

**Методические указания  
по выполнению самостоятельной работы  
по английскому языку  
для студентов всех специальностей  
среднего профессионального образования**

Урюпинск 2019 г.

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПЛАНИРОВАНИЮ И  
ОРГАНИЗАЦИИ  
САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ  
дисциплины  
ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)  
для специальностей среднего профессионального образования**

**Парамонова Виктория Сергеевна**  
**преподаватель иностранных языков**  
**ГБПОУ «Урюпинский агропромышленный техникум»**

**Пояснительная записка**

Методические рекомендации по организации и планированию самостоятельной работы студентов составлены в соответствии с Письмом Министерства образования Российской Федерации от 29 декабря 2000г. № 16-52-138ин/16-13 «О рекомендациях по планированию и организации самостоятельной работы студентов образовательных учреждений среднего профессионального образования в условиях действия ГОС СПО».

Образовательное учреждение при формировании основной профессиональной образовательной программы обязано обеспечить эффективную самостоятельную работу студентов в сочетании с совершенствованием управления ею со стороны преподавателей и мастеров производственного обучения (п. 7.1. федерального государственного образовательного стандарта начального профессионального образования, среднего профессионального образования (далее – ФГОС НПО, СПО).

Формы и количество часов, отведенных на самостоятельную работу студентов определены в программах учебной дисциплины, рассмотренных на заседаниях предметной (цикловой) комиссии.

Данные методические рекомендации составлены в соответствии с ФГОС и предназначены для студентов 1-2 курсов по специальностям:

Социально-экономический профиль:

43.01.02. Парикмахер.

Естественнонаучный профиль:

19.01.17. Повар, кондитер.

Технический профиль:

15.01.05. Сварщик (электросварочные и газосварочные работы).

35.02.07. Механизация сельского хозяйства.

Цель методических рекомендаций – развитие и совершенствование практических навыков по составлению индивидуальных англо-русских терминологических словарей на основе самостоятельно выбранных текстов

общефессиональной направленности и изучающего чтения оригинальной технической литературы по своей специальности.

Методические рекомендации предусматривают ведущую роль самостоятельной творческой работы студентов, задача преподавателя – организовать соответствующую познавательную деятельность и руководить ею.

В соответствии с ФГОС третьего поколения одной из важнейших задач является повышение качества подготовки специалистов. В колледже студенты должны подготовить основу для дальнейшего самообразования, средством достижения этой цели является внеаудиторная самостоятельная работа. Внеаудиторная самостоятельная работа выполняется студентами по заданию преподавателя, но без его непосредственного участия. Объем времени, отведенный на внеаудиторную самостоятельную работу, находит отражение в учебном плане; в рабочих программах учебной дисциплины.

Изучение иностранного языка направлено на достижение следующих целей:

**- развитие коммуникативной компетенции в совокупности ее составляющих, а именно:**

**речевая компетенция** - развитие коммуникативных умений в четырех видах речевой деятельности (чтение, аудирование, говорение и письмо);

**языковая компетенция** - овладение языковыми средствами (фонетическими, орфографическими, лексическими, грамматическими) в соответствии с темами и ситуациями общения; освоение знаний о языковых явлениях изучаемого языка, разных способах выражения в родном и иностранном языках;

**социокультурная, межкультурная компетенция** - приобщение к культуре, традициям, реалиям стран изучаемого языка в рамках тем, сфер и ситуаций общения, отвечающих опыту, интересам, психологическим особенностям учащихся на разных этапах обучения; формирование умения представлять свою страну, ее культуру в условиях межкультурного общения;

**компенсаторная компетенция** - развитие умений выходить из положения в условиях дефицита языковых средств при получении и передаче информации;

**учебно-познавательная компетенция** - развитие общих и специальных учебных умений, универсальных способов деятельности; ознакомление с доступными способами приемами самостоятельного изучения языков культур, в том числе с использованием новых информационных технологий.

**- развитие личности студентов посредством реализации воспитательного потенциала иностранного языка:**

формирование у студентов потребности в изучении иностранных языков и овладения ими как средством общения, познания, самореализации и социальной адаптации в поликультурном мире в условиях глобализации на основе осознания важности изучения иностранного языка как средства общения и познания в современном мире;

Обучение иностранному языку на современном этапе нацелено на комплексную реализацию личностно-ориентированного и социокультурного подходов к обучению иностранному языку.

- формирование и совершенствование социокультурной компетенции направлено на:

- развитие способности ориентироваться в социокультурных аспектах жизнедеятельности людей в странах изучаемого языка;

- формирование навыков и умений искать способы выхода из ситуаций

- коммуникативного сбоя из-за социокультурных помех при общении;

- формирование поведенческой адаптации к общению в иноязычной среде, понимания необходимости следовать традиционным канонам вежливости в странах изучаемого языка, проявляя уважение к традициям, ритуалам и стилю жизни представителей другого культурного сообщества;

- овладение способами представления родной культуры в инокультурной / иноязычной среде.

При изучении иностранного языка у студентов формируются и развиваются навыки информационной культуры, что предполагает усиление внимания развитию коммуникативно-когнитивных умений в процессе изучения дисциплины. Это касается, прежде всего, **следующих умений:**

- самостоятельно и мотивированно организовать свою познавательную деятельность;

- участвовать в проектной деятельности и проведении учебно-исследовательской работы;

- осуществлять поиск нужной информации по заданной теме в иноязычных источниках различного типа;

- извлекать необходимую информацию из иноязычных источников, созданных в различных знаковых системах (текст, таблица, график, диаграмма, аудиовизуальный ряд и др.);

- переводить информацию из одной знаковой системы в другую;

- отделять основную информацию от второстепенной;

- критически оценивать достоверность полученной информации;

- передавать содержание информации адекватно поставленной цели;

- развернуто обосновывать суждения, давать определения, приводить доказательства;

- работать продуктивно и целенаправленно с текстами художественного,

- публицистического и официально-делового стилей, понимать их специфику,

- адекватно воспринимать язык средств массовой информации;

- создавать материал для устных презентаций с использованием мультимедийных технологий.

**Особенности организации самостоятельной работы студентов**

Организация любой самостоятельной работы включает **три этапа**:

- **первый этап** - постановка перед студентами целей, задач выполнения заданий (упражнений), разъяснения и указания по их выполнению;
- **второй этап** - непосредственная деятельность студентов по выполнению заданий (упражнений), решению задач;
- **третий этап** - подведение итогов и оценка выполнения самостоятельной работы студентами.

В ходе выполнения заданий студенты должны учиться мыслить, анализировать задания, учитывать условия, ставить задачи, решать возникающие проблемы. В организации творческой деятельности студентов преподавателю могут помочь новые информационные технологии. При распределении видов заданий на самостоятельную работу рекомендуется использовать дифференцированный подход.

Перед выполнением самостоятельной работы следует провести инструктаж по выполнению задания, который включает цель задания, его содержание, сроки выполнения, ориентировочный объем работы, основные требования к результатам работы, критерии оценки. В процессе инструктажа преподаватель предупреждает о возможных типичных ошибках, встречающихся при выполнении задания.

Самостоятельная работа может выполняться индивидуально или группами, в зависимости от цели, объема, конкретной тематики самостоятельной работы, уровня сложности, уровня умений студентов. Контроль результатов самостоятельной работы студентов может осуществляться в пределах времени, отведенного на обязательные учебные занятия по дисциплине, и может проходить в письменной или устной форме, с предоставлением продукта деятельности.

В качестве форм и методов контроля самостоятельной работы могут быть самоотчеты, контрольные работы, защита творческих работ, заслушивание сообщений студентов с последующим их обсуждением, уроки-конкурсы, устный журнал, уроки-экскурсии, решение практических задач, ситуационный анализ, и пр.

**Самостоятельная работа студентов проводится с целью:**

- систематизации и закрепления практического опыта, умений и знаний, общих и профессиональных компетенций, определенных в качестве основополагающих требованиями ФГОС СПО по дисциплине «Иностранный язык» (английский);
- формирования готовности к поиску, обработке и применению информации для решения профессиональных задач;
- развития познавательных способностей и активности студентов, творческой инициативы, самостоятельности, ответственности и организованности;
- формирования самостоятельности мышления, способностей к саморазвитию, самосовершенствованию и самореализации;

- выработки навыков эффективной самостоятельной профессиональной деятельности.

**Критериями оценки результатов самостоятельной деятельности студентов являются:**

- уровень усвоения учебного материала,
- умение использовать теоретические знания при выполнении практических задач,
- сформированность общеучебных умений,
- сформированность и четкость изложения ответов,
- оформление материала в соответствии с требованиями.

**Критерии оценки:**

- **«отлично»** - полностью правильное выполнение задания, работа оформлена в соответствии с требованиями, чисто, аккуратно, без исправлений, объем работы приближен или равен максимуму от предъявленных требований;

- **«хорошо»** - выполнена большая часть заданий, есть недочеты, объем работы составляет среднее арифметическое между минимумом и максимумом от предъявленных требований;

- **«удовлетворительно»** - половина заданий вызвала затруднения, много неточностей, объем работы составляет минимум от предъявленных требований.

Планирование, организация, выполнение и контроль самостоятельной работы студентов по иностранному языку приобретают особое значение и нуждаются в методическом руководстве и методическом обеспечении, так как самостоятельная работа студентов охватывает все аспекты изучения иностранного языка и в значительной мере определяет результаты и качество освоения дисциплины «Иностранный язык».

**Основная цель методических указаний** состоит в обеспечении студентов необходимыми сведениями, методиками и алгоритмами для успешного выполнения самостоятельной работы, в формировании устойчивых навыков и умений по разным аспектам обучения английскому языку, позволяющих самостоятельно решать учебные задачи, выполнять разнообразные задания, преодолевать наиболее трудные моменты в отдельных видах самостоятельной работы.

Методические указания позволят студентам усвоить знания и освоить умения, требуемые программой:

- общаться (устно, письменно) на иностранном языке на повседневные и профессиональные темы;
- переводить (со словарем) иностранные тексты профессиональной направленности;
- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

**Методические указания состоят из следующих разделов:**

- работа над произношением и техникой чтения;
- заучивание новых иностранных слов;

- самостоятельная работа со словарем;
- самостоятельное изучение грамматики;
- работа с текстом;
- подготовка и проведение устного монологического высказывания;
- подготовка пересказа текста;
- организация перевода;
- написание сочинения;
- создание презентации на иностранном языке.

В курсе обучения английскому языку используются различные виды и формы самостоятельной работы студентов, служащие для подготовки студентов к последующему самостоятельному использованию иностранного (английского) языка в профессиональных целях, а также как средства познавательной и коммуникативной деятельности.

Самостоятельная работа по иностранному языку в ССУЗе направлена на развитие способности и готовности к самостоятельному и непрерывному изучению иностранного языка, дальнейшему самообразованию с его помощью и социальной адаптации.

Настоящие МУ составлены в соответствии с требованиями рабочей программы по дисциплине «английский язык». На изучение английского языка на первом курсе предусмотрено 78 аудиторных часов и 25 часов самостоятельной работы.

Целью самостоятельной работы студентов является выработка умений и навыков рациональной работы с текстом, а также формирование умения пользоваться словарями и грамматическими справочниками. Для этого надо знать основные формы обработки учебного материала, грамматические формы, типичные для языка данного типа материалов.

Чтобы успешно усвоить материал для самостоятельной работы студент должен изучить грамматические правила, выполнить тренировочные лексико-грамматические упражнения, проверить себя, ответив на вопросы для самоконтроля и после этого выполнить тестовые задания. Тетрадь с выполненными упражнениями и тестами сдается преподавателю для проверки.

В МУ даны также тексты для внеклассного чтения и показаны приемы работы с текстами. Контроль внеаудиторного чтения проводится на специально отведенном для этого занятии 1-2 раза в семестр. Кроме того в МУ описаны приемы работы со словами, текстами, грамматическим материалом в виде инструкций и памяток, в которых содержатся указания о приемах самостоятельной работы, способах обобщения и систематизации знаний путем составления таблиц, схем, опорных конспектов. Контроль СРС осуществляется на учебных или дополнительных занятиях в форме словарных диктантов, грамматических и лексических тестов, презентации проектов, устных сообщений по теме.

## 2. Тематический план

### Самостоятельная работа студентов

Тема лекции или практического занятия	час	Вид работы
1. Основные правила чтения и произношения. Интонация утвердительного и вопросительного предложения.	8	Фонетический диктант
2. Словообразование. Конверсия.	4	Грамматический тест
3. Словообразование. Словосложение.	4	Грамматический тест
4. Внеаудиторное чтение	4	Лексико-грамматические упражнения
5. Обобщающие повторение по Лексико-грамматическим темам: «Водно-коррективный курс», «Семья», «Квартира»	6	Лексико-грамматические упражнения
6. Простое будущее время	4	Лексико-грамматические упражнения
7. Прямая и косвенная речь. Согласование времен.	6	Грамматический тест
8. Страдательный залог.	4	Лексико-грамматические упражнения
9. Неличные формы глагола	8	Грамматический тест
10. Обобщающее повторение по темам: «Россия», «Страна изучаемого языка».	4	Лексико-грамматические упражнения
11. Внеаудиторное чтение	6	Аннотация текста
Итого	58	



### 3. МУ для самостоятельного изучения грамматики

Внимательно изучите грамматическое правило, рассмотрите примеры.

Выполните рекомендуемые упражнения.

Выпишите из упражнения все предложения, содержащие новую грамматическую структуру. Внимательно изучите способ трансформации утвердительного предложения в вопросительное и отрицательное. Проконтролируйте с помощью словаря правильность произношения тобой данной структуры. Придумайте несколько предложений, содержащих новую грамматическую структуру.

Изучите правила чтения по учебнику Л.И.Кравцова «Английский язык» стр. 14 – 38 и проверьте себя, выполнив следующие задания для самоконтроля.

Тест 1.

Найдите в разделе (б) звуки, соответствующие произношению букв и их сочетаний из раздела (а).

а) 1.sh; 2. th; 3. ck; 4. wh (перед «о»); 5. ng; 6. ee; 7. ay; 8.oa; 9. ow (в конце слова); 10. ow (в середине слова).

б) 1.[ks]; 2. [ts]; 3. [i:]; 4. [ov]; 5.[o:]; 6. [ʊ]; 7. [a:]; 8. [k]; 9.[h]; 10. [ei]; 11. [l]; 12.[au]; 13. [ju:]; 14. [θ]; 15. [h].

Тест 2.

Найдите в разделе (б) звуки, соответствующие произношению букв и их сочетаний из раздела (а).

а) 1. ch; 2. x; 3.ou; 4.al + согл.; 5. as + согл.; 6. ear; 7. our; 8. air; 9. w + or; 10. ew.

б) 1. [ɪð]; 2.[s]; 3. [ð:]; 4. [au]; 5. [I:]; 6. [o:]; 7. [eð]; 8. [ts]; 9. [ju:]; 10. [auð]; 11. [ks]; 12.[a:]; 13. [[k]; 14. [ʌ]; 15. [u:].

Тест 3.

Найдите в разделе (б) звуки, соответствующие произношению гласных из раздела (а) в открытом слоге.

а) 1. e; 2. I; 3. a; 4. o; 5. y; 6. u

б) 1. [ov]; 2.[i:]; 3. [χ]; 4. [ʌ]; 5. [ju:]; 6. [σ]; 7. [i]; 8. [e]; 9. [ai]; 10. [ei]; 11. [ʊ:]; 12. [a:].

Тест 4.

Найдите в разделе (б) звуки, соответствующие произношению гласных из раздела (а) в закрытом слоге.

а) 1. y; 2.o; 3. I; 4. u; 5. e; 6. a.

б) 1. [a:]; 2. [ei]; 3. [ju]; 4. [i:]; 5. [ʌ]; 6. [ʊ:]; 7. [ai]; 8. [e]; 9. [i]; 10. [σ]; 11. [χ]; 12. [ju:].

Интонация утвердительного и вопросительного предложения.

Под интонаций понимают прежде всего мелодику т.е. движение голоса, восходящее или сочетающее в себе элементы повышения и понижения тона. Так сообщение и вопрос по-разному оформляются интонационно.

Интонация служит прежде всего средством передачи грамматического значения. Повествовательное предложение, произнесенное с повышением

тона голоса на последнем ударном слоге, являются вопросом. Отрабатывая основные тоны – нисходящий и восходящий – необходимо помнить, что первый ударный слог в каждом высказывании произносится на самом высоком уровне по сравнению с другими ударными слогами. Последний слог в смысловой группе характеризуется резким понижением или повышением тона.

Нисходящим тоном оформляются:

а) законченные повествовательные предложения:

I 'study' English at ↓ school.

б) специальные вопросы (с попр. словами):

'What does it ↓ mean?

в) приказания:

'Speak ↓ English

г) восклицательное предложение

'How ↓ cold it is!

2. Восходящим тоном оформляются:

а) общие вопросы, требующие ответа «да» или «нет»:

'Did the train arrive on ↑ time.

б) вторая часть разделительного вопроса:

You 'don't ' speak ↓ German, | ↑ do you?

в) незаконченная часть предложения, за которым следует пауза:

'Every ↑ summer | I'travel to ↓ England.

г) в перечислении перед всеми его членами, кроме последнего:

He has a ↑ headache, | a ↑ heartache, | a ↑ toothache, | a ↑ backache, | a ↑ earache and a 'bad' pain in the ↓ stomach.

д) Просьбы часто оформляются восходящим тоном:

'Pass me the ↑ butter, please.

е) в альтернативных вопросах (с союзом «or» первая часть вопроса произносится с восходящим тоном, а вторая – с нисходящим.

'Would you 'like ↑ tea or ↓ coffee?

Для обозначения тона в интонационной разметке используются следующие знаки: ↓ - низкое падение; ↓ - высокое падение; ↑ - низкий подъем; ↓↑ - падение подъем; ↑↓ - подъем + падение.

' - значок ударения.

Упражнение 1. Прочтите следующие предложения, строго следуя интонационной разметке.

1. Where did he ↓ go? – He 'left for ↓England.
2. I 'can't ↓do it. - I'm ↓sure you can.
3. I'm ↓sorry I broke your ↑ vase. - It' doesn't 'matter at ↓all.
4. He 'said he ↓found the money. - That's what he ↓said.
5. I'm 'sorry I'm ↓late. - It's 'all ↑right.
6. 'Was she ↑hurt ? - 'Nothing at ' all ↑serious.
7. 'Make yourself at ↑home . - 'Do you 'mind if I 'open the ↑window?

Упражнение 2. Проинтонируйте данные предложения и произнесите их вслух, следуя интонационной разметке, которую вы сделали. Объясните, почему вы выбрали тот или иной тон. Переведите предложения.

1. Who's there?
2. Are you busy?
3. Can you help?
4. May I ask you a question?
5. He always gets up very early.
6. Please call me Mike.
7. I am not an actor.
8. What a nice spring day!
9. Is this your text-book?
10. Welcome to Siberia. – Thanks. It's nice to be here?
11. Are you from Russia?
12. Your ticket, please.

