in front of the Queen. It is a big and spectacular ceremony with brass bands every year.

The mid-summer's day on June 24th is marked by various special celebrations. There is a sunrise ceremony at Stonehenge and in some parts of Scotland, Cornwall or **Northumbria** there are lit the mid-summer fires as in pre-Christian times when this ritual was performed to give strength to the Sun and drive out devils.

On **Guy Fawkes Night** (Day) on November 5th English children are to be asking passers-by in the streets to "spare a penny for the guy". If they collect enough money they can buy some

fireworks. The guy – a figure of a man, stuffed with straw, paper or old rags – usually stands somewhere nearby. This figure represents Guy Fawkes, the leader of a group of men who tried to blow up the British House of Parliament in 1605. But “The Gunpowder Plot” was discovered in last time, no explosion passed and G. Fawkes was arrested and executed. So, on November 5th people fire up bonfires and there are a lot of explosions of fireworks all over England. Most families have fireworks parties this day.

Remembrance Sunday is celebrated on the nearest Sunday to 11th November. There is a ceremony at the Cenotaph in Whitehall in London when two minutes of silence remember those killed in the two world wars. Symbol is poppy. It symbolized a blood in a battlefield and the money from poppies goes to war veterans.

Halloween (October 31st) in Britain is celebrated only in the North of England and Scotland, but is generally celebrated in the USA and Canada. Old Celts celebrated this day as a last day of the year and the beginning of winter, when witches and ghosts were supposed to celebrate their rites. After Christianization, it was converted to the Eve of All Saints Day, when we honour the memory of the dead.

People decorates their houses with spiders webs, coffins, bats and pumpkins. Pumpkins have a cut out faces and people put the candles into them (pumpkins called “jack-o-lantern”). Children dress up in Halloween costumes of ghosts, witches, wizards animals or fairy tale heroes. They carry bags and go to their friend’s and neighbour’s houses, knock at the door and when people come to open the door, children say: “Trick or treat”, which means: Give us a treat or we will play a trick on you. People usually say “Treat” and then give the children sweets, fruit or some even money.

Lesson 25

1. The Verbals. The Gerund.
2. Topic “The English Language”.
3. The National Musical Instruments.



1. The Verbals. The Gerund

Even though gerunds look like present participles (i.e., they also end *-ing*), a gerund is a noun not an adjective. Here are some examples of gerunds (shaded): *You don't stop **laughing** because you grow old. You grow old because you stop **laughing**.* (Michael Pritchard). *Discovery consists of **seeing** what everybody has seen and **thinking** what nobody has thought.* (Albert Szent-Gyorgyi)

A gerund will often appear in a gerund phrase. A gerund phrase consists of a gerund, its object, and all modifiers.

So, **Gerund** is a word that is formed with a verb but act as a noun. To spot gerunds in sentences, just look for a verb + *-ING* that is used as a noun. Present participles in English also end with *-ING*, but present participles do not act as nouns. Instead, they act as modifiers or complete progressive verbs.

Spelling Tips

Add *-ing* to most verbs: *to study – studying, to keep – keeping.* For verbs that end in a single, silent “e”, drop the “e” and add *-ing*: *to give – giving, to come – coming.* But “*ee*” at the end of the word is not changed: *to agree – agreeing.* For verbs that end in “*ie*”, change the “*ie*” to “*y*” and add *-ing*: *to die – dying, to lie – lying.* The final consonant after a short, stressed vowel is doubled before adding *-ing*: *to get – getting, to refer – referring.* The letter “*l*” as final consonant after a vowel is always doubled before *-ing*: *to cancel – cancelling, to travel – travelling.*

Some verb phrases (*verb + preposition*) are followed by a gerund:

to accuse of *Please don't accuse me of forgetting to lock the door.*

to be afraid of	<i>She was afraid of upsetting her parents.</i>
to be capable of	<i>With the battery removed, the car was incapable of being driven.</i>
to be disappointed at	<i>Met Office disappointed at losing BBC weather forecasting contract.</i>

The rest are **to be engaged in, to be fond of, to be interested in, to be proud of, to be responsible for, to be surprised at, to consist in, to count on/upon, to depend on/upon, to get used to, to hear of, to insist on, to object to, to prevent from, to result in, to succeed in, to suspect of, to think of, to worry about.**

Some verbs are directly followed by a gerund:

admit	<i>He is unwilling to admit being jealous of his brother.</i>
adore	<i>Don't you just adore lying in a hot bath?</i>
advise	<i>I advise selling your old car.</i>
appreciate	<i>I appreciate your making the effort to come.</i>

The rest are **avoid, busy, can't stand/help, complete, consider, contemplate, delay, deny, detest, dread, enjoy, escape, excuse, envisage, fancy, feel like, finish, imagine, justify, keep, mind/don't mind, miss, permit, postpone, put off, quit, recall, report, resent, resist, resume, risk, suggest, tolerate, worth.**

Gerunds can serve as an object after a noun and a preposition:

apology (for)	<i>Please accept my apology for being so late.</i>
art (of)	<i>The art of baking.</i>
astonishment (at)	<i>He could not conceal his astonishment at seeing them together.</i>
chance (of)	<i>There is no chance of seeing him till Monday.</i>

The rest are **disappointment (at), experience (in), fear (of), habit (of), idea (of), importance (of), intention (of), interest (in), method (of), necessity (of), objection (to), opportunity (of), plan**

(for), pleasure (of), possibility (of), preparation (for), problem (of), process (of), reason (for), surprise (at), way (of).

Gerunds can appear at the beginning of a sentence when used as a subject or act as an object following the verb: **Swimming** is pleasant. My greatest pleasure is **travelling**. He enjoyed **sitting** in the sun.

Some verbs can be followed either by a gerund or by an infinitive and there is little or no difference in meaning between the two:

to allow	You're not allowed talking/to talk during the exam.
to attempt	He attempted escaping/to escape through a window.
to begin	Jane has just begun learning/to learn to drive.
to bother	You'd have found it if you'd bothered looking/to look.

The rest are **to cease, to intend, to permit, to recommend, to start.**

The verbs **hate, like/dislike, love, prefer** are followed by gerunds if we are talking about general situations: *I like **going** to the cinema.* (I always enjoy it) *I hate **ironing**.* (I always hate it)

The verbs **hate, like/dislike, love, prefer** are followed by infinitives if we are talking about particular situation: *I hate **to play** tennis on Sunday mornings.* *I like **to swim** in the mornings.*

Some verbs can be followed by a gerund or infinitive but with a change in meaning.

+ gerund = remember something you did before: *I **remember** locking the door.*

+ infinitive = remember something and then do it: *I **remembered** to buy bread.*

+ gerund = forget something you did before (opposite of Remember + gerund): *I **forget** locking the door.*

+ infinitive = forget to do something (opposite of Remember + infinitive): *Don't **forget** to buy bread.*

+ gerund = I made an experiment: *It was too hot in the room. I tried **opening** the window.*

+ infinitive = I made an attempt: *I tried **to open** the window, but I couldn't, because it was stuck.*

+ gerund = to not do something any more: *I stopped **working** for this company.*

+ infinitive = to not do something in order to do something else: *I **stopped** to have a break.*

+ gerund = I apologize for a previous action: *I regret **telling** my friend my biggest secret.*

+ infinitive = I apologize for something that will happen: *I regret **to inform** you that you have not been selected for interview.*

2. Topic “The English Language”

English is the native language for more than 300 million people on our earth. But nowadays it is widely used not only in those countries where it is a first language. A lot of countries (such as China, Russia, Thailand and many others) have recognized the importance of this language recently as an international means of communication. English is taught in all schools and colleges there. In Russia itself English is gathering pace as a popular second language.

There are also some countries (such as India, Singapore, Pakistan, the Philippines and some African countries) where English is an official second language and it is often used in mass media, courts, parliaments and universities.

Today English is used almost everywhere. It is the language of banking and industry, computers and trade, technology and science. English as an international language helps people of different nationalities from around the world discuss politics or arrange business meetings.

More and more people from non-English speaking countries start learning the language and using it in their daily life, business and travelling. Tourism development has contributed much to English becoming the universal means of communication. However some linguists hold the opinion that the globalization of English as an international language can be quite harmful for the language itself because foreign speakers greatly influence its grammar, pronunciation and vocabulary.

3. The National Musical Instruments

Musical instruments are tools used to write what it's said to be the universal language of the world: music, deemed this way since most of the time people from all over the world can enjoy the same tune without any problem. Musical instruments can be classified into four main categories according to how they're built and how sounds are made, these are: percussion instruments, wind instruments, stringed instruments and electronic instruments.

There are several traditional musical instruments of Great Britain – in Wales it is **the harp**, and in Scotland and the North-East of England **the bagpipes** (although Scottish pipes and Northumbrian pipes are different in kind). The rest of England has no specific traditional instrument nowadays, but in past centuries it did, especially in the Mediaeval period. These included **the sackbut** (a woodwind instrument), **the English lute**, **the mandolin**, **the serpent** (a long multi-curved woodwind instrument with a harsh, bass tone), **the English violin**, and **the cornet**.

Harp is a stringed instrument in which the resonator, or belly, is perpendicular, or nearly so, to the plane of the strings. Each string produces one note, the gradation of string length from short to long corresponding to that from high to low pitch. The resonator is usually of wood or skin. In arched, or bow-shaped, harps the neck extends from and forms a curve with the body. The modern double-action pedal harp combines the basic structure and sound of ancient harps with a complex mechanism in order to obtain a full chromatic range.

