

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение
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архитектуры и строительства»
(ПГУАС)

ИНОСТРАННЫЙ ЯЗЫК

**УЧЕБНЫЙ МАТЕРИАЛ
ДЛЯ ПОДГОТОВКИ К ЭКЗАМЕНУ
ПО ИНОСТРАННОМУ ЯЗЫКУ**

Рекомендовано Редсоветом университета
в качестве учебного пособия для студентов,
обучающихся по направлению 08.03.01 «Строительство»

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Представлены экзаменационные тексты и грамматический материал, позволяющий контролировать и корректировать знания и умения студентов.

Пособие подготовлено на кафедре «Иностранные языки» и предназначено для использования студентами, обучающимися по направлению 08.03.01 «Строительство», при изучении дисциплины «Иностранный язык». Рекомендуются к использованию для аудиторной и самостоятельной работы со студентами.

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ПРЕДИСЛОВИЕ

Учебное пособие содержит задания различного уровня сложности, позволяющие обучать и контролировать знания студентов-бакалавров.

Пособие состоит из трех частей, в которых представлены материалы на современном английском языке. В пособии также представлены задания, на основе выполнения которых проверяются знания изучаемого материала и осуществляется практика использования его в устной речи на английском языке.

Материал, предлагаемый в данном учебном пособии, нацелен на контроль базовых знаний и навыков, приобретенных в результате изучения английского языка. Пособие содержит тексты, которые имеют задания для проверки понимания, развития навыков устной речи и контроля знаний.

Пособие подготовлено на кафедре иностранных языков и предназначено для бакалавров, изучающих английский язык в неязыковом вузе.

Данное пособие предусматривает контроль усвоения общекультурных компетенций (ОК-5), т.е. реализацию способности к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.

На основе реализации данных компетенций студент должен:

знать:

- грамматический строй изучаемого языка;
- базовую разговорную, общенаучную и специальную лексику по направлению подготовки, в том числе термины и научную фразеологию;
- стилистические различия между научным и публицистическим стилем;
- основные приемы и методы перевода;

уметь:

- выполнить перевод со словарем научного текста по теме направления подготовки, оформить перевод согласно существующим требованиям;
- выполнить перевод без словаря общенаучного или страноведческого текста;
- осуществить перевод и реферирование публицистической статьи;
- правильно пользоваться специальной литературой: словарями, справочниками, электронными ресурсами интернета;
- вести беседу на темы, предусмотренные рабочей программой;
- выступить с устным сообщением на темы, предусмотренные рабочей программой;
- подготовить аннотацию и реферат научного текста или статьи;

владеть:

- устной (диалогической и монологической) и письменной речью в пределах тем, предусмотренных рабочей программой;

- основными приемами и методами перевода;
- основами подготовки научного доклада и презентации.

Также, данное пособие направлено на способность – осознать основные проблемы своей предметной области (ОПК-9), при решении которых возникает необходимость в сложных задачах выбора, требующих использования количественных и качественных методов.

Планируемые результаты обучения (показатели достижения заданного уровня освоения компетенции):

знать:

- основные факты из истории строительства,
- базовую общенаучную и специальную лексику по направлению подготовки, в том числе термины и научную фразеологию;
- архитектуру стран изучаемого языка;
- стилистические различия между научным и публицистическим стилем;
- основные приемы и методы перевода;
- правила оформления деловой и технической документации на иностранном языке;

уметь:

- выполнить перевод со словарем научного текста по теме направления подготовки, оформить перевод согласно существующим требованиям;
- выполнить перевод без словаря общенаучного текста;
- осуществить перевод и реферирование публицистической статьи;
- правильно пользоваться специальной литературой: словарями, справочниками, электронными ресурсами интернета;
- вести беседу на темы, предусмотренные рабочей программой;
- выступать с устным сообщением на темы, предусмотренные рабочей программой.
- подготовить аннотацию и реферат научного текста или статьи;

владеть:

- устной (диалогической и монологической) и письменной речью в пределах тем, предусмотренных рабочей программой;
- основными приемами и методами перевода;
- основами подготовки научного доклада и презентации;

иметь представление:

- о стилистических особенностях научного и публицистического стиля;
- о научной терминологии, классификации, функционировании и способах перевода терминов и фразеологизмов.

Материал данного пособия можно использовать как фонд оценочных знаний студентов направления подготовки «Строительство».

МЕТОДИЧЕСКИЕ УКАЗАНИЯ СТУДЕНТАМ

Данное пособие предлагается студентам вузов строительного профиля, обучающимся по направлению «Строительство». Его следует использовать для проверки знаний студентов, имеющих различный уровень знаний по английскому языку.

Учебное пособие содержит тексты и задания, предусматривающие проверку знаний лексического и грамматического материала по страноведческой тематике и по тематике профиля вуза. Кроме того, имеются задания для проверки понимания прочитанного и навыков устной речи типа:

1. Выберите предложение, соответствующее содержанию текста.
2. Закончите предложение.
3. Ответьте на вопрос.
4. Сообщите основную идею текста.

Для успешного выполнения заданий необходимо изучить соответствующий лексико-грамматический материал. Все разделы пособия дают возможность проверить навыки монологического высказывания на английском языке.

Для успешного выполнения заданий необходимо хорошо изучить грамматику современного английского языка и выполнить соответствующие упражнения и тесты. Учебное пособие предлагается использовать при подготовке к итоговым экзаменам.

Желаем вам успехов!

PART I. TEXTS FOR EXAMINATION

Text 1. The Russian Federation

1. Read and translate the text:

The Russian Federation is set up by the Constitution of 1993 after the collapse of the Soviet Union. According to the Constitution Russia is a Presidential Republic. The President is elected for six years and is the head of the State. The President is the Supreme Commander-in-Chief, he makes treaties, enforces laws and appoints ministers.

The Federal Government consists of three branches: legislative, executive and judicial. All of them are checked by the President.

The legislative power is represented by the Federal Assembly. It consists of two chambers. The Upper Chamber is the Council of Federation; the Lower Chamber is the State Duma. To become a law a bill must be approved by both chambers and signed by the President. The President may veto the bill.

The executive power belongs to the Government which is headed by the Prime Minister. The Prime Minister forms his Cabinet.

The judicial branch is represented by the Constitutional Court, the Supreme Court and regional courts.

The State symbol of Russia is a three-colored banner with three horizontal stripes: white, blue and red. The white stripe symbolizes the earth, the blue one – the sky, and the red one symbolizes liberty.

A new National Emblem is a two-headed eagle which is the most ancient symbol of Russia.

Russian is the state language of Russia. It is spoken throughout the whole territory of the Russian Federation. Meanwhile each Republic within Russia has its own national language.

Russia, or the Russian Federation, is one of the largest states in the world. It occupies about one-seventh of the world's total land mass. It is situated in Europe and Asia. It covers a total area of over 17 million square kilometres.

The country is washed in the North by the Arctic Ocean and its seas: the Barents, Chukchee, East Siberian, Kara, Laptev, and White Seas; in the South – by the Black, Azov, and Caspian Seas; in the East by the Bering Sea, the Sea of Japan, and Okhotsk Sea; in the West by the Baltic Sea.

Russia encompasses within its territory immense differences in climate, economic conditions and cultural traditions.

Russia borders on fourteen countries (including the former republics of the USSR, which are now independent states). Among these countries are Estonia, Latvia, Finland, Poland, China, Mongolia, Korea.

Russia is rich in mineral resources. It has deposits of coal, oil, natural gas, iron, gold and nickel.

The population of Russia is about 150 million people. Over 80 per cent of them are ethnic Russians. 70 per cent of the population live in the cities.

Russia is a land of long rivers and large lakes. The North Dvina, the Ob, the Lena and the Yenisei, and the Amur rank with the Nile and the Amazon among the world's longest rivers.

The largest of all Russia's rivers is the Volga. This river is a major transport route from North to South and a source of hydroelectric energy. It rises north of Moscow in the Valdai Hills.

The three largest lakes in Russia are Baikal in South-Eastern Siberia and Ladoga and Onega in Northern Russia. Baikal is the world's most ancient lake and the deepest one. It contains one fifth of the world's fresh water.

The relief of Russia is mostly flat. Russia is located on two plains: the Great Russian Plain and the Western Siberian Plain.

There are two main mountain chains in Russia. The Caucasus is a range of mountains, which extends from the Black Sea to the Caspian Sea. The highest mountain in the Caucasus, in the Russian Federation and in the whole Europe is Mount Elbrus.