### **Простое будущее время (Future Simple Tense)**

Эта грамматическая форма употребляется для выражения:

- повторного действия или постоянного признака предмета в будущем;
- цепи последовательных действий в будущем;
- однократного действия в будущем.

Например:

а) He will go to the swimming – pool every other day. Он будет ходить в бассейн через день. (Повторное действие в будущем).

He will take a good pupil. Он будет хорошим учеником. (Постоянный признак предмета в будущем).

б) He will take a book open it and begin to read it. Он возьмет книгу, откроет ее и начнет читать. (Цепь последоват. действий, который будут выполнены в будущем одно в след за др.)

в) I shall take the book from the library tomorrow. Я возьму книгу в библиотеке завтра. (Однократное действие в будущем.)

В предложениях с Future Simple для указания на будущее время часто употребляются слова tomorrow (завтра), next week / year, month (на следующей неделе / в следующем году, месяце), in two days (через 2 дня), one of the days (на днях) и т.д.

Простое будущее время образуется:

1. Утвердительная форма

to read → I shall read (Я прочту).

to go → They will go. (Они пойдут)

то есть утвердительная форма = shall (I, we) / will (he, she, it, they, you) + инфинитив глагола без частицы to.

2. Вопросительная форма.

Для образования вопросительной формы необходимо поставить shall или will на первое место в предложении.

Например:

Shall I go to school tomorrow ?

Will they read this book next week?

3. Отрицательная форма.

Для отрицательной формы необходимо после Shall или Will поставить отрицание not.

Например:

I shall not go to school tomorrow.

They will not read this book next week.

Признаки глагола в Present Simple Tense:

вспомогательный гл. shall или will + инфинитив глагола без частицы to.

**Запомните:** После слов if, then before, after, as soon as, unless, until в придаточном предложении времени и условия для обозначения действия в будущем глагол ставится в Present Simple Tense вместо Future Simple Tense.

Но на русский язык он переводится будущим временем. Например,

I shall go to the cinema if I have time.

Выполни следующие упражнения:

Упражнение 3.

Укажите номера предложений сказуемое которого стоит в Future Simple Tense.

1. She went there.
2. She wants to go there.
3. She will go there.
4. We shall read this lesson.
5. Do you live in Moscow?
6. They will not go to the theater.

Упражнение 4.

Заполните пропуски вспомогательными глаголами в правильной форме.

1. I...live in Moscow.
2. ...you study English next year?
3. She...take this book from the library tomorrow.

4. We ...not have lesson tomorrow.
5. They...send her a telegram.

Упражнение 5.

Скажите по-английски:

1. Они будут жить в Москве.
2. Пойдете ли вы в библиотеку завтра? – Да. Нет.
3. Я не переведу этот текст.
4. Они будут хорошими учениками.

### **Прямая и косвенная речь. Согласование времен**

Прямая речь – речь, которая приводится дословно.

Косвенная речь – пересказ прямой речи.

Например, Peter says, “I have this book”.

Петя говорит: «У меня есть книга».

Прямая речь в английском языке ставится в кавычки и отделяется от слов автора запятой. Косвенная речь в кавычки не ставится и запятой не отделяется.

Например,

“The trees in the garden are green”, he says.

«Деревья в саду зеленые», - говорит он.

При переводе предложений, содержащих прямую речь, в косвенную речь нужно строго соблюдать определенные правила.

1. Если в прямой речи, есть личные местоимения (I, you, he, she, we, they) или притяжательные (my, your, his, our, their, her) местоимения, то при переводе в косвенную речь они обычно меняются в соответствии со смыслом.

Например,

He says, “I have your book”.

Он говорит: «У меня есть твоя книга».

He says that he has my book”.

Он говорит что у него есть моя книга.

2. Если в предложении в прямой речи о чем то рассказывается, повествуется, то в косвенной речи: а) перед предложением стоят слова автора, содержащие глагол to say или to tell, за которым обязательно следует дополнение; б) косвенная речь вводится союзом that или присоединятся к главному предложению без союза.

He says, “I have this book”

He says that he has this book.

He says to me “I have this book”

He tells me that he has this book.

3. Если в предложениях в прямой речи содержится вопрос, то в косвенной речи:

а) перед ним стоят слова автора, содержащие глагол to ask;

б) в косвенном вопросе употребляется прямой порядок слов;

в) косвенный вопрос общего типа вводится союзами if, whether.

He says to me , “Do you know her.”

He asks me if I know her.

He says to me, “Where do you want to go?”

He asks me where I want to go.

4. Если в предложении в прямой речи содержится просьба или приказ, то в косвенной речи:

а) перед ней стоят слова автора, содержащие глаголы, to ask, to order, to tell;

б) глагол в косвенной речи стоит в форме инфинитива.

He says to me “Come here, please”.

He asks me to come here.

He says to me, “Go there at once!”

He orders me to go there at once.

He says “Don’t go there!”

He tells us not go there.

5. Если слова автора стоят в прошедшем времени, то при переводе предложения из прямой речи в косвенную:

а) меняются следующие слова:

This на that

now на then

ago на before

tomorrow на the next day

these на those

today на that day

yesterday на the day before

б) в косвенной речи употребляются только формы прошедшего времени в соответствии с правилом согласования времен (см. ниже).

He said, “They were here yesterday”.

He said that they had been there the day before.

“This is a magnificent piece of architecture,” I said.

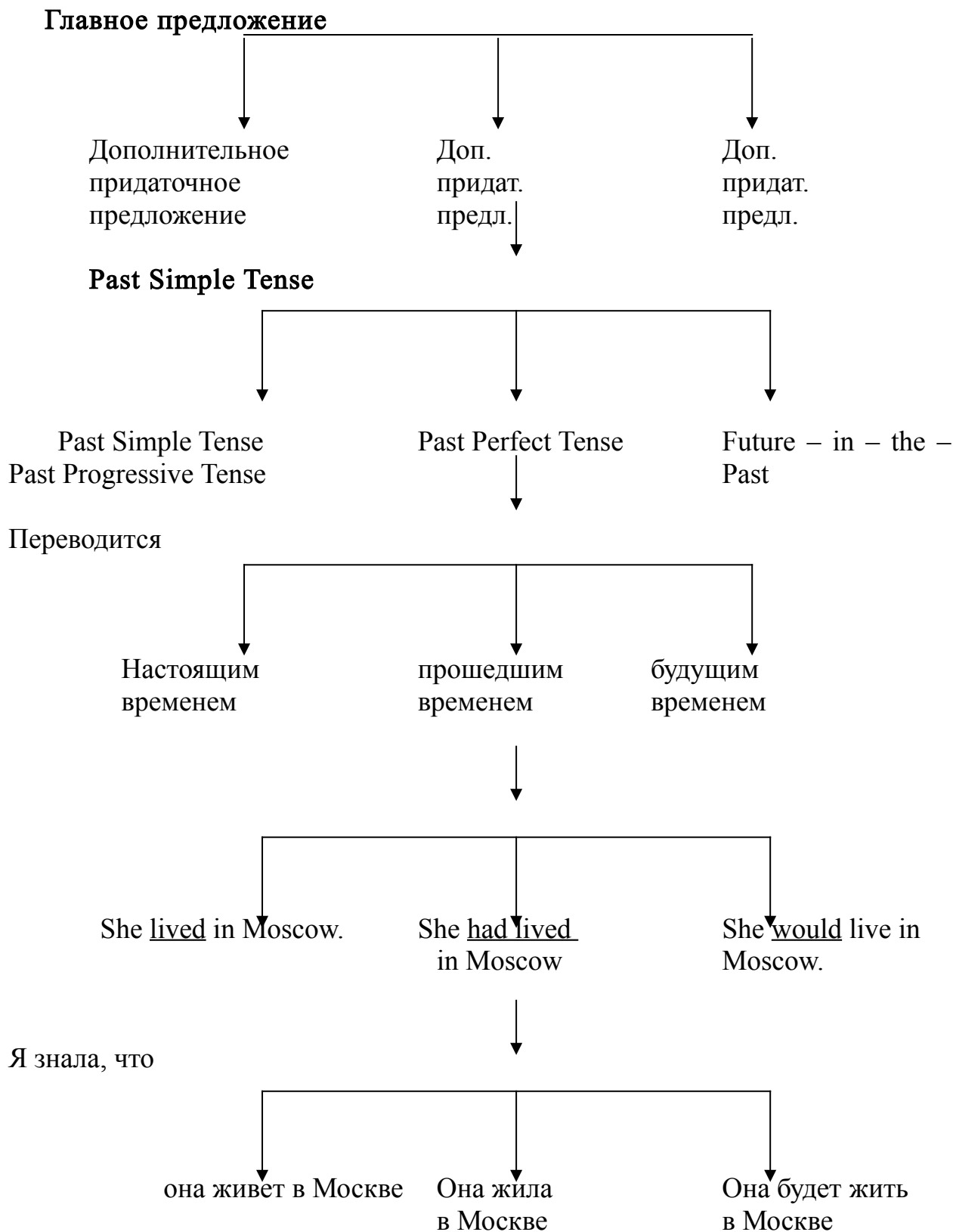
I told him that that was a magnificent piece of architecture.

I asked, “How long will it take you to get there?”

I asked him how long it would take him to get there.

*Правило согласования времен.* В английском языке необходимо строго соблюдать правило согласования времен. Согласование времен – это зависимость времен глагола придаточного предложения от времени действия главного предложения.

Если сказуемое главного предложения стоит в прошедшем простом времени, то сказуемое дополнительного придаточного предложения должно стоять в одном из прошедших времен (Past Simple Tense, Past Progressive Tense, Past Perfect Tense, Future – in – the – Past).



### Упражнение 6.

Поставьте глаголы, данные в скобках, в нужном времени.

1. He said that he (to work), at school.
2. The doctor said that he (to come) tomorrow.
3. I knew that this student (to study) English last year.

#### Упражнение 7.

Употребите said или tell.

- 1) Jane \_\_\_\_\_, "I don't know these people".
- 2) Listen to what I'm going to \_\_\_\_\_.
- 3) I'm going to \_\_\_\_\_ you what to do next.
- 4) You shouldn't \_\_\_\_\_ anyone about it.
- 5) She \_\_\_\_\_ me not to open the door to anyone and not to answer the phone.

#### Упражнение 8.

Преобразуйте из прямой речи в косвенную.

- 1) "I can't ride," she said to me.
- 2) They said, "We are ready to start work."
- 3) "It's easy," he told me.
- 4) Mary said, "I've bought the tickets."
- 5) They said, "We shall help you."
- 6) "What do they want?" she asked me.
- 7) "Finish your work," the teacher said.

#### Упражнение 9.

Переведите на русский язык.

- 1) I didn't know where our teacher had lived.
- 2) She was sure that we should come.
- 3) They said that knew English a little.

#### Упражнение 10.

Переведите на английский язык.

- 1) Она сказала, что может читать английские книги.
- 2) Он узнал, что мы пойдем в кино.
- 3) Я была уверена, что я видела ее вчера на улице.

### Страдательный залог

Залог (Voice) – это форма глагола, которая показывает отношение действия, выраженного этим глаголом, к лицу или предмету, выраженному подлежащим предложения. Если подлежащие предложения обозначает лицо или предмет, который сам совершает действие, то глагол-сказуемое стоит в действительном залоге. Если подлежащее предложения обозначает лицо или предмет, который испытывает действие, совершаемое другим лицом или предметом, то глагол-сказуемое стоит в страдательном залоге.

He often invites me to his place. (действительный залог)

Он часто приглашает меня к себе.



I am often invited to his place.(страдательный залог).

Меня часто приглашают к нему.

Форма страдательного залога образуется при помощи вспомогательного глагола to be в настоящем, прошедшем или будущем времени и третьей основной формы смыслового глагола.

to invite – приглашать

I am invited – меня приглашали

I shall be invited – меня пригласят.

В форме страдательного залога могут быть только переходные глаголы. Переходным в английском языке называется любой глагол, после которого в действительном залоге стоит прямое дополнение, например: believe, build, drink, give, hear, read, take и т.д.

Непереходными глаголами называются такие, которые не требуют после себя дополнения: come, fly, live, run, think и др.

В страдательном залоге в основном употребляются Present Simple, Past Simple, Future Simple Tenses. Значительно реже употребляются Present Perfect, Past Perfect, Future Perfect Tenses, Present и Past Progressive. Форма Future Progressive, а также все времена группы Perfect-Continuous в страдательном залоге отсутствуют.

Страдательный залог (passive voice) употребляется обычно тогда, когда неизвестно, кто совершает действие. Важно лишь, какое действие совершается и кто его испытывает. Например:

I was asked to do it.

Меня попросили это сделать.

I was asked to help him, and I did.

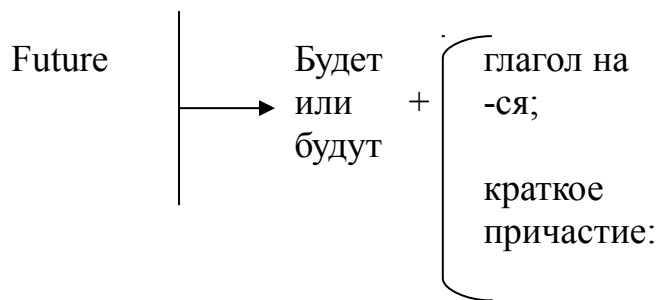
Меня попросили ему помочь, и я ему помог.

Страдательный залог в английском языке употребляется значительно чаще, чем в русском. В предложении со страдательным залогом лицо, совершающее действие, иногда упоминается. В этом случае оно будет выражено существительным или местоимением с предлогом by.

Dick went into the street and was received by Binkie.

Как переводятся глаголы в Passive Voice

Present	→ глаголом на -ся: The text <u>are translated</u> Тексты переводятся
	→ кратким причастием: The text <u>is translated</u> Текст переведен
	→ неопределенно-личным оборотом: The student is asked. Студента спрашивают.
Past	→ глаголами на -лся, -лось, -лись: The texts were translated every day. Тексты переводились каждый день
	→ был + краткое причастие: The texts were translated by our students.



Тексты были переведены нашими студентами.

The texts will be translated.  
Тексты буду переводиться

The texts will be translated.  
by our students.

Тексты будут переведены нашими студентами.

Признаки глагола в Passive Voice.  
Simple Present Passive Voice

am  
is  
are } + Participle II

Simple Future Passive Voice.

shall be  
will be } + Participle II

Simple Past Passive Voice

was  
were } + Participle II

Как определить инфинитив глагола, стоящего в Passive Voice.

Simple Present

I am asked

↓  
to ask

It is written

↓  
(см. таблицу  
не правильных гл.)  
to write

Passive Voice

We were asked

↓  
to ask

It was written

↓  
(см. таблицу  
не правильных гл.)  
to write

Упражнение 11. Заполните пропуски глаголом to be в нужной форме и переведите предложения на русский язык.

- a) 1. The book ...written by Tolstoy.  
2. My friend ... asked at the lesson.  
3. ...the houses reconstructed in our town.
- б) 1. Our laboratory ...proved with all necessary equipment next month.

2. We...offered an interesting work tomorrow.

Упражнение 12. Выпишите недостающие формы.

Active

1. The mother made  
the pie yesterday.
2. The teacher asks  
questions.
3. The students answer  
the questions.

4. We have finished  
the work.
5. She has painted  
a portrait.
6. The girl interviews  
the famous writer.

Passive

1. The pie...  
yesterday.
2. The questions... by  
the teacher.
3. ...answered by...
4. The work\_\_\_\_\_.
5. \_\_\_\_\_has been painted.
6. The famous writer  
\_\_\_\_\_interviewed by the  
girl.

Упражнение 13. Перепишите предложения, употребив страдательный залог.

Например: His parents gave him some money. He was given some money by his parents.

1. They told him the truth. – He\_\_\_\_\_.
2. He showed me his books. His books\_\_\_\_\_.
3. They build new houses every month. – New houses\_\_\_\_\_.
4. They asked him some questions. He\_\_\_\_\_.
5. She has typed all the letters. All the letters\_\_\_\_\_.

Упражнение 14. Скажите, какое время употреблено в следующих предложениях:

1. Since she was eleven months old Florence has been able to recite the alphabet.
2. He had been sent by the company abroad for a year.
3. The sentence can be translated into Russian in the following way.
4. The letters have been opened.
5. He was being examined by the doctor.

### Неличные формы глагола

Глаголы в английском языке имеют три неличные формы: инфинитив (The Infinitive), герундий (The Gerund) и причастие (The Participle). От личных форм они отличаются тем, что:

1. не имеют лица, числа, времени, наклонения;
2. не могут употребляться в предложении как простые глагольные сказуемые.

## Инфинитив

Инфинитив – неличная форма глагола, которая называет действие. Не имеет специального окончания. Показателем инфинитива является частица *to*, которая на русский язык не переводится, но показывает, что следующее за ней слово – инфинитив.

Например:

She likes to dance. Она любит танцевать.

She can dance. Она умеет танцевать.

I am glad to have seen you. Я рад, что повидал вас.

Инфинитив имеет 6 форм.

### 1. Простой инфинитив (Indefinite Infinitive)

I must go and see him in a day or five.

Я должна сходить навестить его через пару дней.

### 2. Пассивный инфинитив (Passive Infinitive)

There is only one thing to be done.

Есть только одно, что можно сделать.

### 3. Перфектный инфинитив (Perfect Infinitive)

I am glad to have spoken to him.

Я рад что (уже) поговорил с ним.

### 4. Длительный инфинитив (Continuous Infinitive)

She appeared to have been repaired recently.

Казалось, что она слушает.

### 5. Перфектно – длительный инфинитив (Perfect Continuous Infinitive).

For the last few days she seemed to have been talking to nobody.

Последние несколько дней она, казалась, ни с кем не разговаривала.

Инфинитив в предложении обычно является частью составного глагольного сказуемого, не может быть также подлежащим, дополнением, определением, именной частью составного именного сказуемого, а также обстоятельством.

Инфинитив может также входить в состав синтаксических конструкций, наиболее распространенными из которых являются сложное подлежащее (Complex object), сложное подлежащее (Complex subject) и конструкция вводимая предлогом *for* (*for – to – infinitive Construction*).

Например:

1) The door bell made her jump. (Complex object). Звонок в дверь заставил ее вздрогнуть.

2) She seemed to know Bruno well. (Complex subject). Казалось, что она хорошо знала Бруно.

3) She sat quietly and waited for Chloe to speak. Она сидела спокойно и ждала, когда Хлоя заговорит. (Конструкция, вводимая предлогом *for*).

Упражнение 15. Переведите предложения на русский язык, подчеркните инфинитив.