The bagpipe was known to the ancient civilizations of the Near East. It was probably introduced into Britain by the Romans. Carvings of bagpipe players on churches and a few words about them in the works of Chaucer and other writers show that it was popular all over the country in the Middle Ages. Now bagpipes can be seen and heard only in the northern counties of England, in Ireland and in Scotland where it was introduced much later.

In Scotland the bagpipe is first recorded in the 15th century during the reign of James I, who was a very good player, and probably did much to make it popular. The bagpipe consists of a reed pipe, the «chanter», and a wind bag which provides a regular supply of air to the pipe. The wind pipe is filled either from the mouth or by

a bellows which the player works with his arm. The chanter has a number of holes or keys by means of which the tune is played.

Lesson 26



1. The Verbals. The Participle.
2. Topic “My Last Visit to the Doctor”.
3. National Sports of Great Britain.

1. The Verbals. The Participle

The Participle is a non-finite form of the verb having some adjectival and adverbial characteristics. These characteristics are manifested in its synthetic functions, – the main functions of the Participle are the attribute and the adverbial modifier: *Students reading English books in the original master the language easily*

There are two Participles in English – **Participle I** and **Participle II**.

Participle I is formed by adding the suffix -ing to the stem of the verb and Participle II for regular verbs is formed by adding the suffix -ed and for irregular ones it is to be learnt as the third form of the verb. Participle I of the verbs *to lie, to die* and *to tie* has the form *lying, dying, tying*.

Participle I has tense and voice distinctions and Participle II only has voice distinctions - it is usually passive in its meaning: *There were some articles translated from English in the journal.* – *В журнале было несколько статей, переведенных с английского.*

Participle I has two tenses and two voices:

	<i>Active</i>	<i>Passive</i>
Present		
Participle	<i>writing</i>	<i>being written</i>
Perfect		
Participle	<i>having written</i>	<i>having been written</i>

The tenses of Participle I are not absolute but relative, – Participle I Indefinite denote an action simultaneous with the action expressed by the finite form and Participle I Perfect denotes an

action prior to it: *Reading this book I came across a lot of interesting expressions.*

There are some exceptions to this rule. With some verbs of sense perception and motion Participle I Indefinite is used even when priority is meant. These are the verbs: *to see, to hear, to come, to come in, to look, to leave, to say, to look out,* etc. The interval between the two actions is very short, they are almost simultaneous: *Hearing his voice she startled. Saying this the witch disappeared.*

The **present participle** does not in itself indicate the time of the action that it refers to. However, it does show that this time is the same as the time of the preceding verb or the verb in the main clause.

*I watched the storm **approaching**.* (*approaching* refers to the same time as *watched*: I watched as the storm was approaching).

Having nowhere to sit, she stood in the back of the lecture hall (*having* refers to the same time as *stood*).

As she had nowhere to sit, she stood in the back of the lecture hall). Are you **waiting** for the bus? (*waiting* refers to the same time as *are*: present).

*We will be **arriving** in Prague soon.* (*arriving* refers to the same time as *will be*: future).

The **perfect participle** indicates that the time of the action that it refers to is before that of the verb in the main clause: *Having taken the wrong turn, he ended up in a dangerous neighbourhood* (*having taken* refers to a time before *ended up*: After he had taken the wrong turn, he ended up in a dangerous neighbourhood).

The past participle is also called the third form of the verb. With regular verbs, the past participle is formed by adding *-ed* to the base form. Note the changes in spelling: *look – looked, stay – stayed, arrive – arrived* (we only add *-d* if the verb ends in *-e*), *try – tried* (a final *-y* changes to *-i-* after a consonant), *stop – stopped* (we double the final consonant if the verb ends in consonant-vowel-consonant). A number of verbs have irregular past participle forms. A few examples are: *bite – bitten, fly – flown, hit – hit, leave – left*.

The **past participle** can refer to the same time as the verb in the main clause or to a time before that: *Sue has all the qualifications **required** for the job* (*required* refers to the same time as *has*: Sue has all the qualifications that are required for the job).

If we want to emphasize an earlier time, we use the **passive perfect participle**: *Having been nominated three times for an Oscar, he is one of today's most acclaimed film directors.* (He has been nominated three times for an Oscar, and he is one of today's most acclaimed film directors.)

The past participle can have an active or a passive meaning. When used with a passive meaning, it is sometimes called the passive participle: *The **fallen** leaves covered the garden path* (the leaves that had fallen, active meaning)

*There was a **handwritten** note on the table.* (a note that had been written by hand, passive meaning)

2. Topic “My Last Visit to the Doctor”

The problem of health always worried people. It has been in the center of attention of the scientists since ancient times. Perhaps, of all unpleasant things people hate diseases most of all. In theory we know well what we should do to be healthy, but in practice there is hardly a man who has no problems with his health.

Sometimes people, who are very busy aren't thoughtful enough about their health. I must say, that I seldom fall ill. I go in for sports, try to spend a couple of hours in the open air every day and do all that kinds of things in order to keep fit. But, unfortunately, I fell ill in winter. It was rather cold outside and I probably caught the infection. When I came home I felt that I had a sore-throat. I made hot tea with honey, but it didn't help. At last I decided to go to the doctor. I went there with my friend, for I felt very bad indeed. When we came, a doctor, a kind-hearted middle-aged woman in a white gown, offered me to sit down and asked me what I complained of. I had a terrible headache and sore throat and it ached me to swallow. Besides, I was constantly sneezing and coughing. It turned out that I was running a high temperature. The doctor examined my throat, sounded my heart and lungs, had my blood pressure tested. She said it was flu and prescribed some pills and mixture – I had to take medicine 3 times a day before meals and to stay in bed for a week until full recovery.

The recovery was slow. I slept badly, had no appetite. I suffered from a slight, but irritating cough which as a rule became worse at night. I followed all the doctor's instructions and in a week

I was cured. It was a real pleasure to feel strong and healthy again. Really, all is well, that ends well.

3. 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 bo”. 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.

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.

Walking and **swimming** are the two most popular sporting activities, being almost equally undertaken by men and women. Snooker (billiards), pool and darts are the next most popular sports among men. Aerobics (keep-fit exercises) 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 Championship are held in July (since 1877). 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.

Table Tennis was first Invented in England in about 1880. At first the game had several strange names: Gossima. Whiff Whaff and Ping Pong. It wasn’t until 1926 that the International Table Tennis Association was formed with international championships and rules.

Although the game was invented in England British players don’t have much chance in international championships. It’s the Chinese with their fantastic speed and power who win almost every

title. Table tennis looks more like gymnastics when the Chinese start playing, with the ball flying over the net at speeds of over 150 kilometres per hour.

There are all kinds of **racing** in England – horse-racing, motor-car racing, boat-racing, dog-racing, and even races for donkeys. On sports days at school boys and girls run races, and even train for them. There is usually a mile race for older boys, and one who wins it is certainly a good runner. Usually those who run a race go as fast as possible, but there are some races in which everybody has to go very carefully in order to avoid falling.

The most famous boat-race in England is between Oxford and Cambridge. It is rowed over a course on the River Thames, and thousands of people go to watch it. The eight rowers in each boat have great struggle, and at the end there is usually only a short distance between the winners and the losers.

Squash began at Harrow School in the mid-nineteenth century, but has since worked its way into almost every city and district in Britain and throughout Europe. Squash is one of the fastest games in the world. Two people play in a small confined space surrounded by high walls with no net to keep them apart. The aim is to get to the point at the centre of the court and to stay there. Squash players hope that the game will make them stronger and fitter, but, like many sports, squash can be very dangerous. The most obvious danger is the small ball that shoots through the air extremely fast.

Windsurfing was invented in the mid-sixties by two southern Californian surfers, Hoyle Schweitzer and Jim Drake. Surfers need strong rolling waves, and hate days of calm sea. Schweitzer noticed that on days when waves were not high enough to surf, there was often a strong wind and he set about finding a way to use it.

His first experiments involved standing on his surfboard holding out a piece of sail cloth in his hands. Gradually he and Drake refined this idea into a basic design for a sailboard, similar to a surfboard, but holding a mast and a triangular sail which could be tilted and turned in any direction. By mid-seventies, the sport had spread to Holland, Germany and France.

Lesson 27

1. The Simple Sentence.
2. Topic “Educational System of my Country”.
3. The Climate of the UK.



1. The Simple Sentence

The simple sentence contains at least a verb and it has various definitions by various scholars from various perspectives. Consequently, it has not been so easy to carve out a single definition for the simple sentence. The reason is not farfetched: the simple sentence has been defined from various linguistic perspectives. But let us consider four of those perspectives from which the simple sentence has been defined.

1. Phonologically: in terms of sounds
2. Syntactically: in terms of arrangement of words
3. Semantically: in terms of meaning and
4. Orthographically: in terms of punctuation

At the orthographic level, we can describe the simple sentence as a group of words that is usually marked in writing by punctuation marks: question mark, full stop, exclamation mark or in some cases semi-colon. For example: *Would it be right to fill the form? What a mess this country is in! I came here five years ago.*

At the semantic level sentence is a group of words that must be meaningful in context. If this is so, it follows therefore that a potentially complete stretch of utterance will be, as a whole utterance, meaningful within the situation in which it is uttered. The popular sentence by Noam Chomsky comes to mind here: *Colourless green idea sleeps furiously.*

This sentence satisfies the orthographic definition of a simple sentence but semantically, it conveys no meaningful thought as it is full of conflicting imageries. However, in the poetic or literary circle, it could convey meaning. It would be wrong to say: *Goat a man the killed. The tree climbed the girl.* These sentences satisfy the orthography but not semantics.