The Urals extend from the Arctic Ocean to the steppes. This mountain chain divides the European and Asian parts of Russia. The Urals are famous for their valuable minerals and gemstones.

There are different types of climate on the territory of Russia. It is very cold in the North even in summer. The central part of the country has a mild climate: winters are cold, springs and autumns are warm or cool, summers are hot or warm. In the South the temperature is usually above zero all year round, even in winter. Summer is really hot and the climate is very favourable. The climate of Siberia is continental: summers are hot and dry while winters are very cold.

Corresponding to climate there are six vegetation zones stretching across the country. From North to South these are: the tundra, the taiga (or pine forest), mixed forest, steppe, semi-desert and desert. Each vegetation belt has its own flora, fauna and natural resources.

Moscow is the capital of the Russian Federation. It was founded in 1147. It is a nice city. There are many things to see in Moscow. For example: museums, art galleries, theatres, churches and monuments. The people of our country are proud of the Moscow Kremlin. There are also many other beautiful big cities in Russia.

2. Look through the vocabulary:

- 1) a collapse – падение, распад
- 2) to elect – избирать, выбирать
- 3) a treaty – договор
- 4) legislation – законодательство
- 5) executive – исполнительный

- 6) judicial – судебный
- 7) a bill – законопроект
- 8) to approve – одобрять, утверждать
- 9) to veto – налагать вето
- 10) a stripe – полоса
- 11) to cover – покрывать, охватывать
- 12) a deposit – залежь
- 13) immense – огромный, необъятный
- 14) degree – градус, степень
- 15) former – бывший, прежний
- 16) to rank – занимать место
- 17) a plain – равнина
- 18) to extend – простираться
- 19) valuable – ценный
- 20) gemstone – драгоценный камень

3. Pronounce the following words and word-combinations:

a) federation, constitution, republic, supreme, legislative, executive, judicial, symbol, meanwhile, resources, deposits, population, ancient, relief, chain, valuable, gemstone, climate, favourable, tundra, taiga, desert, flora, fauna;

b) The Russian Federation, constitutional court, Presidential Republic, Supreme Commander-in-Chief, three-coloured banner, two-headed eagle, state symbol, mineral / natural resources, ancient lake, mountain chain, valuable gemstones, mild climate, vegetation zones;

c) Europe, Asia, the Arctic Ocean, the Barents Sea, the Chukchee Sea, the East Siberian Sea, the Kara Sea, the Laptev Sea, the White Sea, the Black Sea, the Azov Sea, the Caspian Sea, the Bering Sea, the Sea of Japan, the Okhotsk Sea, the Baltic Sea, the North Dvina, the Ob, the Lena, the Yenisei, the Amur, the Nile, the Amazon, the Volga, the Valdai Hills, the Baikal (lake Baikal), the Ladoga, the Onega, the Caucasus, the Urals, (Mount) Elbrus, the Great Russian Plain, the Western Siberian Plain.

4. Write the plural of the following nouns:

state, treaty, law, branch, chamber, stripe, sea, country, city, lake, river, plain, mineral, year, stone.

5. Form degrees of comparison of the following adjectives:

ancient, long, large, deep, high, famous, valuable, different, cold, warm, hot, favourable.

6. Give the four forms of the following verbs:

to set, to be, to make, to become, to have, to rise, to speak, to see.

7. Form the nouns with the suffixes -tion, -sion, -ion and translate them into Russian:

to elect, to represent, to legislate, to occupy, to locate, to divide, to populate.

8. Form the adverbs with the suffix -ly and translate them into Russian:

natural, chief, deep, high, different, cold.

9. Form the adjectives with the suffixes -al, -able and translate them into Russian:

nature, government, form, nation, territory, culture, tradition, value, favour, centre, region.

10. Unjumble the letters to find the names of three largest lakes in Russia:

- a) Klaiab.
- b) Algado.
- c) Egona.

11. Give antonyms to the following adjectives:

white, poor, long, large, shallow, mountainous, high, cold, cool, warm, big, deep, dry.

12. Give English equivalents of the following words and word-combinations:

заклучить договор, верховный главнокомандующий, верхняя палата, нижняя палата, двуглавый орел, трехцветный флаг, залежи, источник, горная цепь, ценный, смешанный лес, полупустыня.

13. Match the words in the left-hand column with their definitions in the right-hand column:

to enforce	– way taken or planned from one place to another
to appoint	– plants generally and collectively
treaty	– to choose for a post
bill	– layer of solid matter (often buried in the earth)
chamber	– to impose smth. (e.g. discipline, silence)
route	– agreement made and signed between nations
vegetation	– group of legislators
deposit	– proposed law to be discussed by a parliament

14. Translate into English paying attention to the Active / Passive voice:

1. Президента избирают на 4 года.
2. Президент заключает договоры и назначает министров.

3. Законодательная власть состоит из двух палат.
4. Законодательная, исполнительная и судебная власти контролируются президентом.
5. Правительство возглавляет премьер министр.
6. На русском языке говорят на всей территории Российской Федерации.
7. Население России составляет почти 150 миллионов человек.
8. С севера страна омывается Северным Ледовитым океаном и его морями.

15. Fill in the blanks with prepositions, articles where necessary:

1. ... Russian Federation is set up Constitution ... 1993.
2. ... legislative power consists ... two chambers.
3. ... executive power belongs government.
4. ... Russia is situated Europe and ... Asia.
5. ... country is washed North Arctic Ocean and its seas.
6. ... Russia borders 14 countries.
7. ... Russia is rich ... mineral resources.
8. ... Volga is ... major transport route North South.
9. ... Russian Federation is located 2 plains.
10. ... highest mountain Caucasus is ... Mount Elbrus.
11. ... Urals are famous ... their valuable minerals and gemstones.

16. Make the following sentences negative and interrogative, then ask all types of questions:

1. There are six vegetation zones on the territory of our country.
2. The Urals divide the European and Asian parts of Russia.
3. The relief of Russia is mostly flat.
4. Each Republic within Russia has its own national language.
5. Russia is a land of long rivers and large lakes.
6. Russia borders on fourteen countries.
7. The President is elected for six years.
8. The Federal Government consists of three branches.
9. It is very cold in the North.
10. The Urals are famous for their valuable minerals.

17. Ask questions to the underlined words:

1. The President is the head of the state.
2. The Federal Government consists of three Branches.
3. The country is washed in the North by the Arctic Ocean and its seas.
4. The relief of Russia is mostly flat.

5. Russia is located on two plains.
6. The Urals extend from the Arctic Ocean to the steppes.
7. The Volga rises north of Moscow in the Valdai Hills.
8. The central part of the country has a mild climate.
9. Moscow was founded in 1147.
10. The people of our country are proud of the Moscow Kremlin.

18. Answer the following questions:

1. When was the new Constitution of the Russian Federation adopted?
2. What is the structure of the Federal Government?
3. What chambers does the Federal Assembly consist of?
4. Who is the head of the Government?
5. What are the State symbol and the National Emblem of Russia?
6. What seas is Russia washed by?
7. How many countries does Russia border on?
8. What kind of mineral resources can be found in Russia?
9. What is the population of the country?
10. How many vegetation zones are there across the country?
11. What is the role of the river Volga in the history and economy of the country?
12. Have you ever been to Moscow? What are your impressions?
13. Are you proud of living in Russia? Why?

19. Express your agreement / disagreement using the following word-combinations:

- | | |
|--|--|
| <ul style="list-style-type: none"> – That’s right. Quite right. – That’s true. True enough. – Of course. Certainly. Sure. – Most likely. – I fully agree. – I won’t deny it. – Beyond all doubt. – It goes without saying that ... – On the contrary! | <ul style="list-style-type: none"> – I disagree. – That’s wrong. – I’m not so sure. – I doubt it. – I shouldn’t say so. – Surely not. Certainly not. – Impossible. – Not in the least. |
|--|--|

1. The new Constitution of the Russian Federation was adopted in 1999.
2. Russia is a Presidential Republic.
3. The President is elected for 6 years.
4. The Prime Minister is the head of the state.
5. The legislative power is represented by the Federal Assembly.
6. The Prime Minister is the Supreme Commander-in-Chief.