- 1) To live is to work and to study.
- 2) He wanted to visit his ill friend.
- 3) You must learn the new words to translated the text.
- 4) The lesson to be read at home is not difficult.
- 5) She stepped back to look at the lighted window.
- 6) I am sorry to disturb you.

Обратите внимание на способы перевода инфинитива на русский язык.

При переводе можно использовать неопределенную форму глагола (Инфинитив), существительное, придаточное предложение (например, цели с, для того, чтобы, или определительное).

### **Герундий**

Герундий – неличная форма глагола, которая называет действие. Герундий сочетает в себе признаки глагола и существительного и имеет 4 формы:

- 1) Простой герундий (Gerund Infinitive)

Stark sat without speaking.

Старк сидел молча.

- 2) Перфектный герундий (Perfect Gerund).

He felt better for having written the letter.

После того как он написал это письмо, он почувствовал себя лучше.

- 3) Пассивный герундий (Passive Gerund).

Unfortunately this silence was ruined by the sound of a door being banged.

К сожалению, эта тишина была нарушена звуком закрывающейся двери.

- 4) Перфектно – пассивный герундий (Perfect Passive Gerund).

In the morning light, she was ashamed of herself for having been elated the night before.

Утром ей стало неловко за свое приподнятое настроение накануне вечером.

Из 4 форм герундия в основном употребляется простой герундий.

Простой герундий (Indefinite Gerund) образуется при помощи окончания -ing, прибавляемого к основе инфинитива. Например:

to speak – speaking

to invite - inviting

Герундий в продолжении может быть подлежащим, частью сказуемого, дополнением, определением, обстоятельством.

Упражнение 16. Переведите на русский язык.

1. I like reading English books.
2. We know of her coming to Moscow.
3. He continued studying English.
4. He likes translating English stories into Russian.
5. After finishing the translation this student handed his copy-book to the teacher.

### **Причастие**

Причастие – неличная форма глагола, которая называет действие как признак предмета или другого действия.

В английском языке есть два причастия: причастие I (Participle I) и причастие II (Participle II).

### Причастие I

Причастие I имеет 4 формы:

1. Простое причастие I (Indefinite Participle I).

The street was full of people, laughing and going home.

Улица была полна людей, которые смеялись и шли домой.

2. Перфектное причастие I (Perfect Participle I).

Nike was back at the end of three weeks, having ridden an extra eighty miles.

Ник вернулся к концу третьей недели, проехав лишние восемьдесят миль.

3. Пассивное причастие I (Passive Participle I)

Cecilia had heard very little being absorbed in her own reflection.

Сесилия слышала очень немного, так как была поглощена своими размышлениями.

4. Перфектное пассивное причастие I. (Perfect Passive Participle I)

I am going the same day myself having been detained here two days.

Я сам еду в тот же день, так как был задержан здесь на два дня.

Из четырех форм причастия I в основном употребляется простое причастие I, которое показывает, что обозначаемое им действие одновременно действию, выраженному глаголом – сказуемым предложения.

While reading a book she laughed a lot.

Читая книгу, она много смеялась.

Причастие I в предложении обычно является определением или обстоятельством.

The boy reading a book is a friend of mine (определение).

Мальчик, читающий книгу, - мой друг

While reading a book she laughed a lot (обстоятельство).

Читая книгу, она много смеялась.

Having read the book she gave it to Peter (обстоятельство).

Прочтя книгу, она отдала ее Пете.

### Причастие II

Причастие II (Participle II) имеет одну неизменяемую форму. От правильных глаголов причастие II образуется при помощи окончания –ed. Причастие II от неправильных глаголов дается в словаре как 3-я основная форма глагола.

Причастие II обозначает действие, которое испытывает лицо или предмет.

The boy invited by Peter is a friend of mine.

Мальчик, приглашенный Петей, мой друг.

Причастие II (invited) обозначает действие, которое испытывает лицо (the boy).

Причастие II в предложении обычно бывает определением или обстоятельством.

They walked in silence between the tables, now loaded with books.

Они молча прошли между столами, которые сейчас были завалены книгами. (loaded – определение)

When questioned what he believed in, he answered that he believed in, republic.

Когда его спросили, во что он верит, он ответил, что верит в республику. (questioned – обстоятельство).

Причастие I и II могут употребляться как без зависимых слов, так и с зависимыми словами, а также образовывать синтетические комплексы: сложное дополнение (complex object) и абсолютную причастную конструкцию).

Сложное дополнение.

It's hard to get them thinking, about you, because they are too busy thinking about themselves.

Очень трудно заставить их думать о вас, так как они слишком заняты мыслями о самих себе.

Абсолютная причастная конструкция.

She looked at me, her mouth working.

Она смотрела на меня и губы ее дрожали.

Самостоятельный причастный оборот Absolute Participle Construction) – это сочетание существительного в общем падеже (или местоимения в именительном падеже) с причастием в форме Participle I, в котором существительное (или местоимение) выполняет роль подлежащего по отношению к причастию, не являясь подлежащим всего предложения. Оборот всегда отделяется запятой. Он может стоять или в начале, или в конце предложения.

My sister studying in the evening I seldom see her.

Так как моя сестра учится вечером, я редко ее вижу.

The man was ill his temperature being very high.

Человек был болен, причем температура у него была очень высокая.

Самостоятельный причастный оборот переводится обстоятельственным придаточным предложением, который начинается союзами: «так как», «если», «когда», «после того как», если он стоит на первом месте в предложении.

Если самостоятельный причастный оборот стоит в конце предложения, то он переводится самостоятельным предложением, который начинается союзами: «и», «а», «причем», «при этом», то есть осуществляется сочинительная связь.

Упражнение 17. Переведите на русский язык и подчеркните союзы.

1. My friend translating a difficult text, I helped her to find some words in the dictionary.
2. The lesson being over many students went to the reading hall.
3. All the work having, been done, we could have a rest.

4. You have many illustrations in the text-book some of them being the pictures by famous painters.

### Словообразование

Пониманию английского текста и его переводу на русский язык серьезно помогает знание словообразовательных средств английского языка.

Основных и наиболее продуктивных способов расширения словарного состава английского языка два: словопроизводство (образование новых слов с помощью суффиксов и префиксов) и словосложение (соединение двух или более слов в одно), сокращения.

Кроме того, есть еще такой способ словообразования, как конверсия, то есть чередование ударений и чередование звуков.

### Конверсия

Конверсия – очень продуктивный способ словообразования. Конверсия – это использование слова в качестве другой части речи, например, существительного в качестве глагола или глагола в качестве существительного.

Например:

room (n) – пространство, место —→ to room (v) – помещать, вмещать

land (n) – земля —→ to land – приземляться, садиться на землю

machine (n) - машина, механизм —→ to machine – подвергать механической обработке.

### Словосложение

В русском языке слова, образованные путем словосложения, имеют соединительные гласные: паромход, землемер и т.д. В английском языке соединительные гласные встречаются только в некоторых научных терминах, например:

turbojet – турбореактивный двигатель

Сложные слова в английском языке четко не отделены от словосочетаний и пишутся раздельно, через дефис или слитно. Например:

sunset – закат, sun-glasses – солнечные очки, sun-lounge – солярий, summertime – летний сезон, simmer time – летнее время, summer – house – летний домик.

Путем словосложений образуются многие сложные местоимения, наречия, предлоги и союзы: everybody, everything, everywhere, throughout, whereas, without и т.д.

### Сокращения

Сокращения стали продуктивным способом образования новых слов в современном английском языке. Сокращенные слова образуются усечением начала слова (например: phone вместо telephone, chute вместо parachute, copter вместо helicopter), конца слова (например: veg вместо vegetables, choc вместо chocolate, mac вместо mackintosh), начала и конца слова (например: frig вместо refrigerator).



### Упражнение 19.

Образуйте от следующих существительных глаголы и переведите их на русский язык.

aid, air, control, cause, rest, work, lift, light, stop, water.

### Упражнение 20.

Образуйте новые слова путем словосложения.

a) English gas, bath, bed, ice, house, five, three, water, sun.

b) breaker, man room, mask, work, year, room, fall, flower.

### Вопросы для самоконтроля

1. Что является показателем инфинитива?
2. Как переводится на русский язык Future Indefinite Tense?
3. Когда употребляется Future Indefinite Tense?
4. Как узнать в тексте сказуемое, стоящее в Future Indefinite Tense?
5. Какое место в отрицательном предложении занимают вспомогательные глаголы shall и will?
6. Что обозначает глагол в Passive Voice?
7. Дайте общую формулу образования Passive Voice.
8. Как образуется вопросительная форма с глаголом в Passive Voice?
9. Как узнать глагол в Present (Past, Future) Passive Voice?
10. Какие предлоги стоят перед дополнением в предложении с Passive Voice?
11. Что такое герундий?
12. Напишите формулу образования герундия.
13. Каким членом предложения может быть герундий?
14. В каком случае действует правило согласования времен?
15. Как образуется Participle II правильных и неправильных глаголов?
16. В каком времени форма правильных глаголов совпадает с Participle II?
17. Чем в предложении может быть Participle II?
18. Дайте формулу образования Participle I?
19. Чем может быть в предложении Participle I?
20. Что такое инфинитив?
21. Сколько форм имеет инфинитив? Назовите их.
22. Чем является обычно инфинитив на русском языке?
23. Приведите пример for-to-infinitive construction.
24. Как переводится инфинитив на русском языке?
25. Что такое конверсия? Приведите примеры.
26. Что такое словосложение? Приведите примеры.
27. Назовите основные суффиксы прилагательных, глаголов, наречий и существительных. Приведите примеры.
28. Сколько букв в англ. алфавите?
29. Сколько гласных букв и сколько гласных звуков в английском языке?
30. Какое значение имеет долгота гласных в английском языке? Оглушение и смягчение конечных согласных? Сравните с русским языком.

31. Какие типы слога вы знаете? Приведите примеры.

### 3.3 Тесты на проверку усвоения грамматического материала по темам, вынесенным на самостоятельное изучение

#### Test 1.

1. В каком из следующих слов звук, передаваемый буквой «О», отличается от остальных.

1. phone      2. know      3. sorry      4. zero      5. bone      6. no      7. role

2. В каком из следующих слов звук, передаваемый «А», отличается от остальных?

1. Kate      2. age      3. mate      4. map      5. tape      6. make  
7. lake

3. В каком из следующих слов звук, передаваемый “S”, отличается от остальных?

1. six    2. miss      3. bus      4. house      5. seem      6. busy

4. В каком из следующих слов звук, передаваемый “th”, отличается от остальных:

1. thin      2. thing      3. thick      4. bathe      5. bath  
6. mathematics      7. path

5. В каком из следующих слов звук, передаваемый “ir” , отличается от остальных:

1. first    2. fire      3. birth      4. girl      5. bird      6. shirt      7. skirt

6. В каком из следующих слов звук, передаваемый “i”, отличается от остальных?

1. six    2. five      3. right      4. write      5. I'm      6. bite    7. mine

7. В каком из следующих слов звук, передаваемый буквой “y”, отличается от остальных?

1. busy      2. city      3. pity      4. mummy    5. reply      6. sunny  
7. any

8. В каком из следующих слов звук, передаваемый буквосочетанием “ea”, отличается от остальных?

1. head      2. dead      3. thread      4. breath      5. beat      6. break  
7. instead

9. В каком из следующих слов звук, передаваемый буквосочетанием “al”, отличается от остальных?

1. call    2. tall      3. ball      4. calm      5. hall      6. all      7. talk  
8. walk

10. В каком из следующих слов звук, передаваемый буквосочетанием "ow", отличается от остальных?

1. glow      2. slow      3. show      4. snow      5. fellow      6. down  
7. grow      8. thrown

## Test 2. Словообразование. Word Formation

I. Определили суффиксы существительных, глаголов, наречий и прилагательных.

1. Verb      2. noun      3. adjective      4. adverb  
- ent, -ment, -iar, -ly, -fy, -al, - ion, -er, -ize, -ous, -ity, -sure, -y, -en, -ic, -ive, -ture, -ness, -less, -ency, -ful, -an, -able, -ry, -ity, -ate.

II. Образуйте глаголы от следующих слов, используя суффиксы:

a) -en, b) -fy, c) -ize, d) -ate и переведите полученные глаголы на русский язык.

1. central      2. sharp      3. simply      4. memory      5. justy      6. evaluate  
7. real      8. purify      9. bright      10. threat

III. Образуйте существительные от следующих глаголов:

1. to increase      2. to blacken      3. to characterize      4. to design      5. to memorize  
6. to glorify      7. to trust      8. to release      9. to classify      10. to research      11. to widen  
12. to water      13. to deliver      14. to damage      15. to influence

## Test 3.

### Future Simple Tense

1. I'm tired. I \_\_\_\_\_ to bed.  
a) shall go      b) go      c) am going      d) would go
2. It's late. I think \_\_\_\_\_ a taxi.  
a) take      b) is taking      c) will be taking      d) shall take
3. \_\_\_\_\_ the question &  
a) would answer      b) answer      c) will be answering      d) shall answer
4. You \_\_\_\_\_ in Paris tomorrow evening.  
a) will arrive      b) arrives      c) is arriving      d) will be arrived
5. The boy \_\_\_\_\_ this day all his life.  
a) remembers      b) will remember      c) is being remembered  
d) would remember
6. There \_\_\_\_\_ any wars in the world.  
a) won't be      b) isn't been      c) wasn't been      d) wouldn't be
7. He \_\_\_\_\_ fourteen next year.  
a) is going to be      b) is      c) will be      d) would be
8. Dad \_\_\_\_\_ Mary a personal computer, won't he?  
a) will present      b) is presenting      c) presents      d) would present
9. Everybody thinks they \_\_\_\_\_ married.  
a) won't get      b) will get      c) didn't get      d) wouldn't get

10. I'm not sure I \_\_\_\_\_ Jim at the hotel.  
a) find b) will find c) would find d) is finding

#### Test 4.

#### Прямая и косвенная речь. Direct and Indirect speech.

1. John said I'm sorry to disturb you, Eliza?
  - a) John told that he was sorry to disturb Eliza.
  - b) John told Eliza he was sorry to disturb her.
  - c) John said to Eliza he had been sorry to disturb her.
  - d) John told to Eliza that he is sorry to disturb her.
2. He said, where is Jill going?
  - a) He asked where was Jill going.
  - b) He asked where Jill is going.
  - c) He asked where Jill was goes.
  - d) He asked where Jill goes.
3. Sally said, 'I would like to buy it?'
  - a) Sally said that she would buy it
  - b) Sally said she would have liked to buy it.
  - c) Sally said that she liked to buy it.
  - d) Sally told that she will buy it.
4. 'If I had any instructions, I would know what to do?' said Mag.
  - a) Mag said that if she had had any instructions she would have known what to do.
  - b) Mag said if she, had any instructions she knew what to do.
  - c) Mag said that if she had any instructions she would know what to do.
  - d) Mag told that if she has had any instructions she would know what to do.
5. Robby asked Bobby do you know 'old Barn'?'
  - a) Robby asked Bobby if he knew 'Old Barn' that was on the shrews bury Road.
  - b) Robby asked Bobby did he know 'Old Barn', it was on the shrews bury Road.
  - c) Robby asked Bobby where 'Old Barn' was.
  - d) Robby said to Bobby did he know where 'Old Barn' was.
6. The doctor asked, "How do you feel?"
  - a) The doctor asked how did I feel.
  - b) The doctor asked how I felt.
  - c) The doctor asked how I had felt.
  - d) The doctor asked how I was feeling myself.
7. If I were you, I'd stop smoking', Jeff said.
  - a) Jeff said that if he were him he would have stopped smoking.
  - b) Jeff said that he had been him he would stop smoking.
  - c) Jeff advised him to stop smoking.
  - d) Jeff said that he advised me to stop smoking.
8. 'Could you show me these jeans, please' said the boy.
  - a) The boy said to show him those jeans.

- b) The boy asked to show him those jeans.
  - c) The boy asked if the salesgirl could show him these jeans.
  - d) The boy said that he would like to look at those jeans.
9. The teacher said to us, 'Be quiet, please?'
- a) The teacher asked us be quiet.
  - b) The teacher told us to be quiet.
  - c) The teacher said to us to be quiet.
  - d) The teacher told us to be quiet.
10. "Don't swim too far, dear", asked Dad.
- a) Dad asked him not to swim too far.
  - b) Dad asked him don't swim too far.
  - c) Dad asked him wouldn't swim too far.
  - d) Dad told him not to swim too far.