At the grammatical level, we can define a sentence as a group of words that contains at least a predicator. We can, therefore, see the simple sentence as the largest unit of grammatical analysis as well as the upper limit of structural statement at the grammatical level. In essence, a simple sentence is a sequence of words which does not form a part of any greater grammatical structure.

At the phonological level, the simple sentence can be described as a stretch of speech that may be uttered with a complete intonational tune preceded and followed by silence. In other words, phonologically a sentence may be called a potential complete utterance.

Based on the different categories of Grammar, the simple sentence has the following elements:

- Traditional Grammar – Subject and Predicate;
- Structural Grammar – Subject, Verb, Object and Adverbial;
- Transformational-Generative Grammar – Subject (Noun Phrase and Verb Phrase), Verb Phrase (Verb and Noun Phrase), etc.
- Systemic Functional Grammar – Subject, Predicate, Complement and Adjunct.

Our model of discussion is the **Systemic Functional Grammar**. We have adopted the model to describe each of the four components of the simple sentence. See the post: **Syntactic Elements of the English Clause Structure** where we discuss each of the syntactic components in detail.

There are two broad categories of verbs: the lexical verbs and the auxiliary verbs.

You can call the lexical verbs the “real” verbs because they are lexically full; that is, they have actions in them, they are not empty. For example: *dance, eat, jump, run, sit, cry, eat, sing, cook*, etc. They are meaningful lexically.

You can say the auxiliary verbs are not the “real” verbs because they do not have a definite meaning, they are not as lexically full as the lexical verbs. The auxiliary verbs can be broadly divided into two types and I have explained them in details. They are: modal auxiliary, non-modal auxiliary. There are other different verbs you can find in a simple sentence and which you need to know about. Some of them are finite verb, non-finite verb, stative verb, etc.

The classification of simple sentences is based on two principles:

- (A) according to the purpose of the utterance;
- (B) according to the structure.

According to the purpose of the utterance we distinguish four kinds of sentences.

1. The **declarative** sentence.

A declarative sentence states a fact in the affirmative or negative form. In a declarative sentence the subject precedes the predicate. It is generally pronounced with a falling intonation: *Charles Dickens was born at Landport, Portsmouth (Laing)*

There is a great difference between English and Russian negative sentences. Whereas in English the predicate of a sentence can have only one negation, in Russian it can have more than one: *He does **not** go anywhere. He **never** goes anywhere.*

2. The **interrogative** sentence.

An interrogative sentence asks a question. It is formed by means of inversion, i. e. by placing the predicate (or part of it) before the subject (unless the subject of the interrogative sentence is an interrogative word, in which case there is no inversion. There are four kinds of questions:

(a) **General** questions requiring the answer *yes* or *no* and spoken with a rising intonation. They are formed by placing part of the predicate, i. e. the auxiliary or modal verb before the subject of the sentence: *Do **you** like art? Can **you** speak English?*

If the predicate is expressed by the verbs *to be* or *to have* (the latter expressing possession) used in a simple tense form, the question is formed by placing the predicate before the subject: *Is **he** at home? Have **you** many English books?*

Sometimes such questions have a negative form and express astonishment or doubt: *Haven't **you** seen him yet?*

(b) **Special** questions beginning with an interrogative word and spoken with a falling intonation. The order of words is the same as in general questions, but the interrogative word precedes the auxiliary verb: *Where **do** you live?*

When the interrogative word is the subject of the interrogative sentence or an attribute to the subject, the order of words is that of a

statement, i. e. no inversion is used: *Who lives in this room?*
Whose pen is on the table?

(c) **Alternative** questions, indicating choice and spoken with a rising intonation in the first part and a falling intonation in the second part: *Do you live in town or in the country?*

(d) **Disjunctive** questions requiring the answer *yes* or *no* and consisting, of an affirmative statement followed by a negative question, or a negative statement followed by an affirmative question: *You speak English, don't you? You are not tired, are you?*

3. The **imperative** sentence.

An imperative sentence serves to induce a person to do something, so it expresses a command, a request, an invitation, etc. Commands are characterized by a falling tone: *Come to the blackboard! Stop talking!*

Requests and invitations are characterized by a rising intonation: *Open the door, please! Do come to see me to-morrow!*

4. The **exclamatory** sentence.

An exclamatory sentence expresses some kind of emotion or feeling. It often begins with the words *what* and *how*, it is always in the declarative form, i. e. no inversion takes place. It is generally spoken with a falling intonation: *What a lovely day it is! What fine weather! How wonderful! Beautiful!*

According to their **structure** simple sentences are divided into two-member and one-member sentences. A **two-member** sentence has two members – a subject and a predicate. If one of them is missing it can be easily understood from the context: *Fleur had established immediate contact with an architect. (Galsworthy)*

A two member sentence may be **complete** or **incomplete**. It is complete when it has a subject and a predicate: *Young Jolyon could not help smiling (Galsworthy)*

It is incomplete when one of the principal parts or both of them are missing, but can be easily understood from the context. Such sentences are called **elliptical** and are mostly used in colloquial speech and especially in dialogue: *Best not to see her again. Best to forget all about her. (Abrahams)*

A **one-member** sentence is a sentence having only one member which is neither the subject nor the predicate. This does not

mean, however, that the other member is missing, for the one member makes the sense complete.

One-member sentences are generally used in descriptions and in emotional speech. If the main part of a one-member sentence is expressed by a noun, the sentence is called **nominal**. The noun may be modified by attributes: *Dusk – of a summer night. (Dreiser)*

The main part of a one-member sentence is often expressed by an infinitive: *No! To have his friendship, his admiration, but not at that price. (Galsworthy)*

Simple sentences, both two-member and one-member, can be **unextended** and **extended**. A sentence consisting only of the primary or principal parts is called an unextended sentence: *She is a student. Birds fly. Winter!*

An extended sentence is a sentence consisting of the subject, the predicate and one or more secondary parts (objects, attributes, or adverbial modifiers): *The two native women stole furtive glances at Sarie. (Abrahams)*

In a sentence we distinguish the principal parts, secondary parts and independent elements. The principal parts of a sentence are the subject and the predicate. The secondary parts are the attribute, the object and the adverbial modifier.

2. Topic “Educational System of my Country”

Our people have always shown a great concern for education. The right to education is stated in the Constitution of the country. It is ensured by compulsory secondary schools, vocational schools, specialized secondary education establishments and higher education establishments. It is also ensured by the development of extramural and evening courses and the system of state scholarships and grants.

Education in our country are: primary education for ages 6–7 to 10; secondary education including intermediate school for ages 10–11 to 14–15 inclusive. At the end of this stage of education in the 9th form the pupils take their finals to get the Certificate of Basic General Secondary Education. They usually have four exams, two of them are obligatory – the native language and Mathematics, and two more can be chosen by the pupils.

Usually children continue their further education. There are three ways to get general secondary education: to go on to a vocational school which offers programmes of academic subjects and a programme of training in some trade; or they can enter a specialized secondary professional college to be trained in some technical sphere or to get a profession. But if a pupil of a secondary school wishes to go on a higher education, he or she must stay at school for two more years to study in senior classes. So the whole period of getting of the secondary education takes 11 years.

Every school has a “core curriculum” of academic subjects, such as Literature, Mathematics, History, Sciences, PT, a foreign language and others. Lyceums and gymnasiums offer programmes giving a profound knowledge in some field of study. Some schools specialized in languages or sciences. Now there are classes with advanced courses in different subjects in many schools.

For children gifted in music, art, sports there are schools that provide general secondary education and specialized training in different spheres of arts and sport.

Education in our country is non-denominational. But parents if they want can give their children religious education in schools and classes opened at churches and mosques. During the last decade there were many national schools opened in our country not only in autonomous republics and regions but also in the cities with multinational population. There the education is in some national languages.

At the end of the last school year in the 11th form the pupils take five exams. They are the Literature (composition) and Mathematics. But they can choose the other three exams from the list of subjects that have been taught during the last two years. If they pass them successfully the pupils get their Certificate of General Secondary Education can go on in higher education.

3. The Climate of the UK

Like most of northwestern Europe, the climate in the United Kingdom is defined as a temperate oceanic climate, consisting of four distinct seasons of fairly equal length – spring, summer, autumn and winter. As this island country is surrounded by seas, it has a varied climate which is hard to predict, meaning that the weather

often changes from day to day. It can be sunny one day and rainy the next. In general, the UK has warm summers and cool winters.

There are several important factors that affect the weather in this part of Europe. The summer, which is cooler than in other European countries, is mainly influenced by the northern latitude and close proximity to the Atlantic Ocean. These conditions don't allow summers to be so hot. The winter is influenced by the Gulf Stream. It is warming the waters around the land, making the weather hotter than the average in this part of the world.

Regarding the regional climate differences in the United Kingdom, they can be easily separated into 4 main groups: north west – cool summers, mild winters, heavy rain all year; north east – cool summers, cold winters, steady rain all year; south east – warm summers, mild winters, light rain all year, especially summer; south west – warm summers, mild winters, heavy rain all year, especially winter.

Northern Ireland and the west of Scotland are the most exposed to the maritime polar air mass which brings cool moist air; the east of Scotland and north-east England are more exposed to the continental polar air mass which brings cold dry air; the south and south-east of England are more exposed to the continental tropical air mass which brings warm dry air; and Wales and the south-west of England are the most exposed to the maritime tropical air mass which brings warm moist air.

With this temperate maritime climate, the United Kingdom has temperatures not much lower than 0°C in winter and not much higher than 32°C in summer. Average yearly temperatures at low altitude vary from 7°C in Shetland, in northern Scotland, to 11°C on the south-west coast of England. The coldest place is Ben Nevis where the average temperature is less than 0°C. The coldest months are January and February and the warmest are July and August. In general, in Scotland and Northern Ireland, the summer is about 3°C cooler than in England and Wales.