7. The President may veto the bill.
8. The Government is headed by the Prime Minister.
9. The State Symbol of Russia is a three-colored banner with three vertical stripes.
10. A new National Emblem of Russia is a two-headed eagle.
11. Tatar is the state language of Russia.
12. Russia is situated in Asia.
13. Russia borders on 40 countries.
14. The population of Russia is about 150 million people.
15. 30% of the population live in the villages.
16. The Amur is the largest of all Russia's rivers.
17. The Baikal is one of the deepest lakes in the world.
18. The relief of Russia is mostly mountainous.
19. The Caucasus extend from the Black Sea to the Caspian Sea.
20. The highest mountain in Russia is Elbrus.

20. Read the dialogue and translate it into Russian:

- What country are you from?
- I'm from Great Britain.
- Is this your first visit to Russia?
- Yes, it is the first time I've been here.
- Are you enjoying your visit?
- Oh, yes, very much, thank you. I like your nature, cities and most of all Russian people.
- Why?
- They are so kind and hospitable, always ready to help.
- You didn't think so of our people before, did you?
- No, I didn't. I didn't expect them to be so open–hearted. I'm sorry, I was badly mistaken. And now what do you think I must see first?
- Well, you must go to Red Square and see the Kremlin.
- Thank you very much.

21. Dramatize the situation:

1. A tourist visits his pen-friend from Russia.
2. A teacher of Geography checks the homework of his students, what they learnt about Russia.

22. Get ready to discuss the following:

1. Political system of the Russian Federation.
2. Geographical position of Russia.
3. Physical features of the Russian Federation.

4. The types of climate.
5. The capital of the Russian Federation.

23. Comment on the following proverbs:

1. East or West, home is best.
2. There is no place like home.
3. A house is not a home.
4. Home is where the heart is.
5. The farthest way about is the nearest way home.
6. Love begins at home.

Text 2. Moscow

1. Read and translate the text:

Moscow is the capital of Russia, its political, economic, commercial and cultural centre. It was founded 8 centuries ago by Prince Yuri Dolgoruky. Historians have accepted the year of 1147 as the start of Moscow's history. Gradually the city became more and more powerful. In the 13th century Moscow was the centre of the struggle of Russian lands for the liberation from tartar yoke. In the 16th century under Ivan the Terrible Moscow became the capital of the new united state. Though Peter the Great moved the capital to St Petersburg in 1712, Moscow remained the heart of Russia. That is why it became the main target of Napoleon's attack. Three-quarters of the city was destroyed by fire during Napoleon's occupation, but by the mid-19th century Moscow had been completely restored and after the October revolution Moscow became the capital again.

Now Moscow is one of the largest cities in Europe. Its total area is about nine hundred square kilometres (ancient Moscow occupied the territory of the present-day Kremlin). The population of the city is over 8 million.

Moscow is one of the most beautiful cities in the world. The heart of Moscow is Red Square. It has more historic associations than any other place in Moscow. The Kremlin and St. Basil's Cathedral (Vasily Blazheny) are masterpieces of ancient Russian architecture. The main Kremlin tower, the Spasskaya Tower has become the symbol of the country. On the territory of the Kremlin you can see old cathedrals, the Bell Tower of Ivan the Great, the Palace of Congresses, the Tzar-Bell, the biggest cannon and bell in the world. St. Basil's Cathedral was built in the mid-16th century in memory of the victory over Kazan. There is a legend that Ivan the Terrible blinded the architects Barma and Postnik, because he didn't want them to create another masterpiece.

There are a lot of beautiful palaces, old mansions, cathedrals, churches and monuments in Moscow. Now Moscow is being reconstructed and we all hope

that in a few years the city will become even more beautiful. There are more than 30 museums in Moscow. The largest museums are the Pushkin Museum of Fine Arts and the State Tretyakov Gallery. Other unique museums in Moscow include the All-Russia Museum of Folk Arts, the Andrei Rublev Museum of Early Russian Art, Alexei Bakhrushin Theatre Museum, Mikhail Glinka Museum of Musical Culture and many others. Moscow is famous for its theatres. The best-known of them is the Bolshoi Opera House, Drama theatres and studios are also very popular.

Moscow is a city of students. There are over 80 higher educational institutions in it, including several universities.

Moscow is the seat of the Russian Parliament (the Duma) and the centre of political life of the country.

2. Look through the vocabulary:

- 1) capital – столица
- 2) to found – основывать, создавать
- 3) gradually – постепенно
- 4) struggle – борьба
- 5) liberation – освобождение
- 6) tartar yoke – татарское иго
- 7) target – цель
- 8) to destroy – уничтожать, разрушать
- 9) to restore – реставрировать
- 10) completely – полностью
- 11) masterpiece – шедевр
- 12) cathedral – собор
- 13) tzar (tsar) – царь
- 14) cannon – пушка
- 15) bell – колокол
- 16) in memory of – в память
- 17) to blind – ослеплять
- 18) mansion – особняк
- 19) church – церковь
- 20) art – искусство
- 21) fine arts-изобразительное искусство
- 22) folk arts – народное искусство
- 23) to reconstruct – перестраивать
- 24) unique – уникальный
- 25) tower – башня
- 26) seat – местоположение

3. Listen and repeat:

a) centre, century, yoke, area, ancient, population, association, masterpiece, architecture, architect, mansion, cathedral, museum, theatre, culture, square;

b) commercial / cultural center, tartar yoke, historic association, ancient architecture, beautiful church / cathedral, unique museum, musical culture, best-known theatre, educational institution, Red Square;

c) listen, new, though, why, attack, architecture, tzar (tsar), folk, know, high, heart, tartar, start.

4. Write the plural of the following nouns:

century, historian, city, struggle, land, association, masterpiece, cathedral, architect, church, museum, studio, university.

5. Form degrees of comparison of the following adjectives:

powerful, large, beautiful, old, big, early, famous, good, popular, high.

6. Give the 4 forms of the following verbs:

a) to be, to have, to become, to build, to do, to see,

b) to found, to move, to destroy, to want, to create.

7. Form the nouns with the suffixes -tion, -sion, -ion and translate them into Russian:

to found, to restore, to include, to reconstruct, to associate, to occupy, to educate.

8. Form the adverbs with the suffix -ly and translate them into Russian:

powerful, large, beautiful, high, complete, gradual, total.

9. Form the adjectives with the suffixes -al, -able and translate them into Russian:

culture, centre, commerce, to accept, to move, memory, education.

10. Correct the spelling mistakes:

centre, cenchury, sity, powerfull, hart, hundrend, ossesses, theater, parlament.

11. Give antonyms to the following adjectives:

powerless, small, ugly, young, bad, low, unknown.

12. Give English equivalents of the following words and word-combinations:

несколько столетий назад, борьба за освобождение от татарского ига, сердце страны, население, древняя архитектура, стать символом страны,

победа над, создать шедевр, уникальный музей, наиболее известный театр, высшее образовательное учреждение.

13. Match the words in the left-hand column with their definitions in the right-hand column:

university	– a period of about 365 days or 12 months
tsar	– to damage something so badly that it cannot be repaired or so that it no longer exists
cannon	– the number of people living in a particular area, country, etc.
population	– a male ruler of Russia before 1917
to destroy	– an educational institution at the highest level
year	– physically strong
powerful	– a large, heavy, powerful gun used in the past

14. Express in one word:

a period of 100 years – c...

a long hard fight to get freedom, political rights, etc. – s...

a time of great, usually sudden, social and political change, especially the changing of a ruler or political system by force – r...

the large land mass that lies north of the Mediterranean and goes as far east as the Ural Mountains – E...

having existed for a very long time – a...

a building where Christians go to worship – c...

someone who is studying at a school, university, etc. – s...

15. Correct the word order:

- Moscow the capital of Russia is.
- The city became powerful more.
- In century the 16th became Moscow the capital of the new state.
- The Great Peter to St. Petersburg the capital moved in 1712.
- Moscow is one of the largest cities now in Europe.
- The population of the city over 8 million is.
- You on the territory of Moscow can many cathedrals see.
- Being Moscow is reconstructed now.
- A city is students of Moscow.

16. Translate into English paying attention to the Active / Passive voice:

- Москва была основана 8 веков назад.
- Юрий Долгорукий основал Москву.

- c) Столица была перемещена в Петербург в 1712.
- d) Петр Великий переместил столицу в Петербург в 1712.
- e) Три четверти города было разрушено атаками Наполеона.
- f) Армия Наполеона разрушила большую часть города.
- g) К середине 19 века Москву полностью отреставрировали.
- h) Существует много красивых мест в Москве.
- i) Москва знаменита своими театрами.
- j) Сейчас Москва реконструируется (перестраивается).