### Test 5. Sequence of tenses.

1. Mike hoped that his friend \_\_\_\_ him with his car.  
a) would help      b) will help    c) helped      d) will have helped
2. We didn't know the score, but we were sure their team \_\_\_\_\_ the game.  
a) has lost      b) had lost    c) lost          d) lose
3. Yesterday Tom heard that his aunt \_\_\_\_ for five days.  
a) was ill      b) has been ill    c) had been ill      d) is ill
4. The children were afraid of making any noise \_\_\_\_ Mom \_\_\_\_ .  
a) was sleeping      b) had slept    c) slept          d) had been sleeping
5. He gave all his money to me because he \_\_\_\_ me.  
a) would trust      b) trusted      c) had trusted      d) is trusted
6. We were told that Andrew \_\_\_\_ to enter that college.  
a) is going    b) went          c) was going      d) would go
7. My parents decided that we \_\_\_\_ my birthday on Sunday.  
a) would celebrate    b) celebrated      c) shall celebrate    d) was celebrating
8. Ann hasn't been in formatted that the lecture \_\_\_\_ on Friday.  
a) hasn't taken place      b) wouldn't take place    d) will be taking place
9. The police found out that Bob Slant \_\_\_\_ in London's suburbs at that time.  
a) had been living    b) lives          c) lived          d) were living
10. I knew that Mercury \_\_\_\_ the closest planet to the sun, but I didn't feel like answering the question.  
a) was          b) is      c) had been    d) is being

### Test 6.

#### Passive Voice

1. The letter and the parcel \_\_\_\_ tomorrow.  
a) will be post      b) will have been pasted    c) will be posted  
d) would be posted
2. Nick \_\_\_\_ to be a very industrious person.  
a) has been know    b) is known          c) is been known    d) was known

3. Look! The bridge \_\_\_\_\_.  
a) is being repaired    is been repaired    c) has been repaired  
d) has being repaired
4. In Greece the Olympic Games \_\_\_\_\_ once in four years.  
a) were held    b) are being held    c) were holding
5. The problem \_\_\_\_\_ for three years, but they haven't got any results.  
a) has been studied    b) has being studied    c) was studied  
d) is being studied
6. This book \_\_\_\_\_ by the end of September.  
a) would be republished    b) will have been republished  
c) will be republished    d) is being republished
7. A police car came when the injured man \_\_\_\_\_ man the road.  
a) was being carried off    b) was been carrying    c) has been carried off  
d) is being carried off
8. I \_\_\_\_\_ to the new director yesterday.  
a) am introduced    b) was introducing    c) have been introduced  
d) was introduced
9. Many different languages \_\_\_\_\_ in India.  
a) speak    b) spoke    c) are speaking    d) are spoken
10. The theory \_\_\_\_\_ in the past.  
a) has been well received  
b) has well received  
c) was well received  
d) was well receiving

### Test 7.

#### Non - finite forms of the verb

1. As it is late I suggest \_\_\_\_\_ by taxi.  
a) them to go    b) to go    c) going    d) go
2. I can't watch TV with you \_\_\_\_\_ in front of it!  
a) stand    b) to stand    c) stood    d) standing
3. He enjoys \_\_\_\_\_ tennis.  
a) play    b) playing    c) to play    d) to be playing
4. Is there anything in that new magazine worth \_\_\_\_\_?  
a) to read    reading    c) read    d) to be reading
5. I really must stop \_\_\_\_\_.  
a) to smoke    b) smoking    c) being smoking    d) smoke
6. Do you enjoy \_\_\_\_\_?  
a) to teach    b) teaching    c) being taught    d) teach
7. Would you mind \_\_\_\_\_ the front door?  
a) to close    b) closing    c) to be closing    d) close
8. Although I was in a hurry, I stopped \_\_\_\_\_ to him.  
a) to talk    b) talking    c) is being talking    d) talk
9. Avoid \_\_\_\_\_ and you'll feel soon.  
a) to overeat    b) being overeat    c) being overeat    d) overeat

10. I'll always remember \_\_\_\_\_ you for the first time.  
a) to meet    b) meeting    c) meet    d) met

### Test 8.

#### Simple Tenses. Direct and indirect Speech. Sequence of Tenses. Passive Voice. Non - finite forms.

1. The weather forecast said that \_\_\_\_\_.  
a) it will rain in the afternoon    b) it would rain in the afternoon  
c) it rains in the afternoon    d) it will be raining in the afternoon
2. St. Basil's Cathedral \_\_\_\_\_ in the mid - 18<sup>th</sup> century in memory of the victory over Kazan.  
a) built    b) was built    c) was built    d) had had been built
3. Sames said that he \_\_\_\_\_ a horse before.  
a) never rode    b) has never ridden    c) had never ridden  
d) would never ride
4. I know Nora Parker. I \_\_\_\_\_ her at a party a couple of weeks ago.  
a) met    b) have met    c) had met    d) was met
5. Alise said that her parents \_\_\_\_\_ in a week.  
a) will come back    b) comes back    c) would come back  
d) had come back
6. You'd better \_\_\_\_\_.  
a) not to worry    b) to stop to worry    c) stop worrying    d) stop worry
7. I can't understand why \_\_\_\_\_ this mistake again.  
a) make you    b) you make    c) you do    d) you have made
8. By this time next month I \_\_\_\_\_.  
a) will retire    b) retire    c) will have retired    d) retired
9. You \_\_\_\_\_ to report it to the police as soon as possible.  
a) supposed    b) are supposed    c) suppose    d) will suppose
10. She tried to be serious but she couldn't help \_\_\_\_\_.  
a) to laugh    b) laughing    c) herself to laugh    d) herself laughing

### TEST № 1

#### *I. Complete the expressions with a, the or zero article:*

- |                    |                       |
|--------------------|-----------------------|
| 1. go by...plane   | 11. have ... rest     |
| 2. go to ...school | 12. leave ... message |
| 3. at ...home      | 13. go to ... work    |
| 4. at...cinema     | 14. make ... bed      |
| 5. have ... lunch  | 15. in ... afternoon  |
| 6. have ... bath   | 16. at ... night      |
| 7. play ... piano  | 17. have ... drink    |
| 8. play ... golf   | 18. at ... weekend    |

- |                    |                     |
|--------------------|---------------------|
| 9. at ... moment   | 19. in ... hospital |
| 10. at ... station | 20. on ... Sunday   |

*II. Write the article the or zero article:*

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1. ... Houses of Parliament | 9. ... Natural History Museum      |
| 2. ... Westminster Abbey    | 10. ... Victoria and Albert Museum |
| 3. ... Tate Gallery         | 11. ... Covent Garden              |
| 4. ... Buckingham Palace    | 12. ... Oxford Street              |
| 5. ... National Gallery     | 13. ... Trafalgar Square           |
| 6. ... Tower Bridge         | 14. ... British Museum             |
| 7. ... Picadilly Circus     | 15. ... St. Paul's Cathedral       |
| 8. ... Hyde Park            | 16. ... London Zoo                 |

*III. Write the articles in the sentences:*

1. ... Browns bought ... lovely house in ... Ireland.
2. ... Thames is ... river that flows through ... London.
3. ... Queen Victoria is ... person who ruled ... England for 64 years.
4. ... Tower of London is ... place where you can see ... Crown Jewels.
5. ... Oxford Street is ... place which is full of ... department stores.
6. ... Mount Everest is ... largest mountain on ... Earth.
7. ... Holland is also known as ... Netherlands.
8. Would you like to reach ... top of ... Mount Everest?
9. Oliver Hardy was ... son of ... lawyer and he was born in ... Harlem.
10. ... train from ... London to ... York travels at 200 miles ... hour.
11. ... Queen lives at ... Buckingham Palace.
12. You can take ... trip by ... boat along ... Thames.
13. From here you get ... view of ... Houses of Parliament.
14. ... money I earn isn't enough to live on.
15. Do you eat ... meat for ... dinner?
16. ... noise woke me up in ... middle of ... night.
17. ... computer has had much greater effect on ... society than ... pen.
18. ... young people will have to look after ... elderly in ... future.
19. Have you ever been to ... Paris and seen ... Eiffel Tower?
20. I always have ... cereal with ... milk and ... cup of tea for ... breakfast.

*IV. Text A.* Amazon is ... biggest river in ... world. It carries more water than any other river. ... Amazon starts in ... Peru and travels across was wonderful. It was ... opportunity for us not only to enjoy ... historic sites, but also to experience first-hand ... Greek way of life.

*Text B.* ... Venezuela is ... beautiful country in ... South America. There are tropical beaches where ... land meets ... Caribbean sea and ... Atlantic Ocean. To ... east there are ... snow-capped peaks of ... Andes Mountains and in ... south there is ... Amazonian rainforests. Most tourists come into ... country by ... air, landing in ... capital city, ... Caracas.



*Text C.* ...Easter Island is one of ... world's most famous place and it is also one of ... loneliest. It is ... small island in ... Pacific Ocean, four thousand kilometers off ... coast of ... South America. It can only be reached by ... plane, as it has no harbour. Most of ... coastline consists of ... cliffs and there are some extinct volcanoes.

*Text D.* Recently my friend and I have visited ... Spain. I must say that ... Spanish society is very different from ours, and in ... beginning I found it a bit difficult to get used to their ways. By ... end of our holidays, however, I felt that I didn't want to come ... home! I'm definitely going to go back ... next year and I've already been to ... travel agency to get ... information about ... flights and ... prices.

*Text E.* When we went to ... Greece for our holidays last summer and were able to see ... Acropolis and to visit some of ... islands. On our last night there was ... performance of traditional Greek dancing in ... open air theatre, which the articles where necessary in the text:

### *TEST № 2.*

1. I'd like to have ... hamburger for ... breakfast.
2. Pushkin is ... outstanding Russian poet.
3. Can you play .. piano?
4. Will you play ... chess with me?
5. At ... night I had ... terrible headache after I had drunk ... lot of coffee in ... evening.
6. Thomas Bank is ... last person I want to see.
7. My favourite subject at school is ... History.
8. He knows ... history of the French Revolution well.
9. The rent is 50 \$ ... week.
10. We often go to ... theatre and to ... cinema.
11. Yesterday Dad came home at 8 o'clock, we had ... dinner and then watched ... TV. We went to ... bed at 11 p.m.
12. What ... pity they haven't come!
13. I can't find ... letter which I received this morning.
14. - By ... way, have you heard anything from Tim lately?  
- ... last year he entered ... Oxford University.
15. ... President is going to open ... new hospital in ... capital ... next month.
16. Are you going to ... country on ... Saturday?
17. They usually go ... shopping on Mondays, but last Monday they didn't do ... shopping.
18. "Do this exercise at ... school and that one at ... home", said our teacher in ... loud voice.
19. - Could you tell me ... time, please?  
- It's ... quarter past four.
20. To tell ... truth, I didn't expect to see him.

21. It's ... high time you stopped being so lazy.
22. ... earth goes round ... sun.
23. ... life is hard in that climate.
24. What ... lovely song!
25. It took me one and ... half an hour to get there.
26. This is ... house that Jack built.
27. What is ... first month of the year?
28. ... day after tomorrow they will leave Moscow for Paris.
29. By ... way, what mark have you got?
30. To tell ... truth, he didn't want to see me off yesterday.
31. "Do you play any instruments?" – "I play ... violin".
32. Is ... Nelson a British warship?
33. ... horses are strong animals.
34. ... water is necessary for our life.
35. My favourite colour is ... red. Do you like it?
36. ... Byron is ... poet and ... Scott is ... novelist.
37. ... Rome was not built in ... day.
38. Last year ... summer was very hot and windy.
39. "What season is ... hottest?" – " ... summer is."
40. Thank you for ... breakfast you gave me last time.
41. ... dinner in our hotel is at 12 o'clock. Don't be late, please.
42. Who is ... journalist among you?
43. ... indifference and ... pride look very much alike.
44. ... Europe and ... Asia make one continent.
45. Have you visited ... Hermitage? It's one of ... best museums in the world.
46. Excuse me. What is ... time?
47. What do you prefer .. coffee or ... tea?
48. Will you be at ... home tomorrow evening?
49. Jill has gone to ... cinema to meet with Jack.
50. To travel from ... Europe to ... America we have to cross ... Atlantic Ocean.
51. Another park in central London is ... St. James's Park.
52. I'd like to be ... teacher because I like ... children.
53. ... bird in the hand is worth two in the bush.
54. What time do you go to ... school?
55. Tom had ... banana and ... apple before lunch. ... banana was not very ripe.
56. Moscow is ... capital of Russia.
57. Sasha sat at ... table in ... kitchen.
58. We go to ... country on weekends.
59. One of ... students missed the class.
60. It's ... most interesting movie of all times.
61. We need more services for ... disabled. If a society cannot help ... poor, it cannot save ... rich.
62. ... third stop will be ... last.
63. Have you met any of .. Shannons?
64. I ate ... sandwich for lunch.

65. There is ... kitten in the window.
66. What ... day!
67. I am not much of ... singer.
68. I am ... student.
69. ... books are expensive.
70. ...crocodiles live in rivers.
71. ... knowledge is power.
72. ... snow is white.
73. I bought ... 5 books.
74. Jane is reading a book. ...her book looks like a textbook.
75. I like ... tea. I don't like ... coffee.
76. ... tea in my cup is very hot.

### TEST №3.

#### I. Choose the necessary word and put it in the sentence:

a) *to predict to influence to promote marketing trends distribution consumer*

*market research product planning*

1. One of the aims of market research is to indicate new ... among people.
2. Advertising must ... the consumer and make him buy the goods produced.
3. Often marketing is called ... .
4. In order to sell a new product, a producer has to consider how to ... it.
5. The goods of this company are not sold very well, they must think about ... .
6. Sometimes it is difficult to influence ... through advertising.
7. If you want to produce something new. You should start with ... .
8. A producer wants to ... the new trends and then tries to influence them.
9. ... includes product development and pricing among other things.

b) *go up schedule packaging competitor price leader price sensitive item*

1. If the price on this product ..., nobody will buy it.
2. They should ... some tests and pass the results to R.D.
3. This company is the ... in this field, they can sell this product at the lowest price.
4. Customers do care about the price on this product, it is a very ... .

5. ... influences the desire of a customer to buy.
6. Our ... has become the price leader in selling computer programmes.

## **II. Translate the sentences into Russian:**

1. A promising new product may be also robbed of success by unreasonable prices.
2. Producers must know why, where, for what purpose the consumers buy.
3. We'll have to start a good promotional campaign.
4. What is a big selling point of the items which you produce?

## **III. Translate the sentences into English, using Future Tenses:**

1. Когда они придут, я буду переводить текст уже 2 часа.
2. Мы навестили наших друзей на следующей неделе.
3. К завтрашнему дню Иван закончит свою работу.
4. Мой брат будет смотреть телевизор, когда я приду домой.

## **TEST №4**

### **I. Translate into English using the modal verb can (could):**

1. Я умею говорить по-английски.
2. Мой папа не умеет говорить по-немецки.
3. Моя сестра не умеет кататься на коньках.
4. Я не могу выпить это молоко.
5. Ты умел плавать в прошлом году?
6. В прошлом году я не умел кататься на лыжах, а сейчас умею.
7. Не могли бы вы мне помочь?
8. Я не могу перевести это предложение.
9. Никто не мог мне помочь.
10. Где тут можно купить хлеб?

### **II. Translate into English using the modal verb may:**

1. Можно мне войти?
2. Если твоя работа готова, можешь идти домой.
3. Учитель сказал, что мы можем идти домой.
4. Он может забыть об этом.
5. Доктор говорит, что я уже могу купаться.

### **III. Choose *can* or *may*:**

1. I ... finish the work tomorrow if no one bothers me any more.
2. ... we come and see you next Sunday at three o'clock in the afternoon?
3. What time is it? – It ... be about six o'clock, but I am not sure.
4. Only a person who knows the language very well ... answer such a question.
5. ... I come in?
6. Let me look at your exercise. I ... be able to help you.
7. I ... not swim, because until this year the doctor did not allow me to be more than two minutes in the water. But this year he says I ... stay in for fifteen minutes if I like, so I am going to learn swim.
8. I haven't got any money. ... I borrow \$ 10?
9. I'm feeling cold. ... you turn the fire on?
10. The restaurant is full today. ... I sit here at your table?
11. I must phone home. ... I use your telephone?
12. It is very hot. ... I open the window?
13. Sorry, I'm late. ... I come in?
14. I have no pencils. ... I use yours?

### **IV. Translate into English using the modal verb *must*:**

1. Я должна упорно работать над своим английским.
2. Вы должны внимательно слушать своего учителя на уроке.
3. Ты должен делать уроки каждый день.
4. Вы не должны забывать о своих обязанностях.
5. Мои друзья, должно быть, в парке.

### **V. Rewrite the following sentences in the Present and the Future Tenses:**

1. You must listen to the tape-recording of this text several times.
2. You must take your examination in English.
3. She can translate this article without a dictionary.
4. We can't meet them at the station.
5. The doctor must examine the child.

**VI. Translate the following sentences using modal verbs:**

1. Вам не следует разговаривать с ним так.
2. Что вы можете мне предложить?
3. Я должен быть там завтра?
4. Тебе нужно позвонить ей сегодня.
5. Я должна была быть там вчера.
6. Мне следует все рассказать сейчас?
7. Она должна была прийти вчера?
8. Я вынужден сказать правду.

**VII. Fill in the blanks with modal verbs:**

a) *must/mustn't/have to*

1. I ... water the plants.
2. I'm very tired, I ... go to bed.
3. You are a small boy, you ... go to bed early.
4. Dad is working , you ... be quiet.
5. You ... come in unless you wipe your feet.

b) *must/mustn't/needn't*

1. You ... fight.
2. She ... wash the dishes.
3. You ... tell anyone. It's a secret.
4. Your shoes are dirty. You ... clean them.
5. You ... let the dog sleep in your bed.
6. You ... feed the cat. It isn't hungry.
7. They ... go out today. They ... stay in bed.

c) *can/can't/could/couldn't*

1. Leonardo da Vinci was a student in Florence. He ... draw, design buildings and write music.
2. You ... see the Mona Lisa in the Louvre in Paris.
3. I lost my keys yesterday and I ... get into my flat.
4. I ... go out because I have a lot of homework.
5. She ... speak English when she was ten.

### **VIII. Correct the mistakes:**

1. I don't can go to the party.
2. You can't use a computer?
3. Where do you must be?
4. He can play chess when he was five.
5. Can I come in?
6. Paul can to play football.
7. You don't must smoke here.
8. Can you help me? No, I can.
9. Can his brother speaks French?
10. She may be here.
11. He not must be late.

### **IX. Translate from English into Russian:**

- You will be able to speak Spanish in 10 months.
- Nobody answers the phone. They must be out.
- I'd like to be able to skate.
- To my mind, the government must take care of old people.
- As you may remember, I was always interested in scientific experiments.
- Little children like books with large print. They can read them more easily.
- My dentist says I shouldn't eat so many sweets.
- She had to send her letter yesterday.
- The train is to arrive at 2 p.m.

### **X. Translate from Russian into English:**

- Он мог легко это сделать сам.

- Ты должен быть в школе к 8 часам.
- Нам пришлось вернуться домой, потому что начался дождь.
- Ей не нужно покупать книги.
- Боюсь, что я не смогу написать этот тест.
- Тебе следует читать много.
- Твоя бабушка должна посетить врача.
- Мы вынуждены остаться дома.

#### **XI. Put the verbs in the correct tense:**

1. I (not can) \_\_\_\_ do it yesterday.
2. (Can) \_\_\_\_ they see us together when we were on holiday?
3. If they (not can) \_\_\_\_ come, I will call you.
4. The boy (not can) \_\_\_\_ explain anything until his mother comes.
5. They (be able) \_\_\_\_ to build the house during the summer.
6. He doesn't know when she (be able) \_\_\_\_ to translate this article.
7. The book (can publish) \_\_\_\_ in May.
8. (Can) \_\_\_\_ he ask you a question?
9. You (not have) \_\_\_\_ to work on Sundays.
10. What I (must) \_\_\_\_ do to help my friend?
11. You (not must) \_\_\_\_ laugh at her.
12. We (have to) \_\_\_\_ hurry.
13. Why I (have to) \_\_\_\_ warn her?
14. ... you (have to) \_\_\_\_ wait for her last night?
15. They (have to) \_\_\_\_ meet twice next week.
16. When the train (to be) \_\_\_\_ arrive?
17. If you (have to) \_\_\_\_ come again, I'll meet you.
18. If you stay here, they (have to) \_\_\_\_ work very hard.
19. You (not need) \_\_\_\_ do anything.
20. I (need) \_\_\_\_ explain it again?

#### **TEST № 5.**



## **I. Open the brackets using Passive Voice:**

### **The Tower of London**

The Tower of London (build) by William the Conqueror in 1078 as a castle and palace. Since that time it (expand) to its present size, and (use) as an armoury, a zoo, a royal mint, a prison, and a museum. At the time when it was a prison a lot of people (lock) in the Tower for their religious beliefs or suspected treason. Anne Boleyn, Sir Walter Raleigh and Elizabeth the First (shut up) there, too. Spies (imprison) in the Tower during both World Wars. Some of the prisoners (allow) to walk in the grounds, live in comfortable rooms and receive visitors. Many convicted (publicly/execute) on Tower Hill. They (behead) with the block and axe, which (keep) and (show) in the Tower Armoury now. The Jewel House (situate) at the Tower. The collection of the Crown Jewels (keep) in it. Saint Edward's Crown, the Imperial State Crown, and the royal scepter (guard) there. Saint Edward's Crown (use) for the coronation ceremonies. 3000 precious jewels (contain) in the Imperial State Crown. In 1671 a daring attempt (make) to steal the Crown Jewels by a man named Captain Blood.