The rainfall in the United Kingdom depends on the season, but in general, it's one of the wettest countries in Europe, having a seasonal amount of rain in northern regions larger than the annual amount in some Mediterranean countries. It is fairly well distributed throughout the year. The driest period of the year is late winter/early

spring, especially in February and March. The period with the most rainfall is autumn/winter, from October to January. The wettest region in England is the Lake District, with an average of 330 centimeters of precipitation each year.

The United Kingdom has no serious weather or environmental risks. This part of the globe is not known for hurricanes, tsunamis or earthquakes like in eastern Asia or North America. There are no active volcanoes in United Kingdom either. In general, Europe doesn't have any huge environmental risks. The only country that has some active volcanoes is Iceland, which is situated in the middle of two tectonic plates.

Lesson 28

1. The Compound Sentence.
2. Topic "Customs and Traditions of our Country".
3. The USA.



1. The Compound Sentence

The compound sentence is a composite sentence built on the principle of coordination. Coordination can be expressed either syndetically or asyndetically:

a) *syndetically*, i.e. by means of coordinating conjunctions (and, or, else, but, etc.) or conjunctive adverbs (otherwise, however, nevertheless, yet, etc.). E.g.: *The darkness was thinning, but the street was still dimly lighted.*

b) *asyndetically*, i.e. without a conjunction or conjunctive adverb. E.g.: *The rain fell softly, the house was quiet.* (Collins).

The main semantic relations between the clauses connected coordinatively are copulative, adversative, disjunctive, and causative-consecutive. Accordingly we can distinguish the corresponding *types of coordination*.

1. *Copulative coordination* expressed by the conjunctions *and, nor, neither ... nor, not only ... but (also)*. With the help of these conjunctions the statement expressed in one clause

is simply added to that expressed in another. It was a nice little place *and* Mr. And Mrs. Smith were proud of it.

2. *Disjunctive coordination* expressed by the conjunctions *or, else, or else, either...or*, and the conjunctive adverb *otherwise*. By these a choice is offered between the statements expressed in two clauses. He knew it to be nonsense *or* it would have frightened him.

3. *Adversative coordination* expressed by the conjunctions *but, while, whereas* and the conjunctive adverbs *nevertheless, still, yet*. These are conjunctions and adverbs connecting two clauses contrasting in meaning. The room was dark, *but* the street was lighter because of its lamps.

4. *Causative-consecutive coordination* expressed by the conjunctions *for, so* and the conjunctive adverbs *therefore, accordingly, consequently, hence*. *For* introduces coordinate clauses explaining the preceding statement. *Therefore, so, consequently, hence, accordingly* introduce coordinate clauses denoting cause, consequence and result. After all, the two of them belonged to the same trade, *so* talk was easy and happy between them.

The complex sentence is polypredicative construction built up on the principle of subordination. The complex sentence of minimal composition includes two clauses – a principal one and a subordinate one. The subordinate clause is joined to the principal clause either by a subordinating connector (subordinator) or, with some types of clauses, *asyndetically*, without subordinators.

1. *Syndetically*, i. e. by means of subordinating conjunctions or connectives. E.g.: *He thought that the train arrived at 6.*

2. *Asyndetically*, i. e. without a conjunction or connective. E.g.: *The book you gave me is very interesting.*

The subordinate clauses are:

- 1) the subject clause;
- 2) the predicative clause of secondary nominal positions to which belong attributive clauses;
- 3) the object clause;
- 4) the attributive clause;
- 5) the adverbial clause.

The subject clauses perform the function of subject to the predicate of the principle clause and answer the

questions *Who? What?* E.g.: *What you say* is interesting. Subject clause are connected with the principal clause by means of *that, whether, if, who (whom), whose, what, which, when, where, how, why, whoever, whatever*.

The predicative clauses perform the function of a predicative nominal part of the predicate. E.g.: The trouble is *that I have lost his address*. Predicative clause is connected with the principal clause by means of the same subordinators as in case with subject clauses: *that, if, whether, as if, as though, what, when...* E.g.: The difficulty is *whether we shall be able to get documents in time*.

The object clauses perform the function of an object to the predicate-verb of the principal clause and answer the questions *Whom? What? About what? For what?* E.g.: He told us *that he felt ill*. Object clauses are connected with the principal clause by means of the same subordinators as in case with subject and predicative clauses: *that, if, whether, as if, as though, what, when*. E.g.: He told them *what he had seen there*.

The attributive clauses serve as an attribute to a noun (pronoun) in the principal clause. This noun or pronoun is called the antecedent of the clause. Attributive sentence answer the questions *What? Which?* E.g.: I know the man whom you mean. (antecedent).

The Adverbial clauses perform the function of an adverbial modifier. It can modify a verb, an adverbial modifier. It can modify a verb, an adjective or an adverb in the principal clause. According to their meaning we distinguish the following kinds of adverbial clauses of: *time; place; cause (reason); purpose; condition; concession; result; manner; comparison*.

2. Topic “Customs and Traditions of our Country”

There are many different traditions and customs in the world today. Most of them are, as a rule, connected with different countries religion, history and culture. No doubts, they play an important role in the lives of various nations.

Being one of the most important links connecting the past, the present and future of many nations, these customs and traditions help them to keep up their originality and bring up their children to love their motherland and respect their religion, history and culture.

The ways, different nations celebrate various holidays and some important events in their lives, reveal their national character, the way of their life, their customs and traditions. Almost all people in the world are proud of their national traditions and carefully keep them up.

Our country is no exception. It is a unique country with old and rich cultural traditions. Foreigners from all over the world who come to our country are greatly interested in our history and culture, traditions and customs. People in our country are strongly impressed by our people's broad character and hospitality. In their opinion, our people are strong, brave and generous.

Our country is known to be one of the most reading nations in the world. The population majority is fond of learning and reading. And this is a very essential factor for any nation.

Our country is a multinational, multiconfessional and multicultural state. More than 150 different nations, ethnic groups and nationalities live on its enormous territory. They, naturally, differ from each other in many ways. And, of course, they have different traditions and customs. But these differences cannot be an obstacle for their friendship with all the other nations and for our country unity.

Our holidays present a colourful picture: religious and secular, new and old, official and unofficial, private and professional. Among our religious holidays there are such as: Christmas, Easter, Holy Trinity and some others. The most known state holidays include New Year's Day, Women's Day, Victory Day, Constitution and Independence Days. We also celebrate such professional holidays as Teacher's Day and Day of Knowledge, Builder's Day and some others. As to our private holidays, they comprise birthdays, wedding days, anniversaries, etc. All holidays have their special customs and traditions.

3. The USA

The United States of America is the fourth largest country in the world (after Russia, Canada and China). It occupies the southern part of North America and stretches from the Pacific to the Atlantic Ocean. It also includes Alaska in the north and Hawaii in the Pacific Ocean. The total area of the country is about nine and a half million

square kilometres. The USA borders on Canada in the north and on Mexico in the south. It also has a sea boarder with Russia.

The USA is made up of 50 states and the District of Columbia, a special federal area where the capital of the country, Washington, is situated. The population of the country is about 250 million.

If we look at the map of the USA, we can see lowlands and mountains. The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada. The highest peak is Mount McKinley, which is located in Alaska. America's largest rivers are the Mississippi, the Missouri, the Rio Grande and the Columbia. The Great Lakes on the border with Canada are the largest and deepest in the USA.

The climate of the country varies greatly. The coldest regions are in the north. The climate of Alaska is arctic. The climate of the central part is continental. The south has subtropical climate. Hot winds blowing from the Gulf of Mexico often bring typhoons. The climate along the Pacific coast is much warmer than that of the Atlantic coast.

The USA is a highly developed industrial country. It is the world's leading producer of copper and oil and the world's second producer of iron ore and coal. Among the most important manufacturing industries are aircraft, cars, textiles, radio and television sets, armaments, furniture and paper. The largest cities are New York, Los Angeles, Chicago, Philadelphia, Detroit, San Francisco and others.

The American flag is often called "The Stars and Stripes", it is also called "Old Glory". It represents the growth of the nation. It has 13 horizontal stripes, 7 red and 6 white which stand for the original 13 states. In the top left hand corner there are 50 white stars on a blue background: one star for each state. The national anthem of the United States is "The Star Spangled Banner". The words were written during the Anglo-American war of 1812–1814 and set to the music of an old song. Every state has its own flag, its own emblem and its own anthem too.

The Congress of the United States is composed of two houses: Senate and the House of Representatives. The Senate represents the states and the House represents the population according

to its distribution among the states. Each state is guaranteed at least one representative in the House. The remainder are apportioned among the states according to their population. The Senate of US is composed one of the hundred members – two being elected from each state. Senators are chosen for six years, one-third retiring or seeking is re-elected every two years. Two senators from the same state never finish their terms at the same time, one of them is called “Senior Senator” and the other – “Junior Senator”.

Americans are very fond of sport. The most popular sports in the USA are football, which is played from April to October, baseball, played from September to December, basketball, played from October to April and ice hockey, played in most nor then cities from October to March. There are more activities which Americans take part in such as golf, swimming, tennis, aerobics, wrestling, etc.

Lesson 29



1. The Preposition. The Conjunction.
2. Topic “Mobile Phones in Our Life”.
3. Big Cities in the USA. Holidays and Traditions.