17. Fill in the blanks with prepositions, articles where necessary:

- a) ...Moscow is ... capital Russia.
- b) It was founded ... 8 centuries ... ago Yuri Dolgoruky.
- c) 16th century ... Moscow became ... capital new united state.
- d) ... Peter ... Great moved ... capital St. Petersburg 1712.
- e) Now ... Moscow is ... one largest cities Europe.
- f) ... Kremlin has become ... symbol country.
- g) ... Red Square is ... heart Moscow.
- h) ... Moscow is ... seat Russian Parliament.

18. Make the following sentences first negative and then interrogative. Ask all types of questions:

- a) Moscow is the capital of Russia.
- b) The Bolshoi Opera House is the best-known theatre in Moscow.
- c) Now Moscow is being reconstructed.
- d) The city was destroyed by Napoleon's army.

19. Ask questions to the underlined words:

- 1) Moscow is famous for its theatres.
- 2) The population of the city is over 8 million.
- 3) St. Basil's Cathedral was built in the mid-16th century.
- 4) Moscow was founded by Prince Yuri Dolgoruky.

20. Answer the following questions:

- 1. Moscow is the capital of Russia, isn't it?
- 2. Has Moscow always been the capital of Russia?
- 3. Is Moscow an old or young city? How old is it?
- 4. Who was Moscow founded by? When was it founded?
- 5. What is the historical centre of Moscow?
- 6. What is the symbol of Moscow?
- 7. What is the Kremlin surrounded by?

8. Which of the Moscow theatres do you know?

9. Moscow is one of the world's scientific and educational centres, isn't it?

What can you say to prove it?

10. What other places of interest in Moscow can you mention?

11. What places in Moscow have a world-wide fame?

21. Express your agreement / disagreement using the following word-combinations:

That's right. Quite right.

That's true.

Of course.

Certainly. Sure. Naturally.

Beyond all doubt.

I won't deny it.

Most likely.

True enough.

It goes without saying that ...

I fully agree.

I disagree.

I'm not sure.

I shouldn't say so.

On the contrary!

Surely not.

Certainly not.

Impossible.

Not in the least.

1. Moscow is the capital of Russia.

2. Moscow was founded by Ivan the Terrible.

3. St. Petersburg was the capital of Russia in 1712.

4. Moscow became the capital again after the October revolution.

5. The population of the city is over 18 million.

6. The heart of Moscow is the Russian Parliament.

7. The Kremlin tower, the Spasskaya tower, has become the symbol of the country.

8. On the territory of the Kremlin you can see many shops and night clubs.

9. St. Basil's Cathedral was built in memory of the victory over Kazan.

10. There are more than 30 museums in Moscow.

22. Make the list of places of interest in Moscow. Using this list say so many sentences as you can after the following patterns:

... is an outstanding architectural monument.

... is worth seeing.

... has a world-wide fame.

23. Learn the following question and the different versions of the answer to it:

– Have you ever been to Moscow?

– Oh yes, I have.

- Oh, what a question to ask! Of course I have.
- Why, I have been there many times.
- No, I am sorry to say, I haven't.

24. Work "in a chain", asking and answering the above question. Each time ask about a different place of interest and give a different version of the answer:

- E.g. – Have you ever been to the Kremlin?
 – Oh yes, I have.
 – Have you ever been to St. Basil's Cathedral?
 – Oh, what a question to ask! Of course I have.
 – Have you ever been to...

25. Learn the following dialogue. Work in pairs, substituting the italicized parts by words from the list of places of interest in Moscow:

1. You see, it's my first visit to Moscow, and I'd like to see the town. Where would you recommend me to go in the first place?
2. Well, if I were you, I should go to **Red Square**. It is worth seeing. It has a world-wide fame.
3. Yes, you are right. I have seen **Red Square** on a postcard: it is really beautiful.

26. Read the dialogue:

Travel agent Good morning. Can I help you?

Visitor: Yes, please. I'd like to go to Moscow this summer. Where can I get some information about holidays in Moscow?

Travel agent: Oh, that's quite easy. I'll give you some travel leaflets. You'll find lots of information there.

Visitor: Thank you. I'm interested in Russian history and literature. What would you advise me to visit?

Travel agent: Oh, there are a lot of special tours. They'll take you to all the important historic places.

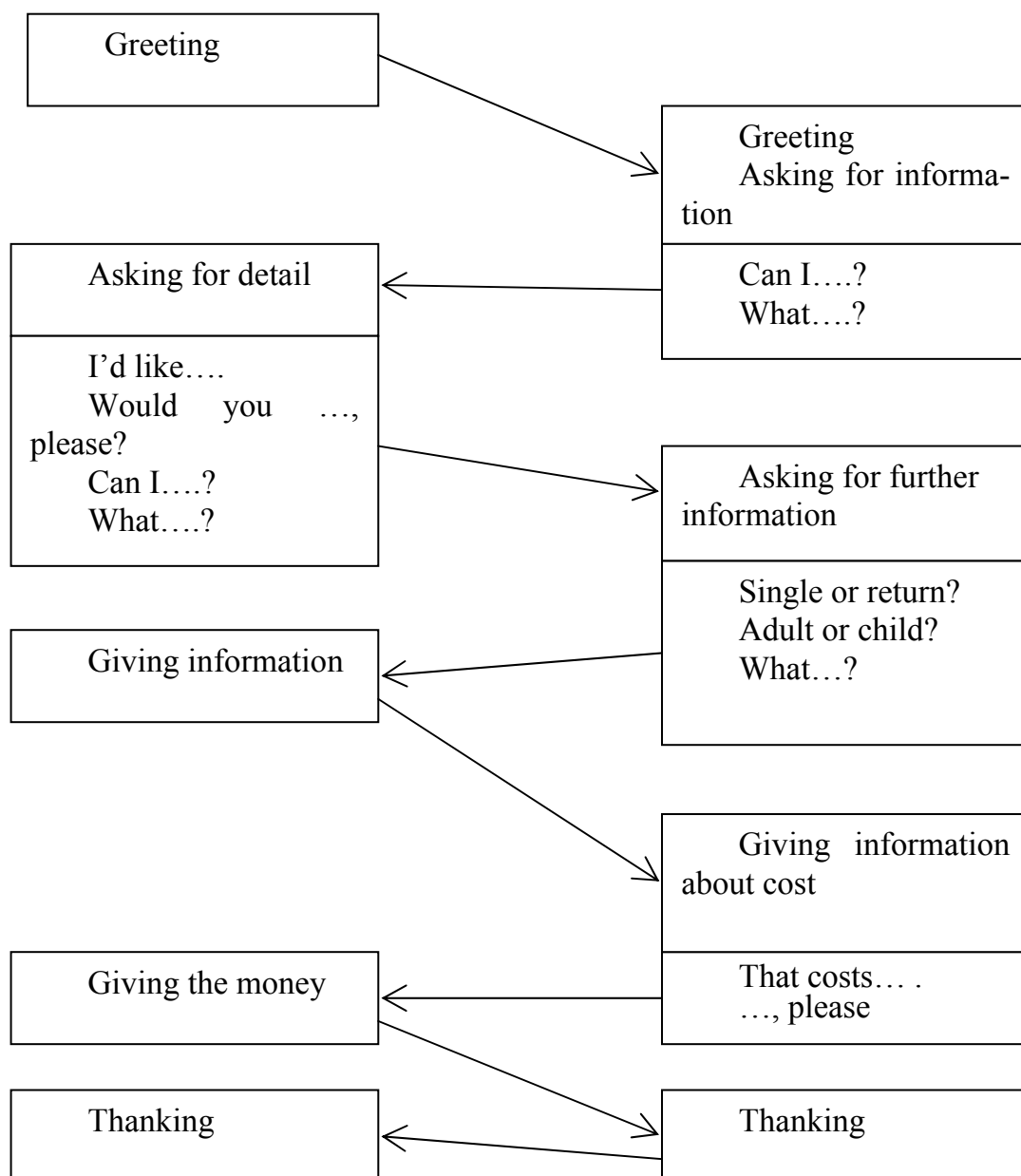
Visitor: Um... One more question, please. How much will it cost?

Travel agent: In this leaflet you'll find all the prices.

Visitor: Thank you.