## **II. Transform the following sentences into the Passive Voice:**

1. I bought potatoes yesterday.
2. We will bring the books tomorrow.
3. They are repairing the clock now.
4. They sell milk in this shop.
5. I have translated the whole text.
6. He stole a lot of money from the shop.
7. By six o'clock they had finished the work.
8. At twelve o'clock the workers had finished the work.
9. By three o'clock the workers had loaded the trucks.
10. We send our daughter to rest in the south every year.
11. They will show this film on TV.
12. They are building a new concert hall in our street.

13. They broke the window last week.
14. When I came home, they had eaten the sweets.
15. We shall do the work in the evening.

**III. Use the correct tense of the verbs in brackets:**

1. Don't enter the room! The students (examine) there.
2. After the accident he (take) home immediately.
3. The letter (type) by the typist when I came in.
4. I am sure that his work (complete) by the end of the month.
5. Some new magazines just (bring).
6. The exercises usually (correct) by the teacher at home.
7. Many new houses (build) in our town lately.
8. The question which (discuss) now at the conference is very important.
9. All the students (examine) by five o'clock.

**IV. Change the Voice in each sentence from Active into Passive:**

1. They told me an interesting story yesterday.
2. They offered him a cup of tea.
3. They promised us a very interesting book.
4. They pay him regularly.
5. They will show us some new magazines.
6. They teach the children French and German.
7. They gave him an invitation card to the party.

**TEST № 6.**

1. Выберите нужное:

The train always ... in time.

1. come
2. is coming
3. comes
4. are coming

2. Выберите нужное:

The woman ... TV now.

1. watches
2. will watch
3. is watching
4. watch

3. Выберите нужное:

Wait here until I ... back.

1. come
2. is coming
3. will come
4. came

4. Выберите нужное:

I can't find my umbrella. Somebody ... it.

1. had taken
2. has taken
3. took
4. was taking

5. Выберите нужное:

Rice ... in China.

1. grown
2. has been growing
3. is growing
4. is grown

6. Выберите нужное:

She told us that she ... in a bank.

1. worked
2. has worked
3. works
4. is working

7. Выберите нужное:

The weather was bad and we ... stay at home.

1. were
2. want
3. had to
4. wants

8. Выберите нужное:

The meeting ... before we got there.

1. began
2. has begun
3. had begun
4. was begun

9. Выберите нужное:

Pete ... to work at his English next year.

1. must

2. had
  3. will have
  4. have
10. Выберите нужное:  
There ... a lot of deep rivers in Siberia.
1. were
  2. is
  3. are
  4. will be
11. Выберите нужное:  
I didn't hear ... about it.
1. something
  2. nothing
  3. everything
  4. anything
12. Выберите нужное:  
Whose bag is it? It's ... .
1. him
  2. hers
  3. my
  4. theirs
13. Выберите нужное:  
Summer is a warm season. It is ... than in spring.
1. warming
  2. warmest
  3. warmer
  4. warm
14. Выберите нужное:  
Why is the music so ... .
1. silent
  2. silently
  3. ioud
  4. ioudly
15. Выберите нужное:  
Our family consists ... four people.
1. in
  2. from
  3. of
  4. with
16. Выберите нужное:  
Do you like ... ?
1. travel
  2. traveling
  3. travels
  4. to be traveling

17. Выберите нужное:

Do you play ... the piano?

1. at
2. –
3. on
4. in

18. Закончите вопрос:

Admiral Nelson was killed in the battle of Trafalgar, ... he?

1. was
2. wasn't
3. did
4. didn't

19. Выберите правильный вопрос к подчеркнутому:

She made two mistakes in the test.

1. How many mistakes she made in the test?
2. How many mistakes made she in the test?
3. How many mistakes did she make in the test?
4. How many mistakes did made she in the test?

20. Выберите правильный вопрос к предложению:

She comes from Scotland.

1. Does she comes from Scotland?
2. Do she come from Scotland?
3. Does she come from Scotland?
4. She comes from Scotland?

21. Выберите нужное:

What ... languages does she speak?

1. another
2. else
3. other
4. more

22. Выберите нужное:

The parents were ... with their son's bad behaviour.

1. disliked
2. displeased
3. disobeyed
4. disagreed

23. Выберите нужное:

Who takes ... of your garden?

1. care
2. place
3. notice

4. part

24. Выберите нужное:

She ... asks the teacher a lot of questions.

1. already
2. almost
3. always
4. only

25. Выберите нужно:

I ...mathematics. It`s too difficult.

1. like
2. dislike
3. unlike
4. display

26. Выберите нужное:

Please ... it again.

1. tell
2. speak
3. say
4. talk

27. Выберите нужное:

The dress ...in Green Street last week.

1. were bought
2. was brought
3. was bought
4. brought

28. Выберите нужное:

Read the ... sentence.

1. going
2. approaching
3. passing
4. following

29. Выберите нужное:

He ...a very interesting report at the last conference.

1. did
2. accomplished
3. performed
4. made

30. Выберите нужное:

Who ...has read this novel?

1. other
2. else
3. another
4. more

Two friends went on a trip to London. In London they went into a restaurant for dinner. On a table stood a jar of mustard. Not having seen mustard before, one of them took a big spoonful into his mouth. Tears immediately filled his eyes. His friend asked him what he was crying about. "I am crying at the thought of the death of my unfortunate father, who was hanged twenty years ago," the man answered.

They continued eating, and soon the other traveller also took a big doze of mustard. As soon as he had done so, tears ran down his cheeks also. "What are you crying about?" asked his friend. "Oh, I am crying because you were not hanged many years ago with your poor father", was the answer.

31. Определите тему текста и закончите предложение:

The text is about ... .

1. the friends who wanted to buy a house
2. the friends who met at the theatre
3. the travelers who didn't know what mustard was
4. the friends who went to the restaurant on business

32. Значение слова "immediately" соответствует:

1. at once
2. soon
3. this moment
4. suddenly

33. Выберите предложение, соответствующее содержанию текста:

1. One of the friends took a big spoonful of mustard and gave it to his friend.
2. They have never seen mustard before.
3. The traveler laughed tasting the mustard.
4. The father of one of the friends was awarded twenty years ago.

34. Выберите предложение, не соответствующее содержанию текста:

1. Two friends went to London in search of work.
2. They went to a restaurant for dinner.
3. They have never seen mustard before.
4. One of the travellers tasted mustard.

35. Закончите предложение в соответствии с содержанием текста:

... went into a restaurant for dinner.

1. Students
2. Travellers
3. Dockers
4. Doctors

36. Укажите правильный ответ на вопрос:

Why did one of the friends cry?

1. He cried because his father had been hanged.
2. He was infortunate.
3. He ate a big spoonful of mustard.
4. He was sorry for his friend.

37. Дайте верную характеристику:

The friends were ... .

1. true
2. false
3. devoted
4. real

38. Выберите наиболее удачный заголовок:

1. A Mistake
2. Two Travellers
3. Two Friends
4. A Story about Friendship.

39. Выберите нужное:

Edinburgh is the capital of ... .

1. Wales
2. Scotland
3. Ireland
4. England

40. Выберите нужное:

The flag consists of a white and red field. There is a red maple leaf on the white field.

1. Australia
2. Britain
3. New Zealand
4. Canada

## TEST № 7.

### Present Indefinite or Present Continuous?

1. I can't let you work on my computer now – it ...(use).

- a) is being used                      b) is used

2. A riddle.

What instrument only sharpens when it ... constantly ... (use)?

- a) is being used                      b) is used

3. "There is a fatality about good resolutions – they ... always ... (make) too late."  
(Oscar Wilde)

- a) are made                              b) are being made

4. You'll be connected in a minute. The telephone call ... (make) now.

- a) is made                              b) is being made

5. What programme ... (watch) by the children now?

- a) is watched                              b) is being watched

6. The news programme ... (watch) by millions of people every day.

- a) is watched                              b) is being watched



7. New pop groups ... usually much ... (speak) about among teenagers.  
 a) are... spoken                      b) are ... being spoken
8. Tom is wearing a yellow tie today. He ... (speak) about.  
 a) is spoken                              b) is being spoken
9. Sixty kilogrammes of plastic ... (throw) away every year by an average English family.  
 a) is thrown                              b) is being thrown
10. London ... (visit) by hundreds of tourists every year.  
 a) is being visited                      b) is visited
11. This museum ... (not to visit) now – it's closed for restoration.  
 a) isn't being visited                      b) isn't visited
12. Dinner ... (cook) now. We should wait a little.  
 a) is being cooked                      b) is cooked
13. Jack's jokes ... always ... (laugh) at. He's got a wonderful sense of humour.  
 a) are being... laughed                      b) are ... laughed
14. Seventy one per cent of the Earth's surface ... (cover) by water.  
 a) is being covered                      b) is covered

### **Past Indefinite or Past Continuous?**

15. I couldn't sleep last night. I ... (disturb) by my neighbours who were having a party all night.  
 a) was being disturbed                      b) was disturbed
16. Alexander Pushkin's first poem .. (write) when he was fourteen.  
 a) was written                              b) was being written
17. The dictation ... (write) by the pupils of our class from 10 to 11 o'clock yesterday.  
 a) was written                              b) was being written
18. A sand castle ... (build) by the children on the beach all day long yesterday.  
 a) was built                                  b) was being built
19. The new film ... (discuss) when I came to my friend's house.  
 a) was discussed                              b) was being discussed
20. The book War and Peace by Leo Tolstoy ... (discuss) by the pupils after they had read it.  
 a) was discussed                              b) was being discussed
21. The pupils ... (ask) a lot of difficult questions at the examination all day long yesterday.  
 a) were asked                                  b) were being asked
22. The pupils .. (show) a history film at the history lesson last week.  
 a) were shown                                  b) were being shown
- Past Indefinite or Present Perfect?**
23. The Mona Liza ... (paint) by Leonardo da Vinci.  
 a) was painted                                  b) has been painted
24. My flat .. (redecorate) two years ago.  
 a) was redecorated                              b) has been redecorated
25. The translation ... (finish) two hours ago.  
 a) was finished                                  b) has been finished

26. John is so happy! He ... (invite) to take part in the English language Olympiad.  
a) was invited                                      b) has been invited
27. "Nothing great ... ever ... (achieve) without enthusiasm." (Ralph Emerson)  
a) has...been achieved                          b) was ... achieved
28. The first metro line in Moscow ... (open) in 1935.  
a) was discovered                                b) has been discovered
29. America ... (discover) in 1492.  
a) was discovered                                b) has bee discovered
30. A new remedy to cure the flu ... (discover) recently.  
a) was discovered                                b) has been discovered

**Use the right form of the verb:**

31. The day before yesterday we \_\_\_\_ to the restaurant by Tom Jenkins.  
a) are invited      b) were invited      c) invite
32. Look! The bridge \_\_\_\_.  
a) is being repaired      b) is been repaired      c) has being repaired
33. The letter and the parcel \_\_\_\_ tomorrow.  
a) will be post      b) will have been posted      c) will be posted
34. Margaret \_\_\_\_ to be a very industrious person.  
a) has been known      b) is known      c) is been known
35. In Greece the Olympic Games \_\_\_\_ once in four years.  
a) were held      b) are being held      c) are held
36. The problem \_\_\_\_ for three years, but they haven't got any results.  
a) has been studied      b) has being studied      c) was studied
37. This book \_\_\_\_ by the end of September.  
a) would be republished      b) will have been republished      c) will be republished
38. The doctor said that Tommy's leg \_\_\_\_ the following day.  
a) will be X-rayed      b) would be X-rayed      c) will have been X-rayed
39. A police car came when the injured man \_\_\_\_ the road.  
a) was being carried off      b) was been carrying off      c) has been carried off
40. I \_\_\_\_ in a small Russian town not far from Samara.  
a) was borne      b) am born      c) was born
41. Dad phoned us and asked if our luggage \_\_\_\_.  
a) was already being packed      b) had already been packed      c) was packed
42. What a pity, John won't come. He \_\_\_\_ about the meeting beforehand.  
a) should have been told      b) should be told      c) should been told

## TEST № 8.

### Put the verb in brackets in the correct tense:

1) One summer morning Meeks (come) ... from the West to New York to find his sister. She (be) ... Mrs. Mary Snyder, a widow, aged 52, who (live) ... for a year in a tenement house in a crowded district.

At her address somebody (tell) ... him that Mary (move) ... away longer than a month before. No one (can/tell) ... him her new address.

On coming out of the house Mr. Meeks (address) ... a policeman who (stand) .... On the corner, and (explain) ... his difficulty to him. "I (recently/make) ... a lot of money and I'd like to help Mary as soon as possible", he (add) ... . The policeman (pull) ... his moustache and (tell) ... Meeks about Juggins. He (say) ... that Juggins (be) ... the leader of a new school of detectives. "Juggins (solve) ... some very difficult cases. I (take) ... you to him", the policeman said.

"If I (find) ... your sister, you (pay) ... me two hundred dollars. I (try) ... to solve your case. The disappearance of people in the city is the most interesting problem I (ever/work at) ... ", (say) ... the famous detective, (rise) ... and (put on) ... his hat.

In fifteen minutes Juggins (return) ... holding a little piece of paper with Mary's new address. After Meeks (pay) ... his bill, he (ask) ... the detective to explain what he (do) ... .

2) I (feel) ... rather poor lately, so this morning at nine I (go) ... to the doctor. I (find) ... him alone in his waiting-room, where he (stand) .... By the window.

"Where (be) ... your patients? You (cure) ... them all?" I (ask) ... .

"The reason why people (not, crowd) ... into this room now is that on Wednesday I (not, begin) ... consultations here until half past ten. Such (be) ... my habit for the last twenty-five years."

"I'm sorry I (come) ... too early," I (say) ... . "I (go away) ... and (come back) ... later."

“Oh, no. I (prefer) ... early patients to late ones. In the course of my practice I (notice) ... the late-comers (visit) ... the doctor because they (need) ... some sympathy. They are like a dog that once (come) ... here with a sore paw; I (bandage) ... it for him and while I (do) ... this he (look at) ... me with great lonely eyes. He (come back) ... the next day and every day until his paw (become) ... well. I (find out) ... that his master (go away) ... . The dog is old now but he still (come) ... .”

3) Every boy and girl (know) ... that there (be) ... hundreds of different animals in the world. And yet, if you asked the question what your favourite animal is, almost every boy and girl (answer) ... without hesitation, “The dog”.

All (agree) ... that the dog (be) ... the best companion for children. Mr. Dog always (enter) ... so thoroughly into the games and enjoyment of his little master or mistress. He quickly (understand) ... what (require) ... of him.

You (ever/see) .... St. Bernard dogs? Many years ago they (name) ... so after a monastery high up in the Alps. After the monks (breed) ... them, the dogs (use) ... (guide) ... travelers through the snowbound passes. If a traveler (stray) ... from his pass and (become) ... lost in the snowdrifts, the dogs (rescue) ... him. The dogs (work) ... in pairs. When they (find) ... the traveler who (lie) ... in the snow, they (try) ... to dig him out. If the dogs (not/can/help) ... the man, one of them (go) ... back to the monastery (fetch) ... the monks while the other (remain) ... with the lost who perhaps (get) ... some injuries.

Since that time St. Bernard dogs (be) ... the most intelligent and devoted to their masters.

## **Образцы контрольных работ:**

### **TEST № 1**

#### **I. Translate the following words and phrases into English:**

- |                           |                          |
|---------------------------|--------------------------|
| - оценивать               | - стипендия              |
| - частный                 | - субсидия               |
| - в последующие годы      | - избегать               |
| - устойчивость, прочность | - преступать закон       |
| - налог                   | - проводить исследование |

#### **II. Translate the sentences into Russian:**

1. The campaign was a huge success.
2. The company is divided into four departments: Production, Personnel, Marketing and Finance.
3. I'm the Marketing Manager and for the next two months you are going to work as my Personnel Assistant.
4. Education improves skills which make people more productive.
5. Without education many people do not cope with difficulties of life and turn to crime or require public support.
6. Education is being financed by subsidies or scholarships.

#### **III. Translate into English:**

1. Эта компания выпускает самые известные и популярные брюки в мире.
2. Компания не имела успеха.
3. Образование для молодежи всегда было ведущей общественной задачей.
4. Образование улучшает навыки, которые делают людей более производительными.
5. Рост торговли между двумя странами – стабильный.

### **TEST № 2**

#### **I. Transform into Indirect Speech:**

1. Ann said: "I live in Moscow".

2. Bob said: "I don't like milk".
3. The Literature teacher said: "We are going to take up Shakespeare in class on Monday".
4. "Which subject do you study first and how long do you spend on each assignment?" asked the teacher.
5. "Are you going to the pioneer camp on Saturday or on Sunday?" asked my grandmother.
6. My brother said: "I am going to Scotland next week".
7. The teacher said to the students: "Don't talk!"
8. "Were there many people here when you came?" asked my neighbour.
9. Charles said: "I want to go on holiday next week".
10. The teacher said to Mary: "Speak louder!"
11. Nelly asked: "Have you been to Moscow?"
12. They asked: "Did it rain yesterday?"
13. She said: "I can type now".
14. She promised: "I'll speak to the manager about him".
15. Nick told us: "I saw Jimmy at a party last week".
16. "How old are you?" – she asked me.
17. Mary asked: "Is Scotland an independent state?"
18. John asked: "Does it often rain in England?"
19. She asked: "Where is Paris situated?"
20. He said: "Give me your telephone number, please".
21. Jane said: "Ring me up tomorrow".
22. The boy said: "Don't help me to translate an article from English!"

## **II. Complete the sentences:**

1. The platform was empty, so Fred asked a porter ... and the porter answered ... ("Has the train for London left?". "It left 10 min. ago".)
2. John told Mary ... but she laughed and told him ... ("You are the most beautiful girl in the world". "Do not talk such nonsense".)

3. My watch stopped today, so I took it to a watchmaker and asked him... . He examined it, shook his head and told me ... (“What is wrong with it?” “Throw it away and buy a new one”).
4. The manager asked me ... and I answered him ... . He then said to me ..., so I told him ... (“Do you like your work?”. “Yes, I do”. “Why do you want to leave it then?”. “I am moving to Glasgow”).
5. I was walking down the road the other day when a man stopped me and asked the way to the nearest post office. I told him ... (“Take the first turning to the left and go as far as the post office”). The man asked me ... (“How far is it?”) and I told him ... (“It is about half a mile at the most”). He thanked me.