1. The Preposition. The Conjunction

A preposition refers to a word that is used with a noun or pronoun to show place, position, time or method. The main **function of a preposition** is to highlight the relationship that a particular word has to some other word. A preposition is placed in front of a noun. Here are some examples that will highlight the positioning and the function of a preposition: *The boy from Japan. The book **near** the vase. The house **behind** the playground. People **at** the market square.*

In the English language, there are a number of prepositions that can be used in different situations to generate different meanings. Some **examples for prepositions** are *about, above, around, at, against, among, along, below, behind, before, beside, beneath by, being, between, during, down, except, from, for inside, into, in, near, off, of, on, to, towards, under, upon, until, with.*

As to their **morphological structure** prepositions fall under the following groups:

- (1) **simple** (*in, on, at, for, with, etc.*);
- (2) **derivative** (*behind, below, across, along, etc.*);
- (3) **compound** (*inside, outside, within, without, etc.*);
- (4) **composite** (*because of, in front of, in accordance with, etc.*).

According to their **meaning** prepositions may be divided into prepositions of **place** and **direction** (*in, on, below, under, between, etc.*), **time** (*after, before, at, etc.*), prepositions expressing **abstract relations** (*by, with, because of, with a view to, etc.*).

The lexical meaning of some prepositions is quite concrete (e.g. *in, below, between, before, after, till, etc.*), while that of some other prepositions may be weakened to a great extent (e.g. *to, by, of*).

For instance, the preposition *to* generally indicates direction or movement towards something: *Every night Sissy went **to** Rachel's lodging, and sat with her in her small neat room (Dickens)*

But in some cases the lexical meaning of the preposition *to* is weakened: *...all the house belongs **to** me, or will do in a few years. (Ch. Bronte)*

Some prepositions are polysemantic and may express different relations; e. g. *for*:

*Never once had Erik sensed the struggle **for** life. (Wilson) (purpose)*

*Even when their eyes had met and her sister had approached the bed, Louisa lay **for** minutes looking at her in silence... (Dickens) (time)*

*She could scarcely move her head **for** pain and heaviness, her eyes were strained and sore, and she was very weak. (Dickens) (cause)*

The prepositions *after* and *before* are homonymous with the adverbs *after* and *before* and with the conjunctions *after* and *before*.

There is an old saying that if a man has not fallen in love before forty, he had better not fall in love **after**. (*Shaw*) (*adverb*)

When he got back to Ann Arbor, he found Savina in a state of excitement because Trasker had heard from Regan **after** Erik had left. (*Wilson*) (*conjunction*)

“Where do you intend to stay tonight?” she asked **after** a moment. (*Wilson*) (*preposition*)

The colour rushed into Bosinney’s face, but soon receded, leaving it sallow brown as **before**. (*Galsworthy*) (*adverb*)

He did not write to her, and it was almost a year **before** he began to see her again. (*Wilson*) (*conjunction*)

This letter seemed to afford her peculiar satisfaction; she read it through twice **before** replying to the landlady. (*Mansfield*) (*preposition*)

A conjunction refers to a word that creates a connection between words, clauses or phrases. Let us have a look at some examples: *His response to the performance was honest **but** painful. I wanted to tell the truth **because** I hated lying to my parents. **Unless** you finish the work, I cannot let you leave.*

As you can observe, the main **function of conjunctions** is to connect two things. In the English language, there are many **examples for conjunctions**. Some are and, but, either/or, neither/nor, not only, because, although, until, while, unless, since, or. There are different types of conjunctions. They are coordinate conjunctions, correlative conjunctions, subordinate conjunctions.

Coordinate conjunctions usually connect two nouns, adjectives or even adverbs (*for, and, nor*). And, but are some of the common conjunctions that fall into this category. Correlative conjunctions are used to connect contrasting ideas or even ideas that weigh equally. This is why mostly conjunctions such as *either/or, neither/nor* are used. Subordinate conjunctions are used to connect subordinate clauses. Here conjunction such as *because, as, unless, until* can be used.

2. Topic “Mobile Phones in Our Life”

Mobile phones have changed people’s lives completely. They have become an essential part of everybody’s daily routine. As for me, not a day goes by that I don’t use my mobile phone. I use it not only to get somebody but for taking photos or keeping useful information as well. I’m absolutely convinced that a great number of people would support my opinion about this modern device. First of all, it’s because mobile phones provide people with an opportunity to keep in touch with anyone in spite of the distance or part of the day.

It seems to me this is one of the major advantages of using mobile phones. Besides, mobile phones are multi-functional nowadays. As I have already mentioned, they can be used for different things. For example, using a mobile phone can make access to the Internet available. Furthermore, any contemporary models of phones are supplied with cameras. So, if you enjoy travelling, it's not necessary to take a large camera with you. You can just use your mobile phone to take photos of the most unforgettable moments during your trip. Due to mobile phones lots of people don't have any alarm-clocks but those which are nested in mobile phones.

Nevertheless we can't deny that mobile phones provoke a range of problems either. The greatest disadvantage of cell phones is certainly their bad influence on people's health. It is inevitable that a mobile phone creates a certain level of radiation while being used. Much scientific research has pointed out that such amount of radiation would potentially lead to serious diseases, such as cancer and tumor. Thus a long-time use of mobile phones might harm one's health. So, people should remember about that. Another problem often observed is how the inappropriate use of a mobile phone interferes with people's activities. For example, during an important conference, calling or receiving mobile phones would distract audience attention and impair the quality of the conference.

To conclude, it is inarguable that mobile phones are not perfect so far, but they can produce more valuable and beneficial influences. Thus, I am convinced that their advantages outweigh the disadvantages. Each person should decide on their own.

3. Big Cities in the USA. Holidays and Traditions

The beautiful city of Washington D.C. is the capital of the United States and the centre of its government. The capital was named after the first president George Washington and was founded in 1790. It is situated on the Potomac River in the District of Columbia. Washington is not the largest city in the USA. It has a population only 900000.

Washington D.C. has nothing characteristically American in it, as its conception is purely French. It has long wide avenues, gardens, beautiful parks and no skyscrapers at all. Washington is the residence of the President and the Congress of the USA. The White

House is the President's residence, the Capitol – the seat of the American Congress. The largest and the tallest among the buildings is the Capitol with its great House of Representatives and Senate Chamber. There are no skyscrapers because no other building must be taller than the Capitol. All American presidents except George Washington (the White House was not yet built in his time) have lived in the White House. It was built in 1799.

Washington is a large scientific and cultural centre, where there are many research institutes, five universities, the National Academy of Science and the Library of Congress. There is one more well-known building in Washington – Pentagon, the residence of the US Military department. It is situated in the suburbs to the south of the Potomac.

New York is one of the largest cities in the world and the biggest seaport. It's the financial capital of the country. It's the business centre of the United States. The city is situated in New York State, at the mouth of the Hudson river. It's population is over eight million. In early times the New York area was populated by Indians. It is here in Wall street many business offices, banks and world famous New York stock exchange are situated.

New York is also a great cultural centre. It has many museums, art galleries, theatres, ballet. There are two world-famous streets in New York – Broadway and Fifth Avenue. The Empire State Building is at Fifth Avenue. It's a 102-storeyed building, was built in 1931. It includes hundreds of world famous masterpieces and attracts many visitors.

The Statue of Liberty is the symbol of American democracy. It stands on Liberty Island in New York port. Liberty. Today New York City is informally called "The Big Apple", The origin of this name is unknown , but it is popular all over the world.

Most visitors to Los Angeles, California want to go and see Beverly Hills. This is where you find the homes of the movie stars. But Beverly Hills is not Los Angeles. It is a small city next to Los Angeles. All kinds of celebrities live in Beverly Hills.

Every country and every nation has own traditions and *customs*. English are proud of their traditions and carefully keep them up. English people celebrate Christmas on the 25th of December. **Christmas Day** is a family holiday. It is the time when

all the family gets together round the Christmas tree decorated with toys and sweets. Children believe that when they are asleep Santa Claus comes with a big bag of toys. They often hang up large *stockings* for the presents. All families have Christmas dinners. They eat traditional dishes – turkey, duck, and pudding.

On **the New Year's Day** they watch the old year out and the New Year in. There are some traditions on New Year's Day. One of them is the old First Footing. The first man to come into the house is very important. The Englishmen believe that he brings luck.

Another best-loved holiday is **St. Valentine's Day** on the 14th of February – the holiday of love and *affection*, the day of sending «valentines» and giving presents to those you love «Be My Valentine» – Englishmen with these word ask to become friends or companion Valentines often are decorated with symbols of love – red hearts and roses, *ribbons* and *laces*.

In England tradition of celebrating **Easter** is deep-rooted in the history of the nation. Easter is a church holiday. There is a popular belief that wearing 3 new things on Easter will bring good luck. Traditionally Easter is marked by parades of people in bright new spring clothes are held on this day. Another custom is decorating eggs for children. Eggs are hidden in the yards little children believe that the Easter rabbit comes and leaves eggs for them.

There are so-called **Bank holidays** in the UK. Prior to 1834, the Bank of England observed about thirty-three saints' days and religious festivals as holidays, but according to the Act of Parliament in 1834, this was drastically reduced to just four: 1 May, 1 November, Good Friday, and Christmas Day. According to the Act of Parliament of 1871 there are 4 bank holidays (Public holidays in G.B. are called bank holidays because the banks as well as most of the offices and shops are closed) Easter Monday, Spring Bank Holiday (Whitsun), December 26th – Boxing Day and May Day Bank Holiday. Other public holidays are Good Friday, May Day, Also there is a Pancake Day, April's Fool Day and Mother's Day.

Perhaps the “two most American holidays” are the 4th of July and Thanksgiving Day. **The Independence Day** is like a big national party. It takes place through over the country: in *neighborhoods*, beaches or in parks. Some towns and cities have parades with *bands*

and flags and many politicians try to give a patriotic speech if there are any listeners.