27. Change this dialogue into reported speech.

28. Imagine you and your friends from Great Britain have agreed where to travel. Ask the clerk for a ticket to Moscow. Use the chart below:



29. Students from British schools were asked a question: “How do you imagine Moscow?” Read some of their answers:

- I imagine Moscow as having cowboys, with a lot of mountains and villages.
- In Moscow everyone wears black furry hats and long black coats.
- I imagine Moscow as a great wonderful city to live in. The children are lucky to live there.
- I imagine Moscow as a poor country and not free for what the people want to do.
- A big desert with a big sun that won’t stop shining.
- A very cold place with beautiful buildings and beautiful art paintings all around.

30. Discuss the information above with your friends.

31. Get ready to introduce the information about Moscow.

32. Write a letter to your pen-friend from Britain inviting him to spend his holidays in Moscow.

33. Complete the puzzle to learn the name of one of the largest and most beautiful cities in the world.

1. The government buildings of Russia and the former USSR in the capital of this country.

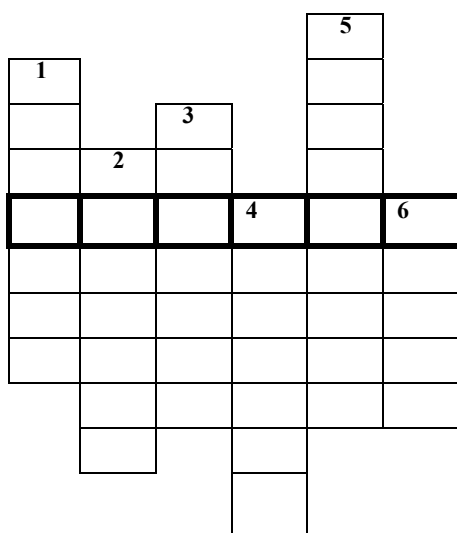
2. An area of land that is controlled by its own government, president, king, etc.

3. The state language of Russia.

4. An important city where the central government of a country, state is.

5. He is the founder of the capital of Russia.

6. The planet we live on, and all the people, cities and countries on it.



Text 3. The Penza State University of Architecture and Construction

1. Read and translate the text:

The Penza State University of Architecture and Construction trains highly qualified specialists for all branches of constructing industry. The University was founded in 1958. At first it was an Institute. In 1996 it became an Academy. In 2003 the Academy was reorganised into University. The seven buildings of the University are situated in Titov Street. The buildings are with large and light

classrooms, laboratories and workshops. A good library, a reading hall, a canteen, three hostels, a gym are at the students disposal.

The University has two departments: full-time and correspondent. The student body of the University exceeds 3000. Many of the teachers and instructors are outstanding specialists in various fields of technology and science. Some of them are graduates from our University. The University has four Institutes – the Institute of Economics and Management, the Institute of Engineering Ecology, the Building Institute and the Automobile Engineering Institute and three faculties: the Technological Faculty, and the Architectural Faculty and the Territory Management Faculty.

Entrance to the University is by competitive examination, which is open to anyone between the age of 17 and 35 who has finished the secondary school. In July applicants take exams. Those who pass them become first-year students.

The course runs 4 years in the full-time department and 5 years in the correspondent department. The students study in the first and in the second shift. The academic year is divided into two terms: from September to January and from February to July. Students take credit-tests and exams at the end of each term.

Students have lectures and practical hours. They attend lectures on different subjects: Mathematics, Physics, Foreign Language, Descriptive Geometry, Drawing, Geodesy and they take notes of them. During practical hours they study the material of the lectures. Besides obligatory subjects students may take optional courses if they are interested in them. They have practical hours in the laboratories, which are well equipped with the latest apparatus.

The students work for a month on construction sites where they gain certain experience. Most students receive financial support in the form of state grants.

On completion of studies each student takes the finals and presents a graduation thesis. The best students who have done some research become post-graduates.

2. Look through the vocabulary:

- 1) a hostel – общежитие
- 2) a canteen – столовая
- 3) a gym – спортзал
- 4) the Institute of Economics and Management – институт экономики и менеджмента
- 5) the Institute of Engineering Ecology – институт инженерной экологии
- 6) the Building Institute – строительный институт
- 7) the Technological Faculty – технологический факультет
- 8) the Architectural Faculty – архитектурный факультет
- 9) the Automobile Engineering Institute – Автомобильно-дорожный институт

- 10) competitive – конкурсный
- 11) an applicant – абитуриент
- 12) to take an exam – держать экзамен
- 13) to pass an exam – сдать экзамен
- 14) to fail in an exam – провалить экзамен
- 15) entrance exam – вступительный экзамен
- 16) to enter the University – поступить в Университет
- 17) first-year student – студент первого курса
- 18) full-time department – дневное отделение
- 19) correspondent department – заочное отделение
- 20) the academic year – учебный год
- 21) a shift – смена
- 22) a term – семестр
- 23) credit-tests – зачеты
- 24) to attend lectures on – посещать лекции по ...
- 25) to take notes – конспектировать
- 26) obligatory subjects – обязательные предметы
- 27) optional subjects – факультативные предметы
- 28) to receive grants – получать стипендию
- 29) to take the finals – сдавать выпускные экзамены
- 30) to present a graduation thesis – защищать дипломную работу
- 31) a post-graduate – аспирант
- 32) to graduate from the University – заканчивать университет

3. Read the following international words:

Industry, University, architecture, construction, specialists, Institute, academy, laboratories, instructors, technology, faculty, course, lectures, Mathematics, Physics, Descriptive Geometry, Geodesy, apparatus, financial.

4. Practice reading the following words and word-combinations:

- specialists, highly qualified specialists, outstanding specialists;
- department, full-time department, correspondent department;
- examination, competitive examination, entrance examination, take examinations (exams);
- the Automobile Engineering Institute, the Institute of Economics and Management, the Institute of Engineering Ecology;
- a year, a first-year student, an academic year;
- the Technological Faculty, the Architectural Faculty, the Territory Management Faculty.

5. Read, give Russian equivalents and learn the following word-combinations. Make your own sentences using these word combinations:

- 1) to be a highly qualified specialist;
- 2) to live in a hostel;
- 3) to be at smb's disposal;
- 4) to be a graduate (from / of);
- 5) to become first (second, third, ...) year students;
- 6) to study in the first / second shift,
- 7) to be interested in smth.;
- 8) to be well-equipped with the latest apparatus;
- 9) to work on a construction site;
- 10) to do some research.

6. Match the words in the left-hand column with the words in the right-hand column. Make all possible word combinations:

to pass	an examination
to take	the University
to attend	notes
to enter	credit-tests
to present	lectures
to do (to carry out)	the finals
to become	a graduation thesis
to be interested in	a research
to make	a student
	a graduate
	Mathematics
outstanding	specialists
competitive	shift
good	exams
constructing	library
full-time	industry
different	department
practical	subjects
obligatory	hours
financial	year
academic	
the first	support

7. Find an antonym of a given word in the right-hand column:

to pass	a) to fail b) to study c) to write
to enter	a) to return b) to graduate c) to require
to receive	a) to send b) to read c) to repeat
obligatory	a) different b) optional c) necessary
full-time	a) correspondent b) possible c) essential

8. Answer the questions:

1. When was the University founded?
2. Where is it situated?
3. How many departments does the University have?
4. What is the student body of the University?
5. What faculties (institutes) are there at the University?
6. When do applicants take exams?
7. How long does the course of study last?
8. Do you study in the first shift?
9. How many terms are there in the academic year?
10. What subjects do you study?
11. How many lectures and practical hours a day do you usually have?
12. Do the students gain certain experience?
13. When do the students take the finals and present a graduation thesis?
14. Where do students take professional practice?

9. Say "Yes" or "No" and make necessary changes:

1. During the practical hours the students take notes of the lectures.
2. Most students receive financial support in the form of state grants.

3. The students study in the first shift.
4. Many of the teachers are outstanding specialists in various fields of technology and science.
5. The Academic year is divided into 2 terms: from September to December and from January to June.
6. At the end of studies the students take the finals and present a graduation thesis.

10. Fill in the correct word(s):

1. The University ... in 1958.
2. There are four buildings with large and light classrooms, laboratories and
3. The University has 2 departments: ... and
4. The University trains economists and managers at the Institute of
5. Entrance to the University is by
6. The students ... lectures on different subjects.

11. Paraphrase the underlined word(s):

1. A good library, a reading hall, a dining-room, three hostels, a sport hall are at the students' disposal.
2. Some students study every day, some come on definite days.
3. Some of the teachers have graduated from the University.
4. In July those who enter the University take exams.
5. The students study in day light and in the evening.
6. The year of studies is divided into two parts.
7. The students write down the lectures.
8. There are subjects that the students must attend by all means, because at the end of the term they take an exam in these subjects.
9. There are courses, that the students attend if they are interested in them.
10. Every month most students receive financial support.