### **III. Transform these sentences into Indirect Speech:**

- A)**
1. “We can go there today,” my friend said.
  2. “You can take it if you need it, Ann,” she said.
  3. “I will tell her about it when she comes,” my brother said.
  4. “I’m going to London,” she said.
  5. “I’ve been to California recently,” my friend said.
  6. “He never comes on time,” she said.
  7. “It isn’t so rainy today as it was yesterday,” I remarked.
  8. “She has a car but she cannot drive well,” they said.
- B)**
1. “Are they getting married this weekend?” my sister asked.
  2. “How far is it?” my friend asked.
  3. “Do you know what you have done?” my father asked me.
  4. “Who came here in the morning?” he asked.
  5. “Why do you eat so much ice-cream?” my mother asked.
  6. “What is your new car like?” I asked him.
  7. “Where were you last night?” he asked.
  8. “Do you understand what I want to say?” he asked.
- C)**
1. “Give me some water, please,” he said.
  2. “Add some sugar to my coffee,” I said to her.

3. "Don't do it now. We are leaving in a minute," she told him.
4. "Don't drink too much coffee," I advised her.
5. "Call me as soon as you can," my mother said to me.
6. "Don't forget to call her," he said.
7. "Don't go there so early," she said.

#### **IV. Rewrite the sentences in Indirect Speech:**

1. I said to my friend: "Meet me outside the cinema."
2. Tom's mother said to him: "Don't go out without your jacket on."
3. The teacher said to the students: "Open your books, please."
4. The doctor said to me: "Stay in bed."
5. Nick said to his friend: "Can you tell me the time, please?"
6. My mother said to me: "Wash your clothes, please."

#### **V. Change the following requests and commands. Use *invite*, *advise*, *recommend*, *warn*:**

1. "Consult the time-table," said the office worker.
2. The lab assistant said: "Take off your coats and hats, put on these overalls and begin your work, boys, hurry up."
3. "Please, ask questions," the speaker said to the audience.
4. "Don't stay in the way of the traffic," said the militiaman.
5. "Take off your coats and come in," said the hostess to us.
6. "Visit your mother this summer, Mary," said Ann.
7. "Come and stay a couple of days with us, Ann," Mary said.
8. "Don't go skating on such thin ice," said the instructor.
9. "Go to the sea for this summer," said the doctor.

#### **VI. Rewrite the following sentences in Indirect Speech with the reporting verb in the Past Indefinite Tense:**



1. One of the soldiers said, "By the time we reach the hill the enemy will have cut us off from the rest of our men."
2. Mother said, "When you have finished digging out the potatoes I want you to cut off some cabbages."
3. The teacher said, "You've made a lot of mistakes, so I give you three."
4. Marry said, "I was doing my morning exercises and couldn't answer the door."
5. "Yesterday I got four for the story about my trip to the seaside," said the student.

**VII. Rewrite these statements in Indirect Speech beginning your sentences with the words: *He said ...*, *The lecturer said ...*, *They say ...* .**

1. Oil is lighter than water.
2. Lunar days and nights are each two weeks long.
3. We can't live without air.
4. You can't get to the Moon by train.
5. We eat to live, we don't live to eat.
6. A person who always tells lies can never be trusted.
7. Tomorrow is another day.
8. Seeing is believing.
9. Columbus discovered America.
10. All rivers flow to the seas and oceans.

**VIII. Change from Direct into Indirect Speech:**

1. "How many letters have you typed since you came to the office?" the manager asked his secretary.
2. "Had you left home before the telegram arrived?" she asked me.
3. "How many English books had you read before the term ended?" the teacher asked.
4. "Had he been an engineer before he became an artist?" the visitors asked the guide of the art exhibition.

5. "How many chapters have you revised since I left?" Mother asked me on the phone.

**IX. Rewrite these sentences replacing the word said by one of the words given below. Use each word once only: *agreed, insisted, exclaimed, whispered, apologized, admitted, claimed, suggested, protested, boasted, shouted.***

1. "I can speak four languages easily," he said.
2. "Let's go to the movies tonight," he said.
3. "If you cannot do it for me today, you simply must do it tomorrow," she said.
4. "Well, yes, if you insist, we shall stay here for a couple of days," he said.
5. "Well, yes, you are right after all," he said.
6. "This teacher has given me the wrong mark. I know his subject very well," said the student.
7. "Sh-sh-sh... Stop talking, you are being impolite to the lecturer," she said.
8. "I haven't broken the traffic rules. You cannot take my license. I know my rights," the driver said.
9. "Stop that noise in here!" he said.
10. "I'm sorry I'm late for class," he said.
11. "It is a surprise to meet you here today," she said.

**X. Rewrite the following interrogative sentences in Indirect Speech:**

1. The teacher said to Mike: "Does your father work at a factory?"
2. Mother said to us: "What are you doing here?"
3. Father said to Nick: "Have you done your friends?"
4. Tom said: "Ann, where are your friends?"
5. Kate said: "Mike, do you like my dress?"
6. Grandfather said to Mary: "What mark did you get at school?"
7. "Why don't you play with your friends, Kate?" said her mother.
8. "Did you see your granny yesterday, Lena?" asked Mr. Brown.

### TEST № 3

**Rewrite the following interrogative sentences into Indirect Speech:**

1. I said to Boris: "Does your friend live in London?"
2. I said to the man: "Are you living in a hotel?"
3. Nick said to his friend: "Will you stay at the 'Hilton'?"
4. He said to me: "Do you often go to see your friends?"
5. He said to me: "Will you see your friends before you leave St. Petersburg?"
6. Mike said to Jane: "Will you come to the railway station to see me off?"
7. She said to me: "Have you sent them a telegram?"
8. She said to me: "Did you send them a telegram yesterday?"
9. She said to the young man: "Can you call a taxi for me?"
10. "Where have you put my book, Mary?" said Tom.
11. "Why did our team lose the game?" said Vera.
12. "Who has read 'Ivanhoe'?" asked the teacher.
13. One of the pupils asked the teacher of literature: "What novels shall we read next year?"
14. "Is the river Volga in Russia?" asked the Frenchman.
15. "How did you manage to solve this difficult problem in such a short time?" said my friend to me.

### TEST № 4

***I. Paraphrase the following sentences using the Complex Object with the Participle:***

1. The girl was singing. I heard her.
2. She watched the children. They were running and playing in the garden.
3. I can see the train. It is coming.
4. I saw a group of boys. They were eating ice-cream.
5. We noticed a group of people. They were digging potatoes in the field.

***II. Translate the sentences using the Complex Object with the Participle or the Infinitive:***

1. Я хочу, чтобы вы прочли эту книгу.
2. Дети хотели, чтобы я рассказал им сказку.

3. Папа хочет, чтобы я была пианисткой.
4. Я не хочу, чтобы она знала об этом.
5. Мой брат хочет, чтобы я изучала испанский язык.
6. Я не ожидал, что это случится так скоро.
7. Я знаю, что твоя сестра очень способная студентка.
8. Мама заставила меня съесть суп.
9. Он заставил брата прыгнуть в воду.
10. Пожалуйста, не заставляйте меня пить молоко.
11. Она не могла заставить его ложиться рано спать.
12. Я слышал, как он открывал дверь.
13. Я слышал, как он открыл дверь.
14. Я чувствовал, что он касается моей руки.
15. Я видел, как птицы летят к лесу.
16. Я слышал, как он играет на скрипке.

### ***III. Put the words in the correct order:***

1. lawyer/not/anything/My/the police/advised/to say/me/to.
2. I/want/to wait/Can/or/me/go/you/now?
3. Ann/reminded/to phone/Can/me/tomorrow/you?
4. pupil/I/to be/know/him/very/good/a.
5. to be/expected/by/I/packed/mother/the things/my.

### ***IV. Write sentences using the right type of the Complex Object made of the words given in brackets:***

1. We knew (he, to be) a successful businessman.
2. Do you imagine (she, to work) late at night?
3. She couldn't bear (the child, to cry).
4. The doctor recommended (the room, to air).
5. She wanted (I, to tell) her the truth.
6. I kept silent and watched (they, to play) chess.
7. I've never seen (he, to smile).
8. I looked up and saw (she, to cry).

### ***V. Test:***

1. Teddy's words made me (feel) uncomfortable.
  - a) to feel
  - b) feeling
  - c) feel
2. Mrs. Pottson allowed her guests (smoke) in the living-room.
  - a) to smoke
  - b) smoking
  - c) smoke
3. Has the secretary come yet? I want to have my papers (type).
  - a) to type
  - b) type
  - c) typed

4. I watched my cat (play) with her kittens. I couldn't tear myself away from that funny sight.  
a) played  
b) playing  
c) to play
5. Granny didn't want my Mom (marry) my Dad.  
a) marry  
b) to marry  
c) married
6. Our English teacher told us (not/feel) shy and speak English as much as possible.  
a) not to feel  
b) not feel  
c) felt
7. I have to get my Photograph (take) for a new passport.  
a) took  
b) take  
c) taken
8. There wasn't much traffic in the street. I saw a little girl (cross) the road.  
a) crossed  
b) cross  
c) to cross
9. I have never heard Helen (sing).  
a) sang  
b) sings  
c) singing
10. Mary would like her brother (avoid) Tom's company.  
a) to avoid  
b) avoid  
c) avoided

***VI. Translate into Russian paying attention to the Complex Object:***

1. They heard their flight announced.
2. I had my radio-set repaired.
3. I had my coat made a year ago.
4. I watched him packing his luggage.
5. I saw him waiting for a taxi.
6. She wants her friends to see Khatin, a remarkable architectural monument to those who perished at the hands of German fascists.

***VII. Choose the correct variant of Complex Object:***

1. We heard him played/playing the guitar.
2. Jane felt someone watching/watched her.
3. Mother was watching the children playing/played in the yard.
4. Nobody noticed her disappear/disappeared.
5. She saw somebody enter/entered the house.
6. I noticed him watching/watched the film with great pleasure.
7. Mary felt someone touch/touched her hand.
8. The boys watched the sea gulls fly/flying in the sky.

***VIII. Complete the sentences using Complex Object:***

1. We expect them \_\_\_\_ (arrive) tomorrow.
2. I know him \_\_\_\_ (be) a very good student.
3. My mother didn't allow me \_\_\_\_ (go) to the disco.
4. Let him \_\_\_\_ (play) computer games after school.
5. I have never asked you \_\_\_\_ (help) me.
6. She felt somebody \_\_\_\_ (touch) her on the shoulder.
7. The bad weather made us \_\_\_\_ (change) our plans.
8. We heard her \_\_\_\_ (break) something in the kitchen.

**TEST № 5**

**Task 1. Translate the sentences into Russian:**

1. We insisted that we should go to the Black Sea.
2. I wish it were summer now.
3. If I had been to London, I would have visited the Tower.
4. I would have told you everything, if you had not been away on business.
5. If the weather is lovely, we'll go for a walk.
6. If this book were not interesting, it wouldn't have been so popular!
7. If he had come a minute later, he would have missed the train.
8. The teacher demanded that all the pupils should come to school in time.

**Task 2. Answer the questions:**

1. Where would you like to go if it were holidays now?
2. Would you recognize your friend if you hadn't seen him for ten years?

3. What film would you have seen if you had gone to the cinema yesterday?
4. If you had a lot of things with you, would you go by bus or take a taxi?
5. What school would you like to have?

**Task 3. Fill in the necessary form of the verb:**

1. If the water ... to 100 degrees C, it ... .  
a) will be heated   b) would be heated   c) is heated  
d) would boil   e) boils   f) will boil
2. If pigs ... wings, they ... fly.  
a) had   b) have   c) would have  
d) will fly   e) fly   f) would fly
3. I ... do the same if I ... in your place.  
a) would do   b) will do   c) would have done  
d) am   e) were   f) will be
4. If I ... her, I ... to her. But I didn't see her ... .  
a) saw   b) had seen   c) would have seen  
d) would have spoken   e) spoke   f) would speak
5. Hurry up! We ... good seats if we ... late.  
a) don't get   b) won't get   c) didn't get  
d) arrived   e) will arrive   f) arrive
6. If I ... that you were coming, I ... you at the airport.  
a) had known   b) knew   c) would have known  
d) would meet   e) would have met   f) will meet
7. If Columbus ... traveling so much, he ... America in 1492.  
a) hadn't loved   b) wouldn't have loved   c) loved  
d) hadn't discover   e) didn't discover   f) wouldn't have discovered

**Task 4. Translate into English:**

1. Я бы зашел к нему на следующей неделе, если бы у меня было свободное время.

2. На вашем месте я бы принял это предложение.
3. Я бы пошел вчера в кино, если бы я хотел это сделать.
4. Я хотел бы, чтобы она мне позвонила вчера вечером.
5. Я бы хотела, чтобы ты была сейчас с нами в Америке.
6. Если я узнаю его адрес, я напишу ему письмо.
7. Мама настаивала, чтобы я надел теплый свитер.
8. Если бы у меня было достаточно денег, я бы купил картину ей на день рождения.
9. Я был бы вам благодарен, если бы вы помогли мне с математикой.

## TEST № 6

1. Translate the following word – combinations into English:

-услуга	-потребитель	-торговля
-рост	-правительство	-владельцы
-поставлять	-безработица	-распределение

2. Translate into English:

-employment	-living standard
-to run the business	-goods
-manufacturing	-to process

3. Translate the sentences into Russian:

1. There are many laws and regulations in the American economy.
2. There are a lot of factors which the government must take into account.
3. There are three points in my proposal.
4. We have enough time to check the figures thoroughly.
5. There are great scientific achievements in this field of national economics.
6. We have good business relations with this company.
7. There are thousands of small shops in Great Britain.
8. We've got a lot of different orders now.
9. They look through catalogues and quotations every morning.
10. The annual report contains much information about the company.



11. During last year our firm produced various pieces of equipment.
12. The secretary was trying to get through with Mr. Parker but she failed.
13. We were listening to the latest news from 9 a.m. till 10 a.m. yesterday.
14. Next year our enterprise will increase its output by 50%.
15. New companies will get greater opportunities for developing when they have access to a bigger market.
16. A number of countries with emerging economies will demonstrate a rapid growth in production output next year.
17. In a few months the company will sign a number of long-term trade agreements with several foreign firms.
18. The demand for goods and food products will rise sharply in two years.
19. Mr. Black is sure some of them will be interested in our offer.
20. The profits of the business must be shared between the partners.

## **TEST № 7**

### **1. Translate the word-combinations into English:**

- финансовый кризис
- расчет с клиентом
- давать инструкции
- закладывать данные
- обрабатывать данные
- экономика

### **2. Translate sentences into English:**

- Я собираюсь получить повышение через 5 месяцев.
- Вице-президент одобрил проект на встрече в Москве.
- Оператор закладывает данные в компьютер и дает инструкции.
- Средний супермаркет хранит 5.000 наименований.

### **3. Ask the questions to the following sentence:**

A computer solves mathematical problems very rapidly.

### **4. Ask the question:**

What can you say about the functions of the computer?

**5. Write 5 sentences about the role of computers in your life.**

**6. Translate the sentences into Russian:**

- Companies try to reduce the damage they do to the environment.
- A clever manager cares about employees and product quality.
- The firm plans an advertising campaign to launch new production on the markets.
- Our partners use new ways of doing business.
- We will sell our goods abroad very soon.
- He is closing his account now.
- He has already made the final decisions.

## **TEST № 8**

*I. Translate the sentences into Russian:*

1. They can ensure economic security only if they cooperate effectively with other people.
2. Japan is known as another small nation with big population, which was able to overtake such industrialized country as the USA in some fields of economy.
3. Nowadays Japan has become one of the largest contributors of long-term capital to developing countries.
4. Nations vary in area and population, so security can only be relative.
5. Large nations are provided with a lot of economic fundamentals.
6. Self – sufficiency may be achieved by various policies in accordance with particular economic characteristics of each nation.
7. Economic globalization means the process of integration of markets, great changes in trade and finance and the establishment of the global economy.
8. The main aim of economic globalization is to change the world into one dynamic market which has uniform characteristics in different countries.
9. Economists think that the single currency will increase trade integration as well as labour mobility in the euro-zone.

10. Globalization at a business level means that a company has decided to participate in the global economy and it is going to establish its subsidiaries in foreign markets.

11. The introduction of the new currency and participation of different countries in integrated European financial markets should reduce any risks in business transactions and lead to more efficient European finance, promote European political as well as economic integration.

*II. Put in the verb in the correct form, using three types of conditional sentences:*

1. If you (not to buy) coffee, we will drink tea.
2. If he is free tomorrow, he certainly (to come) to our party.
3. My brother would not have missed so many lessons if he (not to hurt) his leg.
4. If my friend (to work) in my office, we would meet every day.
5. If you spoke English every day, you (to improve) your language skills.
6. If you get a “five”, your mother (to be) happy.
7. If she (to return) earlier, she would have been able to see him before he left.
8. If these shoes were not too big for me, I (to buy) them.
9. If you (to ring) me up, I will tell you a secret.
10. If he did not read so much, he (not to know) English literature so well.

*III. Compose your own story on the topic “What would I do if I were the President of Russia?”*

#### **4. Методические рекомендации для организации самостоятельной работы с текстом**

Для того, чтобы текст стал реальной и продуктивной основой обучения всем видам речевой деятельности, важно научиться разнообразным манипуляциям с текстом на пред текстовом, текстовом и после текстовом этапах. Знание таких приемов позволяет овладеть навыками и умениями самостоятельной работы с текстом и подготовки речевых высказываний различного типа.

Приемы оперирования с материалом текста и соответствующие упражнения не пред текстовом этапе предназначаются для дифференциации языковых единиц и речевых, образцов их узнавания в тексте и овладение догадкой для формирования навыков вероятностного прогнозирования.

На текстовом этапе предполагается использование различных приемов извлечения информации и трансформации структуры и языкового материала текста. На после текстовом этапе приемы оперирования направлены на выявление основных элементов содержания текста.

##### **4.1. МУ для организации самостоятельной работы с текстом**

1. Прочтите заголовок текста.
2. Выпишите незнакомые слова.
3. Определите по формальным признакам синтаксическую функцию как известных, так и неизвестных вам слов.
4. Сделайте предварительный перевод заглавия, заменяя незнакомые слова неопределенно - личными местоимениями.
5. прочтите текст, определите его тему двумя - тремя словами.
6. Прочтите еще раз первый абзац.
7. Подумайте, встречаются ли в первом абзаце слова заглавия. Помните, что известные слова могут быть представлены синонимами или описательно.
8. Посмотрите, есть ли в абзаце слова, близкие по форме неизвестному слову.
9. Определите, одинаковы ли подлежащее абзаца и подлежащее заголовка.
10. Определите, одинаковы ли сказуемые (дополнения) в абзаце и заголовке.
11. Читайте следующие абзацы, выписывая из них законченные в смысловом плане отрезки, содержащие слова заглавия.
12. Преобразуйте, если необходимо, полученные отрезки в двух- или трехсоставные предложения так, чтобы известные слова выполняли одну и ту же синтаксическую функцию.
13. Сравните главные члены и дополнения в полученных предложениях. Убедитесь в том, что в заглавии было выражено незнакомым вам словом, а в полученных предложениях в роли сказуемого появились слова, известные вам. То же относится к подлежащему и дополнению

##### **4.2 Пример работы с текстом:**

## Текст

### The last bus to Donington - on - Bain

John Tryer reports on the local problems of a national crisis - how people without cars can move about in the country.