Thanksgiving Day is the day for families to come together. Traditional foods are prepared for the feast – turkey or ham, *cranberry* sauce and corn dishes, breads and rolls, pumpkin pies.

Halloween means “holly evening”. It takes place on the 31st of October. At parties people dress up in strange costumes and *pretend* they are *witches*. They cut horrible faces in potatoes and pumpkins and put a candle inside which shines through the eyes. People may play different games such as trying to eat an apple from a *bucket* of water without using their hands.

Lesson 30

1. Punctuation in English Grammar.
2. Topic “Mass Media Technologies in Learning a Foreign Language”.
3. Education System in the USA.



1. Punctuation in English Grammar

The most common punctuation marks in English are: capital letters and full stops, question marks, commas, colons and semi-colons, exclamation marks and quotation marks. In speaking, we use pauses and the pitch of the voice to make what we say clear. Punctuation plays a similar role in writing, making it easier to read.

Punctuation consists of both rules and conventions. There are rules of punctuation that have to be followed; but there are also punctuation conventions that give writers greater choice.

We use capital letters to mark the beginning of a sentence and we use full stops to mark the end of a sentence: *We went to France last summer. We were really surprised that it was so easy to travel on the motorways.*

We also use capital letters at the beginning of proper nouns. Proper nouns include personal names (including titles before names), nationalities and languages, days of the week and months of the year, public holidays as well as geographical places: *Dr David James is*

the consultant at Leeds City Hospital. They are planning a long holiday in New Zealand.

We use capital letters for the titles of books, magazines and newspapers, plays and music: “*Oliver*” is a musical based on the novel “*Oliver Twist*” by Charles Dickens.

In addition to closing sentences, we also use full stops in initials for personal names: *G. W. Dwyer, David A. Johnston, Accountant.*

Full stops are also used after abbreviations, although this practice is becoming less common:

We use question marks to make clear that what is said is a question. When we use a question mark, we do not use a full stop: *Why do they make so many mistakes?*

We use exclamation marks to indicate an exclamative clause or expression in informal writing. When we want to emphasize something in informal writing, we sometimes use more than one exclamation mark: *Listen! Oh no!!! Please don't ask me to phone her. She'll talk for hours!!!*

We use commas to separate a list of similar words or phrases: *It's important to write in clear, simple, accurate words.*

They were more friendly, more talkative, more open than last time we met them. We use commas to separate words or phrases that mark where the voice would pause slightly: *I can't tell you now. However, all will be revealed tomorrow at midday.*

When main clauses are separated by *and, or, but*, we don't normally use a comma if the clauses have the same subject. However, we sometimes use commas if the clauses have different subjects: *They were very friendly and invited us to their villa in Portugal* (same subject)

When a subordinate clause comes before the main clause, we commonly use a comma to separate the clauses. However, we do not always do this in short sentences: *If you get lost in the city centre, please don't hesitate to text us or phone us.*

When we use subordinate or non-finite comment clauses to give further details or more information, we commonly use commas to separate the clauses: *You do need to wear a darker jacket, if I may say so. To be honest, I thought they were very rude.*

We use colons to introduce lists: *There are three main reasons for the success of the government: economic, social and political.*

We also use colons to indicate a subtitle or to indicate a subdivision of a topic: *Life in Provence: A Personal View*

We often use colons to introduce direct speech: *Then he said: 'I really cannot help you in any way.'*

We commonly use a colon between sentences when the second sentence explains or justifies the first sentence: *Try to keep your flat clean and tidy: it will sell more easily.*

We use semi-colons instead of full stops to separate two main clauses. In such cases, the clauses are related in meaning but are separated grammatically: *Spanish is spoken throughout South America; in Brazil the main language is Portuguese.*

Semi-colons are not commonly used in contemporary English. Full stops and commas are more common.

Quotation marks in English are “...” or “...”. In direct speech, we enclose what is said within a pair of single or double quotation marks, although single quotation marks are becoming more common. Direct speech begins with a capital letter and can be preceded by a comma or a colon. We can put the reporting clause in three different positions. Note the position of commas and full stops here: *The fitness trainer said, “Don't try to do too much when you begin”* (quotation mark after comma introducing speech and after full stop).

“Don't try to do too much when you begin”, the fitness trainer said (comma before closing quotation mark)

When we use direct speech inside direct speech, we use either single quotation marks inside double quotation marks, or double quotation marks inside single quotation marks: *“It was getting really cold”, he said, and they were saying “When can we go back home?”*

Dashes are more common in informal writing. They can be used in similar ways to commas or semi-colons. Both single and multiple dashes may be used: *Our teacher – who often gets cross when we're late – wasn't cross at all. No one could believe it! Just wanted to thank you for a lovely evening – we really enjoyed it.*

Brackets have a similar function to dashes. They often add extra, non-essential information: *Thriplow (pronounced "Triplow") is a small village in the eastern part of England.*

We use brackets around dates and page numbers in academic writing: *Heaton (1978) gives a convincing explanation of how hurricanes are formed (pages 27–32).*

We often use forward slashes in internet addresses and to indicate *and/or* in academic references: *You can find the figures you need on www.bbc.co.uk/finance*

2. Topic “Mass-media technologies in learning a foreign language”

Media at English lessons serve as technical means to facilitate the development of speaking, listening, reading and writing skills and it is used as the basis for media education students. Mass media plays a crucial role in connecting the world of individuals. It has the ability to reach wide audiences with strong and influential messages which impact upon society. Television and Radio have been influential on people’s daily lives and routines, affecting the content and times that audiences watch and listen.

One of the undoubted advantages of the media using study lies in the simplicity of its form (even for those who are new to the computer world), which, however, provides a complex set of information at the same time: text, sound and visuals are accepted simultaneously. The mass media has at least three important roles to play: to inform, to educate and to influence opinion. Mass media enables people to participate in events and interact with communities over long distance.

Social media platforms, such as Facebook and Twitter, are becoming steadily more integrated within a variety of apps targeted at learning. Real-time news feeds and instant accessibility make them a tool that can be used quickly and efficiently – but due to its changeable nature, it can be difficult for school systems to keep up and compensate.

The pros of social media as a learning tool:

1. It is a familiar tool.
2. Improve your own knowledge and skills as an educator.
3. Resource availability.

4. Improvement of research skills.
5. The improvement of communication.
6. Relevant, real-life learning.
7. The ability to share learning material.
8. Ease of access.
9. Assisting shy students.

The cons of social media as a learning tool

1. The gimmick factor. Unless the use of sites such as Facebook and Twitter are incorporated into a class plan in order to contribute towards an objective lesson aim, then it could become nothing more than a waste of time.

2. Distractions. Unless teachers properly supervise their students – and maintain control if the novelty of YouTube makes them too excited – it can be difficult to follow through with a lesson based on Internet research.

3. The risk of cyberbullying. Cyberbullying is rampant on social networks, and it is something teachers need to be aware of. Social media projects may not be confined to a classroom – and if this is the case, teachers (and potentially parents) need to monitor student activity for any signs of bullying.

4. Limiting face-to-face communication. If a balance is not maintained, then too much technological input can have a detrimental effect on social skills that children need to learn.

5. The need to filter and plan. Schools have a duty of care to their students, and as such, the use of social media platforms has to be planned and executed appropriately in order to protect children from inappropriate communication, images or video. Several options are available, such as YouTube for Schools.

Thus there is underlined the necessity of reasonable ratio of the use of media technologies and teacher - students work. Taking in consideration the growth of hyperactiveness of modern children a teacher is to plan the usage of media carefully in order not to make a lesson only on clusters of multimedia materials

3. Education System in the USA

Education in the United States is free and compulsory for 10 years, beginning at age 6 and culminating at age 16. Educational programs are guided by standards set at both the national and state

level, and implemented at the local level. Schools are organized according to geographic location into school districts, which are headed by school superintendents, who in turn answer to a board of directors for that particular district. Schools are led by an administration team that typically includes a principal and one or more vice principals – professionals who specialize in a given area within the school – as well as guidance counselors, teachers and teachers’ assistants.

For primary and secondary school students, an educational term in the United States is approximately 10 months in duration. Under the traditional model, school-age children begin their education in early September and break for the summer recess in late June. In some areas of the country, however, school overcrowding has forced districts to adopt a year-round school format. Under this format, students (and teachers) are assigned to a specific educational block within their school. Each of these blocks attends school for approximately three months in succession, followed by a two week break. In addition, all students receive a common winter break of approximately 2 weeks, and a spring break of one week.

The education system in the United States follows a pattern that is very similar to that of other systems in the western world. Early childhood education, or preschool, is followed by primary education (elementary school in the United States), middle or junior high school, secondary school (high school in the United States), and then postsecondary (tertiary) education. Postsecondary education includes non-degree programs that lead to certificates and diplomas plus a number of degree levels, including associate, bachelor, master, and doctorate degrees. The U.S. system does not offer a second or higher doctorate, but does offer post-doctorate research programs. Adult and continuing education, plus special education, cut across all educational levels.

The degree structure at America’s colleges and universities is very similar to that of other North American and many European countries. It includes:

Bachelor Degree. A Bachelor Degree program, whether you’re pursuing a Bachelor of Science degree or a Bachelor of Arts degree, will typically span four years in duration, assuming you attend school full-time and have access to all the classes you need.

Master's Degree. The time required to complete a Master of Science or Master of Arts degree ranges from two to three years for full-time students (after earning a Bachelor degree).

Doctorate Degree. The highest academic degree available in the United States, a doctorate degree has no specific timeframe for completion. Doctorate candidates work closely with an academic/professional advisor, and together they develop a comprehensive study plan for the student, one which usually culminates in a doctoral dissertation or project.