12. Find the English equivalents in the text:

1. В завершении курса обучения студенты сдают выпускные экзамены и представляют диплом.
2. Семинары проходят в лабораториях, которые хорошо оборудованы современными приборами.
3. Пензенский государственный университет архитектуры и строительства готовит высококвалифицированных специалистов для всех областей строительной промышленности.
4. Библиотека, читальный зал, спортивный зал находятся в распоряжении студентов.

13. Complete the dialogue with the words and word-combinations given below and learn it by heart:

- A: – Excuse me, could I ask you some questions, please?
B: – Yes, of course.
A: – Do you study here?
B: – Yes. I'm
A: – Will you tell me what Institute you study at?
B: – At the Institute of Economics and Management.
A: – Tell me, please, what faculties and Institutes there are at... .
B: – The University has four Institutes – ... and three faculties
A: – Could you tell me how many departments the University has?
B: – Two.
A: – How long does the course of study last, I wonder?
B: – ... in the full-time department and ... in the correspondent department.
A: – And what subjects do you learn?
B: – We learn... .
A: – Tell me, please, what facilities for students the University has.
B: – The University has ... classrooms, laboratories, a good library, a ... hall, ..., 3 ... ,
A: – Do you receive financial ... ?
B: – Yes. The best students receive
A: – How can I enter the University, I wonder?
B: – ...to the university is by ... in July.
A: – Thank you very much.
B: – You are welcome.

Words and word-combinations:

competitive examination, a first year student, grants, support, entrance, the Penza State University of Architecture and Construction, the Institute of Economics & Management, the Institute of Engineering Ecology, the Automobile Engineering Institute, the Civil Engineering Institute, large and light, a canteen, a gym, hostels, reading, full-time and correspondent, the Technological Faculty, the Architectural Faculty, the Territory Management Faculty, 5 years, 4 years, Mathematics, Foreign Language, Physics, Descriptive Geometry, Drawing, Geodesy, etc.

14. Present information on:

- 1) the name of your University (Institute, faculty),
- 2) its location,
- 3) the departments at your Institute (full-time or correspondent),
- 4) how long the complete course lasts,

- 5) the number of students at the Institute,
- 6) the subjects you study (humanities, technical subjects, science),
- 7) the equipment the Institute is provided with,
- 8) the examinations you take,
- 9) the students' hostels,
- 10) what you like and don't like about your Institute.

Text 4. My Profession

1. Read and translate the text:

It is common knowledge that it is very difficult for a person to choose the right profession. Many young people do not know for sure what kind of occupation they will choose after finishing school. We understand them very much because there are many trades and professions and all of them are important and useful. On the other hand, there are many boys and girls who know very early what trade they will take up and they prepare themselves to this trade.

To choose the right occupation one should take into account many factors: his gifts, capabilities, tastes, turn of mind. For example, for those who have a practical turn of mind it is better to choose the profession of an engineer, or a worker or a technician. For those who love children it is better to become a teacher or a children's doctor.

People choose their occupation in different ways. Some are ready to take up a profession in which they can help other people. Others prefer to follow their parents' example and take up their professions. There are some young people who choose only popular professions. I think it is not right to choose your future occupation this way. We must be interested in it and must be suited for it.

As for me I decided to become an engineer. I am sure it is one of the most useful professions. I want to become a good specialist. I do my best to get good knowledge of all subjects. I read books and magazines with special information about my future profession. My parents approve of my choice.

2. Look through the vocabulary:

- 1) It is common knowledge that – Известно, что
- 2) On the other hand – С другой стороны
- 3) For example – Например
- 4) I think – Я думаю, что
- 5) As for me – Что касается меня
- 6) I am sure – Я уверен.

3. Answer the questions:

- a) Why is it difficult to choose the right profession?
- b) What factors should you take into account while choosing your occupation?
- c) What is the right way to choose your future profession?
- d) What is important for you in your career: money, experience, challenges and opportunities?
- e) What do you do to become a good specialist and to succeed in life?
- f) Do you plan to choose science for your career?
- g) What famous scientists do you know?
- h) What are their most famous ideas or theories?

4. Say “True”, “False” or “Not given” and make necessary changes:

1. It is not easy for a person to choose the right profession.
2. All young people prepare themselves to their future profession.
3. The chief factor to take into account is one’s turn of mind.
4. Engineering is for those having a practical turn of mind.
5. Girls become better teachers or doctors.
6. There are many ways of choosing your occupation.
7. For some people their parents’ example may be useful and important.
8. You should take into account only popular professions.

5. Discuss the following questions. Use the model:

I would like / want / plan ... to become a good specialist, to start my own business, to learn how to drive, to earn a lot of money, to buy a luxurious car, to become famous, to design a unique building.

- a) What are your ambitions or dreams?
- b) What are your plans for the future?
- c) Do you do your best to reach the goal?

Text 5 A. My Speciality and Professional Practice

1. Read and translate the text:

I am a student of the Penza State University of Architecture and Construction. I study at the Automobile Road Institute. It is one of the newest departments of the University. It was founded in 1996. The department was supposed to meet constantly growing demands of the transport industry and its enterprises in well-educated specialists. The Automobile Road Institute has four specializations to train experts for the following fields of the transport industry:

the Automobiles and Technical Service, the Auto-roads and Aerodromes, Automobile Transport Enterprise, the Organization of the Safety Road Traffic.

The transport industry and all its branches need to meet their difficulties and to solve their problems as soon as possible. The number of cars in the streets of cities is rapidly increasing. Thus, there is the need to organize the road traffic in the right and proper way to avoid accidents and human disasters. The point is to build intersections and junctions on different levels and underground pedestrian crossings. The next problem is to provide cities and junctions between them with roads of high quality. One more problem is the organization of qualified technical service. Technical service stations should provide adequate automobile examination and maintenance. The profession of an automechanic is becoming more popular now and more young men want to study technical service professionally. Thus, there is the need to train specialists for road building, traffic control, automobile service, ecological control and so on.

The students of our Institute take studies in a great deal of subjects: humanities: Philosophy, Foreign Languages, History of Culture; technical subjects: Mathematics, Physics, Chemistry, Descriptive Geometry; specialized subjects: Ecology, Economics, Strength of Materials, the History of Transport, the Techniques of Transport, the Ways of Communication, the Road Traffic Organization, the Road Traffic Regulations, the Transport Energetic. In the course of study the students have lectures, seminars, practical hours (tutorials), labs, they submit course papers. At the end of study they pass the State Educational Exams and submit a diploma.

In the course of studies the students take professional practice at various enterprises of the transport industry. At the end of study the students take the pre-diploma practice. They get the opportunity to collect materials for the graduation paper and to discuss various professional matters.

I am glad I have made my final choice in my prospective occupation.

2. Look through the vocabulary:

- 1) complex – сложный, комплекс
- 2) high-educational – высший образовательный
- 3) establishment – учреждение
- 4) train – подготавливать
- 5) highly – высоко
- 6) qualified – квалифицированные
- 7) branch – область, ветвь
- 8) profound knowledge – глубокие знания
- 9) field – область, сфера
- 10) enter – поступить
- 11) demands – потребности
- 12) enterprise – предприятие

- 13) rapidly – быстро
- 14) increase – увеличиваться
- 15) in the right and proper way – правильным и должным способом
- 16) avoid accident – избежать аварии
- 17) human disasters – человеческие несчастья
- 18) intersection – пересечение
- 19) junction – слияние, соединение
- 20) provide (with) – оснащать
- 21) urgent – насущный
- 22) manage (to do smth.) – удаваться (что-либо сделать)
- 23) it goes without saying – это само собой разумеется
- 24) staff – кадры
- 25) a great deal – огромное количество
- 26) curriculum – учебный план
- 27) obligatory – обязательный
- 28) trainees – обучающиеся
- 29) course paper – курсовая работа
- 30) pass exams – сдавать экзамены
- 31) submit a diploma – защищать дипломную работу
- 32) optional courses – факультативные курсы
- 33) in accordance with – в соответствии с
- 34) junior technician staff – младший технический состав
- 35) manager staff – управленческие кадры
- 36) supervisor staff – руководящий состав
- 37) maintenance – эксплуатация, техническое обслуживание

3. Answer the questions:

1. Where do you study?
2. When was the Automobile Road Institute founded?
3. What specializations does the Automobile Road Institute train?
4. What are key problems of the transport industry nowadays?
5. What's your specialization?
6. What subjects do you study?
7. How is your study organized?
8. Can you say a few words about your professional practice?
9. Have you made the right choice of your prospective occupation? Why?