Last Monday the little village of Donington - on - Bain, deep in the Lincolnshire woods, lost its last contact through public transport with the outside world. Once Donington (pop. 236) boasted its own railway station. That closed a generation ago, and on April 1 the two bus services, to Lincoln in one direction and Louth in the other, were withdrawn. Now the villagers of Donington, a third of whom do not own a car, face a three-mile trek for the nearest bus route.

Lincolnshire is not a good bus country, with the population scattered around in little pockets over the flat, rich farmland.

The buses have to cover long distances from place carrying don't make enough money on these journeys, and that even using the money they make on the busy routes to pay for the less busy ones they can't make ends meet. So they back the services. There are fewer buses. Fewer people find the service they need.

What are they going to do when the services stop? It came as a shattering blow to Donington - on - Bain. "They've got no right to leave us here without a bus" said Eva Traves, a 56 year - old housewife who has lived in the village for 36 years. "We've ever such a lot of elderly people here. How are they going to get out?"

"My husband Ron was in hospital at Louth recently and I visited him every day. I couldn't do that now, unless somebody took me in their car. The nearest bus is at South Willingham, three miles away."

Donington's local councilor, Charles Turner, was one of the first to be hit by lost service. Unlike Ron Traves, who rides on a scooter to the meetings in the Louth this week." Turner says that some 35 per cent of the Donington people, especially in the old people's bungalows and the council houses, do not have a car.

All hope, however, is not lost. Louth Rural District Council is trying to persuade a local firm to run a bus service to and from Donington two days a week. The trouble is that it will not do so unless the council underwrites the costs at the rate of £ 7 a day. The Council has refused, but its clerk, Bryan Spence, is trying to talk the firm into having a few experimental runs to see what happens.

Unless something is done, the drain of people from villages to the towns will continue, which cannot be healthy. If there are more people in the villages it will be easier to justify buses to them. Many councilors seem to cling to the mistaken belief that all villagers are two - car families when in fact many do not even have one.

## Предтекстовый этап

1. *Would you improve your reading skills?*

a) Read and underline the word which is the same as the first one given^

last	lost	told	bold
	list		told
	lots		hold

last

cold

*b) Here is a series of two expressions. They are sometimes different. Go through the list and when the expressions are different, underline the word that differs in the second expression:*

bus services	bus services
well paid	well said
old looking	cold looking
one-way	one day
few passengers	a few passengers
the drain of people	the train of people
he's hit by the lost service	he's hit by the lost servant
who lives in the village?	who leaves for the village?
they can't make meet	they can't make ends meet

*c) Find the word which means the same things as the word mentioned:*

carry	run	little	large	wood	oak
	take		big		tree
	drive		small		forest
	ride		nice		land

*2. a) Will you read the following passage and find 4 words with the suffix "tion" in it? What effect does the suffix have on the meaning of the words?*

Once, Donington (population 236) had its railway station. That closed a generation ago, and on April 1 the two bus services, to Lincoln in one direction and Louth in the other, were withdrawn.

*b) In the first sentence you can see the word "villager". Can you find another word formed in the same way?*

Now villagers of Donington face a three - mile trek for the nearest bus route. Donington's local councilor was one the first to be hit by the lost service.

*c) Will you read the sentences and find the equivalents of the following words:*

cut back...

The last two bus services were withdrawn.

thrown about...

Lincolnshire is a country with the population *scattered* around in little pockets over the flat, rich farmland.

taking:...

The buses have to cover long distances from place to place *carrying* only a few passengers at a few passengers at a time.

*3. Read the following passage and select the appropriate link-words from the list given below:*

All hope...<sup>1</sup>, is not lost. South Rural district Council is trying to persuade a local firm to run a bus service to and from Donington two days a week,...<sup>2</sup>. Is that it will not do so...<sup>3</sup> the council underwrites the costs at the rate of €7 a day. The council has refused,...<sup>4</sup> its clerk is trying to talk the firm into having a few experimental runs.

1	2	3	4
thus	The only result	on the condition if	but
however	As a matter of	under the circum-	however
in this way	fact	stances	yet
in addition	The trouble	unless	and
	this		

*4. The title, the first sentence and the first words of each paragraph of an article have been given below. Pick the points that you think are mentioned in the article.*

The last bus to Donington - on - Bain

Last Monday the little village of Donington - on - Bain, deep in the Lincolnshire woods, lost its last contact through public transport with the outside world.

Lincolnshire is not a good bus country... .

The buses have to cover... .

But what ... .

It game as... .

Donington's local councilor... .

All hope, however... .

Unless something is done... .

#### **The article tells us/mentions:**

- about one of the local problems of a national crisis
- that the fact mentioned in the article be a tragedy with the villagers
- that the situation doesn't seem to improve soon
- how people without cars can't move about the country
- how the little village lost its last contact through public
- what problem the villagers of Donington face

#### ***5. Work in groups of two.***

a) Look at the following word combinations and think of a story that might combine them all. You may reorder them in any way you want to using any form of the verb:

to lose a contact, two bus services, to make ends meet, to cling to the mistaken belief, to be withdrawn, to carry a few passengers at a time, to be hit by the lost service, the drain of people from the villages to the towns, to persuade a local firm.

b) When you have decided upon the story, tell the story to your partner. Then listen to that of your partner. Ask each other as many questions as you can to learn further details or clarify some points.

### **Текстовый этап**

1. Read the text “The last bus to Donington - on - Bain” and a) underline the sentences that best sum up the main idea of each paragraph; b) reorder the words according to what happens in the passage. When you have finished, discuss the order you decided on with other groups.

2. Would you mark the position where Donington - on - Bain is on a map? Indicate all the roads and neighboring cities mentioned in the text, please. (Дается контурная карта.)

### **Послетекстовый этап**

1. *Please, complete the following statements with phrases:*

1. The last bus services to the little village of Donington - on - Bain were withdrawn because... (there are a few passengers at a time; there are passengers; there are no buses; there are few people in the village)

2. The villagers need the bus service badly because ... (not all of them have a car; they have a three-mile walk to the bus; some people travel by bus; they haven't got any other transport)

3. Louth Rural District Council is trying to persuade a local firm to run a bus service to and from Donington ... (every day, every other day; two a week; from time to time)

4. The local firm wants the Council to underwrite the costs at the rate of €7 a day and the latter... (has agreed; doesn't know what to do; is discussing the problem; has refused)

5. The drain of people from the villages to the towns will continue if... (all the villagers haven't got a car; public transport is withdrawn; the villages are situated far from the railway station; the living conditions of the villagers are improved)

2. *Answer the following questions, selecting the right answer.*

1. Who wrote this text? (author's name and occupation)

2. What is the aim of the message? (informing; teaching; entertaining)

3. What is the author's intention in this messages? (There may be more than one answer.) (to amuse the reader; to predict what the future of an English village; to criticize society; to teach us something about life in the future)

4. What is the author's attitude towards the problem he describes? (indifference; sympathy; pity; admiration; anxiety; detachment hiding concern; criticism)

5. Do you think the article its aim? Why? (yes; no; probably; perhaps)

### **4.3. Тексты для самостоятельной работы студентов.**

1. Read the text “Mr. Holland's Dream”



When Mr. Holland was a young man, he played a lot of football, and he had always been thin and very strong. But then he worked in an office for many years, and he drove to work in a car, so when he was forty, he was fat and very soft, and he didn't wish to get fatter and softer every year.

One day one of his friends said to him: "Would you like to be thinner, Fred?"

"Of course, I would". Mr. Holland answered.

"Well", his friend said, "stop going to your office by car, and get a bicycle".

Mr. Holland had not ridden a bicycle for many years. "It's very hard to learn to ride a bicycle again at your age", his wife said.

But it was not too hard for Mr. Holland to do. He usually sat in his living room and read the newspaper in the evening, but he bought a bicycle for his birthday and practiced riding it every evening instead. He hoped that it would help him to get thinner, and he got a lot of pleasure from it.

He found little roads which were not really very narrow, but were too narrow for cars, and there he got away from the noisy noises of the city, which were becoming too much for him. They were not really very loud, but they were too loud for Mr. Holland.

Then he began to go to his office by bicycle. Sometimes all the cars stopped at a red light, and he went past them to the front, because his bicycle was narrow. Then he was very happy.

Yesterday he stopped at a red light, and a man came up behind him on another bicycle. He stopped too and told Mr. Holland, "Have the police taken your driving licence away too?"

*I. Put the sentences in the correct order.*

1. Then he began to go to his office on his bicycle.
2. He usually sat in his living room and read the newspaper.
3. It was not too hard for Mr. Holland to ride a bicycle.
4. He found little roads which were not really very narrow.
5. When Mr. Holland was a young man, he played a lot of football.
6. When he was forty, he was fat and very soft.
7. Mr. Holland hadn't ridden a bicycle for many years.
8. He didn't wish to get fatter and softer every year.
9. When all the cars stopped at a red light Mr. Holland went past them, because his bicycle was narrow.
10. Another man stopped too and said to Mr. Holland "Have the police taken your licence away too?"

*II. Answer the following questions.*

1. What is Mr. Holland's dream?
2. When did he play a lot of football?
3. Why had he always been thin and very strong?
4. Why did he become fat and very soft?
5. What was the advice of one of his friends?
6. Was it hard to follow this advice? Why?

7. What did he usually do in the evening?
8. What would help him to get thinner?
9. Where did Mr. Holland practice?
10. Did he stop at the red light?
11. Why did a man behind him ask: "Have the police taken the driving licence away too?"

*III. Circle the correct answer.*

1. Was Mr. Holland fat or thin when he was young?  
 A. He was slim                      C. He was thick  
 B. He was thin                      D. He was fat
2. What was he like when he was forty?  
 A. He was fat                      C. He was thick  
 B. He was thin                      D. He was slim
3. Who told him to get a bicycle?  
 A. His son did                      C. His mother did  
 B. His wife did                      D. A friend
4. Was it hard for him to learn to ride a bicycle again?  
 A. Sometimes it was to learn to ride a bicycle again  
 B. Yes, it was very easy  
 C. Yes, it was very hard  
 D. No, it wasn't
5. When did he practice?  
 A. In the evening                      C. On his birthday  
 B. In the morning                      D. At weekends.
6. Did he enjoy riding his bicycle?  
 A. Yes, he did                      C. No, he didn't  
 B. Fifty-fifty                      D. Sometimes
7. Why did he like narrow roads?  
 A. Because they were crowded  
 B. Because they were very clean  
 C. Because they were noisier  
 D. Because they were less noisy
8. Why could he go past cars at red lights?  
 A. Because he didn't have to stop at them  
 B. Because he was very ambitious  
 C. Because he didn't know traffic rules  
 D. Because his bicycle was narrower
9. Had the police taken Mr. Holland's driving licence away?  
 A. No, they hadn't                      C. Yes, they had  
 B. Just checked it                      D. He left it at home
10. Had they taken the other man's away?  
 A. No, they hadn't                      C. He left it at home  
 B. Just checked it                      D. Yes, they had

## 1. Read the text «Scenarios»

Making up stories about the future might seem a curious occupation for grown-up executives. But there was a time, in the 1970s and early 1980s, when scenarios were a familiar part of the planning process. They then fell out of fashion for a while, as did strategic planning overall. Now that strategy is making a comeback, so are scenarios. In essence the scenario technique consists of describing a range of possible future. Let us suppose that the Chinese economy collapses, or that it flourishes: that the Internet enriches the telephone companies or drives them out of business. What then?

The aim is not to make predictions, but to provide a framework into which subsequent events can be fitted. If executives have thought out the possible outcomes, they should be quicker to react when one of them arrives. As Arie de Geus, former head of planning at Shell, puts it, they can remember the future.

Since the oil industry vats single investments such as refineries or petrochemical complexes, scenarios appealed as a form of risk analysis. What would happen in the oil price soared or plummeted? What was the probability of a given host government collapsing, or nationalizing the industry?

Then came the reaction. In a recent book, *The Living Company*, Mr. de Geus describes how in the 1980s, Shell's senior executives became skeptical. Making up stories, they said, was great fun and good public relations. But how many decisions could be attributed directly to the scenario process?

Over the last 10 years, says Roger Rainbow, Shell's present head of planning, there has been more emphasis on getting the managers involved. "The trend has been to get them to bring scenarios into their decision processes," he says. "We need to help people to make decisions on quite specific issues, down to the level of a specific strategy in a given country, or a specific project."

At the same time, he reports, there is a rising level of interest outside. "We get one or two companies a week calling us up to ask our advice on scenarios. If we were a consultancy, we'd be making a lot of money." There are a number of consultancies doing just that. Northeast Consulting, of Boston, was founded by a group of consultants who had previously done scenario work for IBM.

According to Keith Anderson, senior associate for Northeast Consulting Resources in Europe, the difference in origins is fundamental. Where Shell began with geopolitical change, the computer industry was more concerned with detailed developments in technology.

As Mr. Anderson puts, the task is not merely to describe possible future, but to identify the preferred one and work to bring it about. Microsoft, he observed, was dismissive about the Internet at the outset. When it perceived its mistake, it set out not merely to catch up, but to take a lead in determining how the Internet developed.

*By Tony Jackson*

*from the Financial Times.*

## 2. Number this information in order it appears in the text:

1. People call Shell in order to ask how to develop and use scenarios.

2. At Shell, they get managers to participate more in developing scenarios.
3. Several consultancies are working in the area of scenarios.
4. People outside Shell are getting more interested in scenarios.
5. At Shell, managers have to make decisions on particular projects.
6. Northeast Consulting was started by people who had worked at IBM.

**3. What do these figures refer to in the text?**

1. 1980s
2. 1970s
3. 10

**4. Choose the correct alternative:**

1. If the price of something **soars**, it
  - a. stays the same
  - b. falls really very quickly
  - c. increases by a lot very quickly
2. If the price of something **plummets**, it
  - a. stays the same
  - b. falls really very quickly
  - c. increases by a lot very quickly
3. If you **undertake** something, you
  - a. carry it out
  - b. take it over from someone else
  - c. plan to avoid it
4. If something **appeals**, it looks
  - a. uninteresting
  - b. attractive and interesting
  - c. boring
5. If a government collapses, it
  - a. loses power
  - b. gains power
  - c. stays in power

**5. All of the following statements are false. Your task is to correct them:**

- 1) Scenarios are of no real practical use
- 2) The scenario technique involves thinking of one possible series of future events.
- 3) Scenarios were a part of strategic planning right through the 1980s.
- 4) Executives started to use scenarios before the Second World War
- 5) Getting executives to make up stories is a normal thing to do.

**6. Translate the following sentences into good Russian.**

- 1) Scenarios fell out of fashion for a while, as did strategic planning overall.

- 2) Since the oil industry undertakes the vast single investments such as refineries or petrochemical complexes, scenarios appeared as a form of risk analysis.
- 3) Making up stories about the future might seem a curious occupation for grown-up executives.
- 4) In essence, the scenario technique consists of describing a range of possible futures.
- 5) If we were a consultancy, we'd be making a lot of money.
- 6) At the same time there is a rising level of interest outside.
- 7) What would happen if the oil price soared or plummeted?
- 8) The aim is not to make predictions, but to provide a framework into which subsequent events can be fitted.
- 9) When it perceived its mistake, it set out not merely to catch up, but to take a lead in determining how the Internet developed.
- 10) Over the last 10 years, says Roger Rainbow, Shell's present head of planning, there has been more emphasis on getting the managers involved.

## 7. Explain these words in English:

- 1) Framework - \_\_\_\_\_
- 2) Collapse - \_\_\_\_\_
- 3) Economy - \_\_\_\_\_
- 4) Prediction - \_\_\_\_\_
- 5) Strategy - \_\_\_\_\_
- 6) Government - \_\_\_\_\_
- 7) Fashion - \_\_\_\_\_
- 8) Development - \_\_\_\_\_
- 9) Decision - \_\_\_\_\_
- 10) Consultant - \_\_\_\_\_

## 1. Read the text «Nelson's management style could have come from a modern textbook»

Millions find it hard today to identify white European males, and 20<sup>th</sup> century warfare has made it almost impossible to use war leaders of the past as role models for the present. Yet leaders and heroes are still needed, and Nelson's character and his preparation for the Nile adventure, still make him an example for everyone, black or white, male or female, British or otherwise. The reason lies less in what he did, more in how he did it.

Even in the toughest boardroom, battle, very few people today have to carry the level of responsibility Nelson bore in 1798. Yet the way he bore it could have come from a modern textbook:

- developing teamwork with defined roles and close personal relationships;
- allowing the expression of different ideas;
- providing clear, shared and understandable goals;
- permitting participation in decision-making;

- encouraging initiative;
- promoting sense of ownership and commitment.

All today are at least recognized as valuable, and all were present in his conduct of the campaign. If he had had time to write books, he could have advanced management theory by two centuries.

In 1793, he faced something which management-speak would call “a challenge”. The would seems hopelessly inadequate. With continental Europe controlled by revolutionary France, the Royal Navy had been forced to leave the Mediterranean. In Toulon, the French were preparing a colossal fleet and army - 17 major warships with more than 300 troop ships. Nelson was selected to find it and, if possible it. He was only 39 years old and had never commanded a fleet before, yet in London his task was seen as crucial to all Europe’s destiny.

Before his fleet assembled, he knew several of his captains personally and the rest by reputation. Immediately after their rendezvous, he began to work upon all of them the wonder of his command, the magic “Nelson touch”. Asking them to come in turn to the ship, he encouraged them into informal open discussions - an unheard - of combination of briefing and brainstorming. While always knowing who was in charge, their common understanding grew so great that later, paraphrasing Henry V, he said: “I had the happiness to command a band of brothers.”

*By Stephen Howarth*

*From the Financial Times.*

## **2. Train your reflective mind! Answer the questions**

- a) The article states that 20<sup>th</sup> century warfare has made it almost impossible to use war leaders of the past as role models for the present. Do you agree? Why or why not?
- b) Can a military style be used in business today? Do you know such examples?
- c) Why would Nelson have advanced management theory by two centuries if had written books?
- d) Management-speak is the language of management books. Why is the word “challenge” inadequate, or not enough, to describe what Nelson had to do?
- e) How far can military-type methods be used by business leaders?