In addition to the degrees mentioned above, U.S. students also have the opportunity to pursue advanced degrees that lead to positions in specific professional careers, including the areas of medicine, dentistry, veterinary medicine, pharmacology, psychiatry and the law.

Лексико-грамматический тест

1 уровень

1. They _____ German. They live in Berlin.
are
am
have
is
2. _____ is your sister's teacher?
Who
What
When
Why
3. We're in time for the show, _____?
Aren't we
haven't we
we are
do we
4. Your sister _____ want to study abroad.
doesn't
don't
not
hasn't
5. The train leaves _____ the evening.
in
on
from
at
6. My parents _____ me to come home early.
told to
told
say to
said
7. I took _____ car because _____ is out of order.
her, mine
she, mine
hers, my
him, she
8. "_____ your friend speak Spanish, James?" "Yes, a little."
does
has
do
have
9. Their bus always _____ late.
arrives
am arriving
arriving
arrive
10. I saw their _____ (good) hotel the day before yesterday.
best
better
goodest
gooder
11. His daughter and son _____.
both like jogging
like jogging both
both jogging like
like both jogging
12. Your city isn't (far) I expected.
so far as
farther
as farther as
far
13. Has your dog _____ been to missing?

- ever never
usually
often
14. _____ did they come to the office?
When
Which
Where
Who
15. "Is Tom an engineer?" "No, _____."
he isn't
it isn't
he doesn't
he not
16. We translate this text _____ the dictionary.
with
onto
into
by
17. We _____ about their project last year, but now we do.
didn't know
don't know
not know
didn't knew
18. He _____ to his brother on the phone now.
is talking
talks
talk
talked
19. _____ Cola in the fridge.
there is some
there is any
there are some
it is any
20. Mary couldn't do the job _____ without my help.
herself
sheself
yourself
himself
21. Barbara and Timmy are _____ friends.
good
teachers
long
intelligents
22. I'm so sorry, I can't come with you right now. I _____ dinner.
am having
have
has
having
23. Tamara didn't have _____ bad marks at school.
any
a
someone
none
24. We both _____ fish and chips.
like
likes
are liking
doesn't like
25. "We _____ see an English film last night."
could
must
can
may
26. Dave is _____ in his

family.	Who
the oldest	When
the older	How
old	33. Every morning the alarm
older	clock _____ near my bed and
27. Trains in India are _____ in	_____ me up.
Asia.	goes off, wakes
the most expensive	go off, wake
expensiver	is going off, is waking
more expensive	have gone off, had woken
the expensivest	34. This is the man _____ sister
28. Physics _____ as important for	we saw in the shopping mall
me as history.	some days ago.
isn't	whose
are	what
doesn't	that
aren't	which
29. Speaking some foreign _____	35. Our relatives are the people
useful if you want to find an	_____ close to us.
international job.	who are
languages is	who is
language are	which is
language are	which are
languages are	36. The children _____ us they
30. The story he told the children	were tired.
_____ boring.	told
was	told to
were	spoke
be	said
are	37. He _____ the answer now.
31. Did you tell _____ the whole	knows
truth?	know
him	is known
his	is knowing
himself	38. I think he _____ two days ago.
he	left
32. _____ films do you like?	leaves
What	is leaving

- has left
 39. When ___ this work?
 are going to do
 you do
 you doing
 is you doing
40. The capital city of Spain is
 ___ city in the country.
 the largest
 largest
 larger
 most large
41. ___ I ask you do something
 for me?
 Can
 Have
 Might
 Need
42. It is so late. I ___ to bed
 now. Goodnight!
 am going
 goes
 go
 went
43. Please, don't make so much
 noise ___ night.
 at
 in
 from
 of
44. ___ was difficult for him to
 get that job.
 It
 This
 That
 There
45. This professor ___ modern
 languages at London University.
- teaches
 teach
 is teaching
 to teach
46. Ann watched the film
 yesterday, ___ she?
 didn't
 did
 doesn't
 does
47. We do our work much better
 than ___ do.
 they
 them
 their
 she
48. Our university ___ strong
 traditions.
 has many
 have much
 have many
 has much
49. They can't call you, the boys
 ___ a game of tennis at the
 moment.
 are having
 having
 don't have
 have
50. We always have Mathematics
 ___ Friday morning.
 on
 at
 for
 in
51. Do you think American girls
 are ___ English girls?
 nicer than

- the nicest
nice than
more nice
52. What _____ you usually _____
in the evening?
do.....watch
are watch
are ... watching
do watching
53. _____ subject is he going to
study?
What
Who
How
When
54. Where did you read _____
this film?
about
with
after
into
55. The buses _____ at 5 o'clock
every day.
depart
departs
was departing
departed
56. Everybody _____ that his
story was a joke.
thought
intended
treated
found
57. It _____ me more than 3 hours
to drive here on Saturdays.
took
gave
needed
- takes
58. Every city is unique in _____
own way.
its
her
his
our
59. What _____ to do after you
graduate from the university?
are you going
are you go
do you go
have you go
60. I'm flying to New York on
business _____ next month.
—
on
at
in
- 2 уровень**
1. "Well we _____ the news
program. You can turn off the
TV".
have already seen
have saw
already seen
seen already
2. They _____ our team will win
tomorrow match. I don't believe
it!
think
thinks
is thinking
thought
3. "They _____ be rich but now
they are penniless.
used to

- did used
use
used
4. _____ car is faster than _____ .
their, ours
theirs, ours
their, our
mine, we
5. "We _____ too much TV recently."
've been watching
've been watch
will be watching
are watching
6. "I have my driving test next month so I _____ practice every day".
have to
am
should to
must to
- 7) Where is _____ hospital, please?
the nearest
the next
nearer
near
8. You _____ get a visa to go to the USA.
have to
can
may
might
9. Who is the man that _____ near the door?
is sitting
sits
sit
- to sit
10. "When you _____ the project, we'll take a long holiday."
complete
completing
will complete
to complete
11. Our team _____ six games every month.
plays
play
is playing
was played
12. My father _____ abroad when he met my mother.
was working
has worked
is working
works
13. Please, listen _____ me attentively.
to
at
on
of
14. I usually cook meals and my sister _____ dishes.
washes
is washing
is wash
wash
15. Winter days are _____ days of the year.
the shorter
the shortest
the short
short

16. Robert got out of the bus and found out that his wallet with the money _____.
had been stolen
stolen
was stealing
was being stolen
17. John is not _____ his younger brother Jack.
as strong as
strong as
stronger
the strongest
18. I'd like to give you _____ books.
a few
a little
few
little
19. We were getting late for our flight to Rome, so I _____ take a taxi.
had to
can
must
was able
20. _____ painting the house yet?
– Yes, I _____.
Have you finished, have
Had you finished, have
Are you finishing, have
Do you finish, had
21. I'm going to buy a secondhand car. It's much _____ (cheap).
cheaper
cheap
the cheapest
22. When she came to us, she _____ all the necessary help.
was given
is given
was gave
gave
23. I always have my French class _____ Wednesday mornings.
on
at
for
in
24. She earns _____ money than I do.
less
more little
littler
fewest
25. They really _____ her story was real, but in fact she made it up.
thought
intended
treated
found
26. This printer is _____ of all the equipment in the office.
the oldest
older
as old as
not as old
27. I didn't understand anyone when I came to France. I wish I _____ to do that.
had been able
would
may

- can
28. My aunt ____ to the cinema
for ages.
hasn't been
hadn't been
won't be
wasn't
29. Where do you like going
_____ your family?
with
by
to
from
30. Winter is (cold) of all the
seasons.
the coldest
a coldest
a colder
colder
31. Don't call anyone, it's 3
o'clock in the morning.
Everyone____.
is sleeping
sleep
are sleeping
slept
32. They haven't read my new
article____.
yet
already
still
never
33. Anyone, who wants to be
successful must____foreign
languages.
speak
bring
teach
- prefer
34. Jane had ____final exam last
Monday.
her
him
their
our
35. ____ boys over there are our
children.
Those
That
This
These
36. ____ your grandparents like
gardening?
do
does
—
are
37. These students have ordered
a lot of books. They____ some
revision for the exam.
are going to do
will do
do
doing
38. My friends in the park
when I saw them.
were sitting
had sat
sat
were sat
39. How long____he worked for
our company?
has
did
are
do

40. He's ___ come back after the night shift, and he's a bit tired.
 already
 yet
 still
 always
41. Antonio Gaudi worked in Barcelona ___ many years.
 for
 since
 –
 a
42. It's very quiet in class. Where are the students? – They ___ a test.
 are writing
 writing
 write
 were writing
43. Our friend is so absent-minded, he never ___ in time.
 comes
 coming
 come
 came
44. Do you _____ wear a uniform at work?
 have to
 must
 should
 may
45. Could you buy some bread ___ I get home late?
 in case
 before
 while
 which
46. If I ___ all my exams, my father will buy me a BMW.
 pass
 passed
 'll pass
 am passing
47. Is tea ___ in China?
 grown
 grew
 grow
 been grown
48. I wouldn't know what to do if I _____ a burglar.
 met
 didn't meet
 will meet
 meet
49. The goalkeeper was taken to hospital because he _____ his arm.
 had broken
 is breaking
 breaks
 as broken
50. Are men generally _____ than women?
 taller
 tall
 as tall as
 the tallest
51. The organizers will get in touch with you _____ they know the date of the event.
 as soon as
 while
 until
 before
52. I have always liked working late _____ night.