4. Put in missing words:

1. I am a student of ...
2. The Automobile Road Institute ... in 1996.
3. The Institute meets growing ... of the transport industry.

4. The Automobile Road Institute has four specialization:
5. It is necessary to . . . laboratories.
6. The students study humanities . . . , technical subjects: . . .
7. . . . of our Institute should submit . . . and
8. The students take professional practice at
9. There is a need to organize . . . in the right and proper way
10. I'm glad to have made my final choice in

5. Fill in gaps and act out dialogues:

1. A: ...
B: I study at the Automobile Road Institute.
A: ...
B: I'll be an automobile engineer.
2. A: What are main problems in the transport industry?
B: ...
A: What subjects do you take studies in ...
B: ...
3. A: What will you do during professional practice?
B: ...
A: Where will you work after graduation from the Institute?
4. A: Where are you going to work after graduation from the University?
B: ...
A: What position are you going to take?
B: ...

Text 5 B

1. Read and translate the text:

I study at the Penza State University of Architecture and Construction. The University trains highly qualified specialists for construction industry. I entered the Building faculty as I want to be a building engineer. The work of building engineer involves designing, construction and maintenance of industrial, public and residential buildings.

The students of our faculty take studies in different subjects dealing with industrial and building construction. We study architecture, construction mechanics, structural design, builder's plant, metal structures, hydraulics, Economics and English.

In the course of studies we take professional practices at various building enterprises and construction sites where the students work as building workers, foremen and junior engineering staff. They often take their first professional practice in student building teams.

During the pre-diploma practice the students of our faculty work as building engineers at the design institutions, on construction sites or at some other building enterprises. The students gather material for their graduation papers. At the end of the fifth year they submit their graduation papers and are allocated to various building enterprises throughout the country.

2. Look through the vocabulary:

- 1) a building engineer – инженер-строитель
- 2) industrial construction – промышленное строительство.
- 3) public construction – гражданское строительство
- 4) building construction – гражданское строительство
- 5) to design – проектировать
- 6) designing – проектирование
- 7) maintenance – обслуживание, эксплуатация
- 8) industrial building – промышленное здание
- 9) public building – общественное здание
- 10) residential building – жилой дом
- 11) to take studies in – изучать
- 12) to deal with – относиться к
- 13) construction mechanics – строительная механика
- 14) structural design – конструктивное проектирование
- 15) builder's plant – строительные машины
- 16) hydraulics – гидравлика
- 17) Economics – политэкономия
- 18) professional practice – производственная практика
- 19) to take professional practice (at) – проходить производственную практику
- 20) building enterprises – строительные организации
- 21) junior engineering staff – младший инженерный персонал
- 22) foreman – мастер, прораб
- 23) a student building team – студенческий стройотряд
- 24) pre-diploma practice – преддипломная практика
- 25) a design institution – проектный институт
- 26) to gather – собирать
- 27) to submit a graduation paper – предъявлять дипломную работу
- 28) to allocate – распределять

3. Answer the questions:

1. What faculty do you study at?
2. What is your future speciality?
3. What does the work of a building involve?
4. What subjects do you study?
5. Where do students take their first professional practice?
6. What do they do during pre- diploma practice?
7. When do the students have to submit their graduation papers?
8. Where are the young engineers allocated to?

4. Complete the sentences:

1. During their pre-diploma practice the students work as ...
2. The students take studies in different subjects dealing with ...
3. The work of a building engineer involves ...
4. This summer we take our first professional practice in ...
5. At the end of the fifth year the students submit ...
6. The University trains ...
7. The students gather material for ...
8. In the course of studies the students take ...

Text 5 C

1. Read and translate the text:

I study at the Penza State University of Architecture and Construction. I am a second year student. I study at the Institute of Economic and Management. Our Institute trains highly qualified specialists for our Economy. My future speciality is an economist. The work of an economist includes developing methods for studying and explaining how individuals, businesses and nations use their available economic resources. Large corporations use economist to study the ways they do business and to suggest methods for making more efficient use of their employees, equipment, factories, and other resources. So we can define economics as the social science that describes and analyses how society chooses from among scarce resources to satisfy its wants.

The students of our faculty take studies in different obligatory and optional subjects. We study economics, marketing, management, English and other subjects.

In the course of studies we take professional practice. During the work we gather material for our graduation papers and get knowledge and skills as a result of our work experience.

At the end of the fifth year the students submit their graduation papers. On graduation they work at various enterprises all over the country.

2. Look through the vocabulary:

- 1) highly qualified specialists – высоко-квалифицированные специалисты
- 2) available – доступный, имеющийся в распоряжении
- 3) employee – служащий
- 4) resource – возможность, способ, средство
- 5) to submit – представлять на рассмотрение
- 6) enterprise – промышленное предприятие
- 7) graduation – окончание учебного заведения
- 8) equipment – оборудование, оснащение
- 9) to define – определять, очерчивать
- 10) obligatory subjects – обязательные предметы
- 11) optional subjects – факультативные предметы

Text 5 D

1. Read and translate the text:

I am a second-year student at the Penza State University of Architecture and Construction. Our Institute trains highly qualified specialists for construction industry. I study at the Institute of Engineering Ecology as I want to be a specialist in heating, ventilation and gas supply. The students of our Institute study thermodynamics, gas supply, hydraulics, ventilation, heat supply, boiler plants. We also study history, English, economics, philosophy.

Every year we take professional practice at various building enterprises. During the practice the students work as skilled workers, foremen or junior engineering staff. Usually they are engaged in installation of heating, gas supply and ventilating equipment. The students lay network of pipes for boiler plants and pumping stations. They install radiators, taps and dampers for heating systems. The students may also install filters and fans for air-conditioning systems.

During pre-diploma practice the students work as heating and ventilating engineers. They gather material for their graduation papers. At the end the fifth year the students submit their graduation papers.

The young engineers work at the design institutions, plants and construction sites. They design heating, ventilation or gas systems, carry out starting, adjustment and maintenance of the facilities.

2. Look through the vocabulary:

- 1) thermodynamics – термодинамика
- 2) gas supply – газоснабжение
- 3) hydraulics – гидравлика
- 4) heat supply – теплоснабжение

- 5) boiler plant – котельная установка
- 6) take professional practice – проходить производственную практику
- 7) foreman – прораб
- 8) junior engineering staff – младший инженерный состав
- 9) installation – монтаж, установка
- 10) lay – прокладывать
- 11) pumping station – насосная станция
- 12) damper – увлажнитель
- 13) gather material – собирать материал
- 14) submit graduation paper – защищать дипломную работу
- 15) design institution – проектный институт
- 16) construction site – строительная площадка
- 17) maintenance – эксплуатация
- 18) facilities – оборудование

Text 6. London

1. Read and translate the text:

Modern London is a wonderful place to be! It has great museums with priceless exhibits, old markets, clean green parks and the best shops and nightclubs in Europe. There is something for everyone.

London is situated on the River Thames about 40 miles from the sea. It is the largest city in Britain and one of the largest in the world. Now London has about 9 million people living in and around it. London dominates the life of Britain. It is a big port and most important financial, manufacturing and cultural centre but it is probably most famous for being the home of the British monarchy. You can see the Changing of the Guard everyday outside Buckingham Palace.

The City extends over an area of about 2.6 square kilometres in the heart of London. About half a million people work in the City but less than 6000 live there. It is the financial centre of the United Kingdom with many banks, offices and the Stock Exchange. But the City is also a market for goods of almost every kind, from all parts of the world.

The West End can be called the centre of London. Here you can admire the historical palaces as well as the famous parks. Hyde Park with its Speaker's Corner is also here. Among other parks are Kensington Gardens, St. James's Park. It is in the West End that is Buckingham Palace (the Queen's residence) and the Palace of Westminster which is the seat of Parliament.

The best-known streets here are Whitehall with important Government offices, Downing Street, the London residence of the Prime Minister and the

place where the Cabinet meets, Fleet Street where most newspapers once had their offices, Harley Street where the highest-paid doctors live and some others.

The name “West End” came to be associated with wealth, luxury and goods of high quality. It is the area of the largest department stores, cinemas and hotels. There are about 40 theatres, several concert halls, many museums including the British Museum, and the best art galleries. It is in the West End that the University of London is centred with Bloomsbury as London’s student quarter.