## **3. Number these things in order they are mentioned in the article:**

- a) letting people say what they want
- b) giving clear aims to people
- c) getting people to work together
- d) getting people to feel they belong to the organization
- e) getting people to decide and do things on their own
- f) allowing people to take part deciding things

## **4. What do these figures to in the text?**

- 1) 5

- 2) 17
- 3) 20
- 4) 300
- 5) millions
- 6) 39
- 7) 1798
- 8) 1759

**5. Find adjective in the text that describe the following:**

- 1) the common understanding among Nelson's officers of what they had to do
- 2) the combination of briefing and brainstorming
- 3) Nelson's discussions with the officers
- 4) the "Nelson touch"
- 5) the task facing Nelson
- 6) the French fleet

**1. Read the text «The Unforgiving demand of "Six sigma" process controls»**

The term "six sigma" is one familiar to statisticians. In practical terms, it means reducing the defects in a process to just three per million. It is thus an extremely demanding target for quality control.

The term was thought up 10 years ago by the US electronics group Motorola, based on Japanese methods of total quality management. The approach is particularly suited to the high-volume, high precision electronics industry. For example, a mobile phone such as Motorola produces might contain 400 components. If a company operates to two-sigma - 45000 defects per million - on each part, the chances of the phone being defective are far too high.

General Electric is now in its second year of applying six sigma across its businesses. Last year, it spent \$200m on the initial parts of the programme. This year it aims to spend \$300m and expects cost savings in the year of \$400-500m: that is, a profit of \$100m-200m.

Six sigma is by no means confined to manufacturing. GE Capital, the financial services division of General Electric, applies it to processes ranging from billing to various kinds of customer. Denis Nayden, president of GE Capital, says that in practical terms that hard part of applying six is obtaining real data. "It's highly dependent on the data you have," he says. "And given all the businesses we're in, the data are all different." Thereafter, he says: "The real question is whether you can put the right model in place, so the process has fewer moving parts and less things to break down. It's very important to change the process fundamentally. You need to change the whole behavior of the company, to become more responsible to the customer."

This last part is crucial. GE Capital surveys its customers regularly - some monthly or quarterly, depending on their business - to check their performance. "It's very important that the customer is engaged in this," Nayden says. "We use a

score card, whereby customers identify what's going wrong and what we should focus on."

*By Tony Jackson  
from the Financial Times*

**2. Questions to the text:**

- 1) What does the term "six sigma" mean?
- 2) How often does GE survey its customers?
- 3) When was the "six sigma" term introduced?
- 4) If a company operates to two sigma, is there a big chance you will get a defective product?
- 5) Where was the "six sigma" approach equally suitable for all goods?
- 6) Is the "six sigma" approach equally suitable for all goods?

**3. What do these figures refer to in the text?**

- |            |        |
|------------|--------|
| 1) 2       | 9) 6   |
| 2) 200     | 10) 3  |
| 3) 400     | 11) 10 |
| 4) 400-500 |        |
| 5) 45.000  |        |
| 6) 100-200 |        |
| 7) 300     |        |
| 8) 10.000  |        |

**4. True or false? Read the statements and correct that false ones.**

- 1) GE says six sigma makes it more aware of customers' needs.
- 2) GE changes the way it does things when it applies six sigma.
- 3) GE has found it easy to apply to different activities.
- 4) GE only uses six sigma in manufacturing.
- 5) GE expects to save over \$400 million in the second year by using it.
- 6) GE spent \$200 million on six sigma in the first year.
- 7) GE has been using six sigma for three years.

**5. There are certain contractions used in the article, such as "the US" which refers to the United States, or "GE" which is General Electric.**

Here is a list of some more widely-used contractions. Can you say what they stand for?

- |          |        |            |           |           |         |
|----------|--------|------------|-----------|-----------|---------|
| 1. NBA   | 2. NHL | 3. GB      | 4. UK     | 5. NY     | 6. USSR |
| 7. HR    | 8. HP  | 9. RD      | 10. R'n'B | 11. R'n'R |         |
| 12. TGIF | 13. WC | 14. e-mail | 15. UN    | 16. NATO  |         |
| 17. CV   |        |            |           |           |         |

**6. Use the words and phrases separated by slashes and add the missing to make complete sentences about GE, based on the article. Each slash**



**indicates one missing word, and the words in brackets have to be put into their correct grammatical form.**

- 1) Mr. Nayden (think) it /very important/ customers should / (involve)/ the process
- 2) /involvement/ customers/extremely/
- 3) GE (use) /score card, where customers (show) what (need) (improve) /what it/ concentrate/.
- 4) GE Capital (question) /customers regularly - some /week, some /month, some /three months: /depend) /their type /business - /order / check how it / (do)

### **1. Read the text «Amusement park»**

I always say that I am not little any more and I am not interested in any theme parks. When my classmates invite me to go there with them I always: “No, I am busy doing more interesting things than going to the amusement park.”

But last weekend I felt sorry that I told everybody at school that. Last weekend my little sister had her birthday and asked me to take her to the amusement park. What could I do? Of course, I went with my sister to the amusement park. It took us half an hour to get to the park by the underground. At first my sister rode on a merry-go-round. She took a ride on a white horse while I watched her. The merry-go-round moved very fast but my little sister was not afraid. Then she saw a roller coaster. It was low and high hills and a tram ran up and down them. She enjoyed the ride very much. Then we came up to the Big Wheel. I was tired of watching my sister and that time I decided to take a ride on the Big Wheel. My sister and I got into the car. There are four seats in each Wheel car. We waited a little and then I saw two girls from my class. They saw me, laughed and took their seats in our car. They had a very good time and laughed a lot. I think they laughed at me. My sister also had a great time... But not me...

*Find in the text the sentences with these words and word combinations and write them out:*

- 1) Я больше не маленький
- 2) Мне стало жаль
- 3) Она попросила меня отвести ее в парк аттракционов.
- 4) Я наблюдал за ней.
- 5) Поезд ехал вверх и вниз.
- 6) Я устал наблюдать за своей сестрой.
- 7) Моя сестра и я сели в вагонетку.

Lexical Work: fact/quickly

- 1) The planes fly fast
- 2) Peter can run fast
- 3) Look! Helen is writing very fast!
- 4) My father drives very fast.
- 5) You are talking very fast. Please, talk more slowly.

\*\*\*

- 1) The bell rang and the children ran quickly to the door.
- 2) Helen heard a noise outside ran up to the window.
- 3) The children were walking slowly, when they saw the river they quickly ran to it.
- 4) Tom Sawyer hated to wash himself with soap. He usually did it very quickly.
- 5) The teacher asked the question and it was Samuel who answered very quickly.

2. Fill in quickly or fast.

- 1) I can ride a bike very\_\_\_\_\_.
- 2) In the morning Pete could not find his bad but his mother did it\_\_\_\_\_.
- 3) Mary hated soup. At the lunch time she was eating the soup very slowly but when her mother gave her ice cream she ate it\_\_\_\_\_.
- 4) The children were skating. Helen was skating\_\_\_\_\_. But when she saw her friend Daniel she stopped\_\_\_\_\_ and called him.
- 5) There were one hundred pieces in the puzzle. The children did the puzzle\_\_\_\_\_. It took them only half an hour.
- 6) We were walking along the street \_\_\_\_\_ but when we saw a new beautiful sweet shop we \_\_\_\_\_ decided to get in and eat something tasty.

#### **4.4 Клише, используемые при реферировании текста или статьи**

I. The title of the article. - Название статьи.

1. The article is head - lined ... - Статья называется...

2. The head - line of the article I have read is... - Статья, которую я прочитал, называется ...

3. It is (en)titled... - Она называется...

II. 1. The author(s) of the article is (are) ... - Автором(-ами) этой статьи является (являются)....

2. The article is written by ... - Статья написана ...

3. It is (was) published in ... - Она (была) опубликована в ...

III. 1. The main idea of the article is ... - Основная идея статьи заключается в том, что ...

2. The article is about ... - Статья о ...

3. The article is devoted to ... - Статья посвящена...

4. The article deals with ... - Статья имеет дело с ...

5. The article touches upon ... - Статья затрагивает ...

6. The purpose (aim, objective) of this article is to give ... - Цель этой статьи дать ...(читателям определенную информацию о ...) - (the readers some information on ...)

IV. 1. In the first part of the article the author speaks about ... - В первой части статьи автор говорит о ...

2. The author shows ... - Автор показывает ...

3. The author defines ... - Автор определяет ...
4. The author underlines ... - Автор подчеркивает ...
5. The author notes ... - Автор отмечает ...
6. The author emphasizes (marks out, pints out) ... - Автор выделяет ...
7. First of all it is necessary to underline... - Прежде всего необходимо подчеркнуть ....
8. The author begins with the describing ... - Автор начинает с описания ...
9. According to the text ... - Согласно тексту....
10. Further the author reports (says) that ... - Далее автор сообщает, что...
11. In conclusion ... - В заключении ...
12. The author comes to the conclusion that ... - В заключении автор приходит к выводу, что...
13. The author concludes by emphasizing the fact that ... - Автор заканчивает выделением такого факта, как ...
- V. 1. I find the article interesting. - Я нахожу, что статья интересна.
2. I consider the article important. - Я считаю, что статья важна.
3. I found the article of no valus. - Я нахожу, что статья не имеет большой ценности.
4. The article holds much new for (to) me. - Статья содержит много нового для меня.

## 6. Приложение А

Ключи к тестам

Тест 1

а)	1	2	3	4	5	6	7	8	9	10
б)	11	6,14	8	15	9	3	10	4	4	12

Тест 2

а)	1	2	3	4	5	6	7	8	9	10
б)	8	11	4	6	12	1	10	7	3	9

Тест 3

а)	1	2	3	4	5	6
б)	2	9	10	1	9	5

Тест 4

а)	1	2	3	4	5	6
б)	9	10	9	5	8	11

## Ключи к упражнениям

### Упражнение 1

1. Высокое падение на слове *go* придает вопросу доп. эмоциональный оттенок (заинтересованность, раздражение и т.д.)
2. Высокое падение на *do* и *sure* придает эмоциональность диалогу (неуверенность первого и убежденность второго собеседника).
3. Высокое падение + низкий подъем на словах *sorry* и *vase* показывают сожаление говорящего, а высокое падение на *all* показывает, что он прощен.
4. Первое предложение нейтрально. В ответной реплике высокое падение на *said* свидетельствует о том, что говорящий не верит в то, что были найдены, намекая на то, что возможно они были украдены.
5. Высокое падение на *late* и подъем на *right* придает диалогу сердечность и искренность.
6. Высокий подъем на *hurt* выражает беспокойство. Низкий подъем на *serious* говорит о стремлении собеседника успокоить, заверить в том, что ничего страшного не случилось.
7. Низкий подъем на *home* показывает, что это не приказ, а вежливое предложение, говорит о дружелюбии, гостеприимстве. Ответ реплика - общий вопрос.

### Упражнение 2

С восходящим током произносятся предложения: 2, 3, 4, 6, 9, 11, остальные с нисходящим.

1. Кто там?
2. Вы заняты?
3. Вы можете мне помочь?
4. Можно вас спросить?
5. Он всегда встает очень рано.
6. Пожалуйста пригласите ко мне Майкла.
7. Я не артист.
8. Какой прекрасный весенний день!
9. Это ваш учебник?
10. Добро пожаловать в Сибирь. - Спасибо. Как хорошо побывать здесь.
11. Вы из России?
12. Ваш билет, пожалуйста.

### Упражнение 3

3,4,6 - предложения

### Упражнение 4

1. shall; 2. will; 3. will; 4. shall; 5. will.

#### Упражнение 5

1. They will live in Moscow. 2. Will you go to the library tomorrow? - Yes, I shall. No, I shall not. 3. I shall not translate this text. 4. They will be goods pupils.

#### Упражнение 6

1. worked; 2. would come; 3. had studied

#### Упражнение 7

1. said; 2. say; 3. tell; 4. tell; 5. told.

#### Упражнение 8

1. She told me that she could ride.  
2. They said that they were ready to start work.  
3. He told me that it was easy.  
4. Mary said that she had bought the tickets.  
5. They said that they would help me.  
6. She asked me what they wanted.  
The teacher ordered us to finish our work.

#### Упражнение 9

1. Я не знал, где жил наш учитель.  
2. Она была уверена, что мы придем.  
3. Они сказали, что они немного знают английский.

#### Упражнение 10

1. She said that she could read English books.  
2. He knew that we should go to the cinema.  
3. I was sure that I had seen her yesterday in the street.

#### Упражнение 11

a) 1. was  
2. was  
3. Are  
b) 1. will be  
2. shall be

#### Упражнение 12

Passive: 1. was made  
2. are being asked  
3. The questions are answered by the students.  
4. have been finished  
5. A portrait  
6. is interviewed

#### Упражнение 14

1. He was told the truth.
2. His books were shown to me.
3. New houses are built every month.
4. He was asked some questions by them.
5. All the letters have been typed by she.

#### Упражнение 15

1. was - Past Simple Active Voice has been able to recite - Present Perfect Active Voice с инфинитивом глагола to recite
2. had been sent - Past Perfect Passive Voice
3. can - модальный глагол Present Simple + Passive Infinitive be translated
4. have been opened - Present Perfect Passive Voice
5. was being examined - Past Progressive Passive Voice

#### Упражнение 16

1. Мне нравится читать английские книги.
2. Мы знаем о ее приезде в Москву.
3. Он продолжил изучение английского языка.
4. Ему нравится переводить английские рассказы на русский.
5. Окончив перевод этот студент отдал свою тетрадь учителю.

#### Упражнение 17

1. Так как моя подруга переводила трудный текст, я помогал ей искать некоторые слова в словаре.
2. Когда уроки закончились, наши студенты пошли в читальный зал.
3. Так как вся работа была выполнена мы смогли отдохнуть.
4. В вашем учебнике много иллюстраций некоторые из них являются картинками известных художников.

#### Упражнение 18

- |         |   |                                    |
|---------|---|------------------------------------|
| aid     | → | to aid - помогать                  |
| air     | → | to air - проветривать              |
| control | → | to control - управлять, руководить |
| cause   | → | to cause - причинять, заставлять   |
| rest    | → | to rest - отдыхать                 |
| work    | → | to work - работать                 |
| lift    | → | to lift - поднимать                |
| light   | → | to light - освещать                |
| stop    | → | to stop - прекращать               |
| water   | → | to water - поливать                |

#### Упражнение 19

Englishman, icebreaker, housework, fiveroom, waterfall, sunflower, bedroom, bathroom, tree-room, five - year, gas - mask.

## Упражнение 20

to act - actor - актер  
to write - writer - писатель  
to read - reader - читатель  
to speak - speaker - оратор  
to direct - director - руководитель  
to drive - driver - водитель  
to visit - visitor - посетитель

## Упражнение 21

musician - музыкант  
difference - разница  
different - другой, несходный  
specialist - специалист  
technician - техник; специалист  
importance - важность, знанительность  
mathematician - математик  
important - важный  
politician - политик

## Упражнение 22

soft → soften - размягчать  
red → redden - краснеть, окрашивать в красный цвет  
tight → tighten -

## Упражнение 23

English - прилагательное  
boyish - прилагательное  
tactless - прилагательное  
homeless - прилагательное  
harmful - прилагательное  
translator - существительное  
formal - прилагательное  
reaction - существительное  
dangerous - прилагательное  
changeable - прилагательное  
memorize - глагол

Ключи к тестам 3.3 на проверку усвоения грамматического материала по темам, вынесенным на самостоятельное изучение

## Test 1

1. 3
2. 4

- 3. 6
- 4. 4
- 5. 2
- 6. 1
- 7. 5
- 8. 5, 6
- 9. 4
- 10. 6

## Test 2

- I
- 1. Verb: -fy; -ize; -en; -ate.
  - 2. Noun: -ment; -ion; -er; -ity; -sure; -ture; -ness; -ency; -an; -ry; -ity.
  - 3. Adjective: -ent; -iar; -ly; -al; -ous; -y; -ie; -ive; -less; -ful; -able.
  - 4. Adverb: -ly
- II 1-c; 2-a; 3-b; 4-c; 5-b; 6-d; 7-c; 8-b; 9-a; 10-a.

III 1) increase; 2) blackness; 3) character; 4) design; 5) memory; 6) glory; 7) trust; 8) release; 9) classification; 10) research; 11) width; 12) water; 13) delivery 14) damage; 15) influence

## Test 3

### Future Simple Tense

- |       |       |        |
|-------|-------|--------|
| 1 - a | 5 - b | 9 - a  |
| 2 - d | 6 - a | 10 - b |
| 3 - d | 7 - c |        |
| 4 - a | 8 - a |        |

## Test 4

- |       |        |
|-------|--------|
| 1 - b | 6 - b  |
| 2 - c | 7 - c  |
| 3 - a | 8 - b  |
| 4 - c | 9 - b  |
| 5 - a | 10 - a |

## Test 5

- |       |        |
|-------|--------|
| 1 - a | 6 - c  |
| 2 - b | 7 - a  |
| 3 - c | 8 - c  |
| 4 - a | 9 - c  |
| 5 - b | 10 - b |

## Test 6

- |       |       |
|-------|-------|
| 1 - c | 6 - b |
| 2 - b | 7 - a |
| 3 - a | 8 - d |
| 4 - a | 9 - d |



5 - c            10 - c

Test 7

1 - b	6 - b
2 - d	7 - b
3 - c	8 - a
4 - b	9 - b
5 - b	10 - b

Test 8

1 - b	6 - c
2 - b	7 - d
3 - c	8 - c
4 - a	9 - b
5 - c	10 - b

## **Информационное обеспечение обучения**

### **Основные источники:**

1. Агабекян И.П. Английский язык. – Изд. 20-е, Ростов-на-Дону: Феникс, 2012.
2. Восковская А.С. Английский язык. – Изд.10-е, стер. – Ростов н/Д., 2011.
3. Голубев А.П. Английский язык: учебник для студ.учреждений сред.проф.образования. – 12-е изд., стер. – М.: Издательский центр «Академия», 2012.
4. Дроздова Т.А Справочник по грамматике английского языка. - С-Пб., 2000.
5. Музланова Е.С. Английский язык. Грамматика и лексика, М.: АСТ Астрель, 2009.
6. Murphy Raymond, Учебник по грамматике. - Cambridge University press, 1994.
7. Тер-Минасова С.Г Английский язык. – М., 1994.

### **Дополнительные источники:**

1. CD «TEST YOUR ENGLISH» Павлоцкий В., Издание второе исправленное и переработанное.
2. CD «ENGLISH PLATINUM» учебник американского английского, 2002
3. Тесты, статьи, игры, пословицы // Изучение английского языка в интернете (Электронный ресурс) // Режим доступа: <http://www.native-english.ru>
4. Приложение к газете «1 сентября»// Режим доступа: <http://1september.ru>
5. Рассылка материалов для изучающих английский язык// Режим доступа//<http://fluent-english.ru>
6. Страноведение разговорные темы// Режим доступа// <http://www.linguistic.ru>