- at
in
from
with
53. He's got a headach because he ____ all night long.
has been working
was worked
is working
hasn't worked
54. Carmen doesn't _____ much money as a cleaner.
earn
take
win
lose
55. What time does he usually come _____ home?
—
in
for
to
56. No, Jane can't talk to you now. She _____.
is having a bath
has a bath
have a bath
has had a bath
57. Before I go to bed tonight, I _____ to finish this work.
ought
going
am
must
58. Last month we ___to Mary and John's wedding reception.
were invited
- are invited
invited
have invited
59. Could you please stop _____ at that girl? It is impolite!
looking
to look
look
looked
60. Bob ___in the garage, although it's already 20.30.
is still working
still works
still work
still has been working
- 3 уровень**
1. The hotel guests _____ when the flood began.
were sleeping
was sleeping
sleeping
slept
2. I don't remember if I _____ the door before I left the office.
had locked
have locked
was locking
was locked
3. Maybe _____ their house.
They'll sell
are going sell
they go to sell
they sell
4. – Have you decided what to do with your old laptop?
– Yes, long ago. I _____ it to my brother.

am going to give	ours
are giving	ourselves
will give	11. ____ cleaned the room yet?
should give	Can we come in?
5. I have already booked the	Have you
hotel. I ____ at the Ritz in	You have
London tomorrow.	Did you
am staying	Do you have
stay	12. ____? It's for Sarah.
am going staying	Who is this for
will stay	Whom is this for
6. He ____ twenty job offers	For whom this is
since he was mad redundant.	For who is this
has received	13. Rachel is reading in her
have been receiving	room, ____?
was receiving	Isn't she
received	Doesn't she
7. How long ____ for me here?	Is't it
have you been waiting	is she
are you waiting	14. Has he sent his report to
do you wait	Mexico yet? No, ____
you have waited	he hasn't sent it yet.
8. May I introduce a colleague	he has no longer sent it.
of ____ wife?	he hasn't already sent it.
my	he has sent it yet.
me	15. Is it still raining? No, ____
myself	It isn't raining any more.
mine	It isn't still raining.
9. Were they your shares? Yes,	It isn't no longer raining.
____	It isn't raining yet.
they were mine	16. Did you see any figures? No,
it's mines	I didn't see any figures.
they were mines	I didn't see no figures.
it was mine	I didn't see some figures.
10. Living in the same city they	I saw any figures.
have never met ____ before.	17. Did both parties agree? No,
each other	____ of them agreed.
us	

none	reach some destinations.
neither	even
any	already
no one	since
18. I want ____ a car when I pass	unless
my driving test.	24. I don't mind ____ at home,
to buy	but I'd rather ____ for a meal to
that I buy	a restaurant.
going to buy	cooking / go
for to buy	cook / going
19. Take an umbrella in case	having cooked / gone
	to cook / to go
it rains	25. When we were on Corfu last
it is going to rain	year, we ____ at a tiny hotel
it will rain	overlooking the beach.
it will be raining	stayed
20. They ____ dinner when their	left
unexpected guests ____	rented
were having / arrived	leased
had / were arriving	26. I'm sorry but I haven't ____
had had / would have arrived	today.
have had / arrive	done my homework
21. Unless we ____ which	done my lesson
restaurant we are going to, we	read my lesson
____ to book a table.	studied my homework
decide / won't be able	27. - How long ____ you ____
will decide / aren't going to be	here?
have decided / aren't	- Since I was 19.
decided / haven't been	have __ been living
22. The students are not going to	will __ live
start looking for employment	did __ live
____ they have finished their	do __ live
studies.	28. I ____ with my dog in the
by the time	park at eight o'clock last night.
without	was walking
therefore	walked
moreover	have been walking
23. ____ today, it is not easy to	had been walking

29. Today is _____ hotter than yesterday. So, I'm wearing my shorts.
much
more
many
a lot
30. "Come to visit us _____ Crhristmas Day, we'll be waiting for you".
on
at
-
in
31. That's a very difficult question! _____ knows the answer!
nobody
everybody
neither
anybody
32. Jack is a very intelligent student. He always knows _____.
everything
nothing
anybody
all
33. We are looking forward _____ our friends.
to meeting
to meet
meeting
meet
34. If we didn't invite them to our party, they _____.
would be offended
had been offended
were offended
35. The radiation was _____ by Maria Curie.
discovered
invented
explored
studied
36. Many road accidents _____ by bad weather conditions.
are caused
cause
causes
caused
37. You will pass the examination _____ you study hard.
if
when
providing
unless
38. My train leaves very early. I _____ get up at 4 a.m.
have to
must
should
mustn't
39. I am sure I have sent all the letters. I clearly remember _____ them.
sending
send
sent
to send
40. I wish I _____ the lottery last Saturday. It would make life so much easier.
had won
won

- would win
win
41. We _____ for two hours when it started to snow.
had been walking
walked
were walking
walk
42. I congratulated him _____ his thirtieth birthday.
on
in
for
about
43. Let's take a taxi, _____?
shall we
will we
do we
don't we
44. Before he made his first discovery he _____ tons of scientific books.
had read
read
reads
have read
45. I am used _____ early.
to getting up
to get up
get up
getting up
46. Because of his behavior he now has _____ friends than before.
fewer
a few
few
fewest
47. Don't worry. Take a deep breath and try to calm _____.
down
under
off
over
48. We didn't know _____ seen that film before.
if the boys had
the boys have
the boys haven't
whether boys
49. Some people _____ with the idea that modern movies are too violent.
are obsessed
obsessed
is obsessed
being obsessed
50. If we _____ about his problems, we would have helped him.
had known
had been knowing
knew
have known
51. Jim will _____ our cat while we are away on holiday.
be looking after
be looking at
be looking into
be looking over
52. My parents made me _____ hard before the exams.
study
to do
studied
do

53. She _____ her house _____ by the time we arrived.
 had left
 left
 has left
 leaving
54. If anybody _____ such a thing to me, I _____ hurt.
 said, would feel
 would say, felt
 have said, would feel
 will say, will feel
55. You must prepare everything _____ tomorrow.
 for
 to
 from
 on
56. He is one of the _____ men in the world.
 richest
 most expensive
 wealthy
 luxurious
57. If I had known how difficult the job was, I _____ it.
- wouldn't have taken
 won't have taken
 won't take it
 will have taken
58. Billy, what have you been doing? You're covered _____ mud!
 with
 for
 on
 to
59. I'm not familiar _____ the most recent developments in technology.
 with
 to
 by
 of
60. I can't do it myself. I would like you _____ me.
 to help
 help
 doing help
 helps

ЗАКЛЮЧЕНИЕ

В результате работы с данным учебным пособием абитуриенты совершенствуют свои умения понимать английский язык в пределах тематики, пройденной в средней школе, правильно отвечать на вопросы к тексту и вести беседу в пределах тем, определенных программой средней и специализированной школы. Работая с текстом, учащиеся переводят его со словарем, выписывая все незнакомые слова и делая перевод некоторых трудных мест текста.

Грамматический материал в учебном пособии систематизирован и представлен по нарастающей сложности следующими темами: порядок слов в английском языке, имя существительное, местоимение, имя прилагательное, наречие, глагол, времена активного и пассивного залога в английском языке, согласование времен, косвенная речь, условные предложения, модальные глаголы, неличные формы глагола, различные виды предложений в английском языке и пунктуация.

Лексический материал уроков самый разный: от рассказа о себе до американских и английских обычаев и традиций. Например, в учебном пособии есть не только темы об американских традициях, таких как День сурка, но и темы о знаменитостях и актерах, о климате и погоде, об образовании и школах и прочее. Подобный материал даёт общие знания, которые можно использовать не только для поступления в вуз, но и в разговорах на конкретные темы с носителями языка.

Основной страноведческий текст, описательного характера, служит для отработки языковых навыков и умений, а также помогает осознать культурную и историческую значимость страны, язык которой изучается.

В связи с тем, что данное учебное пособие предназначено для слушателей подготовительных курсов и абитуриентов ЛНУ имени Тараса Шевченко, грамматический и лексический материал учебного пособия соответствует программе школ с углубленным изучением английского языка, но, несмотря на это, при объяснении правил преподавателям рекомендуется также использовать дополнительную литературу.

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ПРИЛОЖЕНИЕ

Таблица неправильных глаголов

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	let	let	let
bear	bore	born(e)	lie	lay	lain
beat	beat	beaten	light	lit	lit
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bit	bitten	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt (burned)	burnt (burned)	ride	rode	ridden
burst	burst	burst	ring	rang	rung
buy	bought	bought	rise	rose	risen
can	could	(been able to)	run	ran	run
catch	caught	caught	say	said	said
choose	chose	chosen	see	saw	seen
come	came	come	seek	sought	sought
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	sew	sewed	sewn
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	spill	spilt	spilt
forget	forgot	forgotten	split	split	split
forgive	forgave	forgiven	spoil	spoil (spoiled)	spoil (spoiled)
freeze	froze	frozen	spread	spread	spread
get	got	got	spring	sprang	sprung
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
hang	hung (hanged)	hung (hanged)	sting	stung	stung
have	had	had	strike	struck	struck
hear	heard	heard	swear	swore	sworn
hide	hid	hidden	sweep	swept	swept
hit	hit	hit	swim	swam	swum
hold	held	held	take	took	taken
hurt	hurt	hurt	teach	taught	taught
keep	kept	kept	tear	tore	torn
know	knew	known	tell	told	told
lay	laid	laid	think	thought	thought
lead	led	led	throw	threw	thrown
learn	learnt (learned)	learnt (learned)	understand	understood	understood
leave	left	left	wake	woke	woken
lend	lent	lent	wear	wore	worn
			win	won	won
			write	wrote	written

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