The port of London is to the east of the City. Here were kilometres and kilometres of docks and the great industrial areas that depended upon shipping. This is the East End of London, formerly unattractive in appearance, but now changing because of the introduction of new industries and very expensive housing.

In London you can travel on the bus, train, the Underground or taxi to get to different places. London has 3 main airports: Heathrow which is the biggest, Gatwick and Stansted.

A lot of popular actors, actresses and musicians live in London, for example, Mick Jagger, George Michael, Annie Lennox and other great people. Even if you do not see them in the street, you can “meet” them as wax figures in Madame Tussaud Museum.

Dr Johnson once said: “When a man is tired of London, he is tired of life”.

2. Look through the vocabulary:

- 1) a wonderful place – удивительное место;
- 2) priceless exhibits – бесценные экспонаты;
- 3) to dominate – преобладать, господствовать;
- 4) financial – финансовый;
- 5) manufacturing – производительный;
- 6) a monarchy – монархия;
- 7) the Changing of the Guard – смена караула;
- 8) a palace – дворец;
- 9) to extend – тянуться, простираться;
- 10) to admire smth. – восхищаться ч.-л.;
- 11) to be associated with – ассоциироваться с ч.-л.;
- 12) a luxury – роскошь;
- 13) including – включая;
- 14) industrial areas – промышленные районы;
- 15) to depend upon – зависеть от;
- 16) unattractive in appearance – непривлекателен внешне;
- 17) expensive housing – дорогое жилье;
- 18) to get to some place – добраться до места;
- 19) musicians – музыканты;

- 20) wax figures – восковые фигуры;
 21) to be tired of – устать от ч.-л.

3. Pronounce the following words and word-combinations:

a) wonderful, priceless, clean, largest, important, financial, manufacturing, cultural, famous, historical, unattractive, expensive, popular;

b) museum, exhibit, market, shop, nightclub, centre, monarchy, palace, bank, office, parliament, residence, wealth, luxury, quality, concert hall, department store, cinema, art gallery, quarter, appearance, industry, housing, Underground, airport, actor, actress, musician;

c) the Stock Exchange, Speaker's Corner, Kensington Gardens, St. James's Park, Buckingham Palace, Whitehall, the Palace of Westminster, Downing Street, Fleet Street, Harley Street, Bloomsbury.

4. Give English equivalents to the following word combinations and make your own sentences with these words:

- удивительный экспонат;
- финансовый центр;
- Британская монархия;
- восхищаться удивительным дворцом;
- ассоциироваться с роскошью;
- внешне привлекателен;
- добраться до Сент-Джеймс Парка;
- восковые фигуры известных музыкантов;
- устать от жизни.

5. Express your agreement / disagreement using the following word-combinations:

- | | |
|---|--|
| <ul style="list-style-type: none"> – That's right. Quite right. – That's true. True enough. – Of course. Certainly. Sure. Naturally. – Most likely. – I fully agree. – I won't deny it. – Beyond all doubt. – It goes without saying that ... | <ul style="list-style-type: none"> – I disagree. – That's wrong. – I'm not so sure. – I doubt it. – I shouldn't say so. – Surely not. Certainly not. – Impossible. – Not in the least. – On the contrary! |
|---|--|

1. Modern London is famous for its priceless exhibits, old markets, clean green parks and the best shops and nightclubs in Europe.

2. Today about 6 million people live in and around London.

3. The City is a cultural centre of the UK with many theatres, museums and the best art galleries.

4. In the East End you can admire Buckingham Palace which is the Queen's residence.

5. The best-known streets as Whitehall, Downing Street, Fleet Street and Harley Street are situated in the West End of London.

6. Nowadays the East End has changed its appearance because of new industries and very expensive housing.

7. There are 4 main airports in London.

6. Make your plan of the text.

7. Answer the following questions:

1. Where is London situated?

2. What is the population of London?

3. What is London famous for?

4. What do you know about the City?

5. Where can we see famous Buckingham Palace?

6. What are the best-known streets in the West End?

7. The University of London situated in the City, isn't it?

8. Does the East End of London is remain unattractive in appearance?

9. What kind of transport one can use in London?

8. Speak about the most interesting places of London.

9. Read the following conversations and replace the underlined words:

1) A: Could you tell me, please, which is the nearest way to the Stock Exchange?

B: Why, sure. Go straight ahead until you come to the Department Store. Turn right there and ask again.

A: Is it far from here?

B: No. It's about 15 minutes' walk.

A: Oh, could I get there by bus?

B: Yes, take a 23-A. The bus-stop is over there.

A: Thank you very much.

B: Not at all.

2) A: Excuse me, conductor, is this bus going to Fleet Street?

B: No, you'll have to get off and change to a 23.

A: Could you tell me where to get off, please?

B: The next stop. All fares, please.

A: What's the fare to the next stop?

B: Five pence, please.

A: Here is six pence.

B: Take a penny change.

10. Make up the dialogue. Choose your route: the departure – the destination. The map will help you to find the direction.

Text 7. The United Kingdom of Great Britain and Northern Ireland

1. Read and translate the text:

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

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

The UK is an island state: it is composed of 5,500 islands, large and small. The two main islands are: Great Britain (in which are Northern Ireland and the Independent Irish Republic) to the west. They are separated by the Irish Sea.

The UK is one of the world's smaller countries (it is twice smaller than France or Spain), with an area of some 244,100 square kilometres. The UK is situated off the northwest coast of Europe between the Atlantic Ocean on the north and northwest and the North Sea on the east and is separated from the European continent by the English Channel (or La Manche) and the Strait of Dover (or Pas de Calais).

The population of the United Kingdom is over 57million people.

English is not the only language which people use in the UK. English is the official language. But some people speak Scottish in western Scotland, Welsh – in parts of northern and central Wales, and Irish in Northern Ireland.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross is the cross of St George, the patron saint of England. The white diagonal cross is the cross of St Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St Patrick, the patron saint of Ireland.

Geographically, the island of Great Britain is subdivided into two main regions – Lowland Britain and Highland Britain. Lowland Britain comprises southern and eastern England. Highland Britain consists of Scotland, most of Wales, the Pennines, and the Lake

District. The Pennine Chain extends southward from the Cheviot Hills into the midlands, a plain region with low hills and valleys.

England is separated from Scotland by the Cheviot Hills, running from east to west. The chief rivers of Great Britain are: the Severn, flowing along the border between England and Wales, tributaries of which include the Avon, famed by Shakespeare; the Thames, which flows eastward to the port of London and some others. Part of the border between Scotland and England is along the lower reaches of the Tweed, near which is made the woollen fabric that bears its name.

There are many lakes in Great Britain. On the northwest side of the Pennine system lies the Lake District, containing the beautiful lakes which give it its name. This district is widely known for its association with the history of English literature and especially with the name of William Wordsworth (1770-1850), the founder of the Lake School of poets.

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

2. Look through the vocabulary:

- 1) the English Channel – Английский канал (Ла-Манш)
- 2) the Strait of Dover – Дуврский пролив (Па-де-Кале)
- 3) the Union Jack – государственный флаг Соединенного Королевства
- 4) Lowland and Highland Britain – низменная и гористая части Великобритании
- 5) the Lake District – Озерный край
- 6) the Pennines = the Pennine Chain – Пеннинские горы
- 7) the Cheviot Hills – Чевиот-Хилс (горы)
- 8) the Midlands – Мидлендс, центральные графства Англии
- 9) the Lake School – «Озерная школа» (литературное сотрудничество поэтов-романтиков начала XIX в.)

3. Answer the questions:

1. What are the main countries of the UK and their capitals?
2. Why is the UK also called Great Britain, England or the British Isles?
3. Which countries of the UK occupy the two main islands?
4. What is the area of the UK?
5. Is Great Britain a large or a small country in area and in population?
6. Which is the highest point in the British Isles?
7. Which river is associated with the name of Shakespeare?
8. Which is the swiftest flowing river in the UK?

9. What is the Lake District known for?
10. Which is the largest, industrial and most densely populated country of the UK?
11. How long is the longest river in the UK and which river is it?
12. What makes London important for the life of Great Britain?

4. What do you know about ...

- 1) the UK as an island state?
- 2) the languages spoken in the UK?
- 3) the chief rivers of Great Britain and their importance in the life of people?
- 4) the largest lakes in the British Isles and what they are associated with?
- 5) the countries and largest cities in the UK?
- 6) the distribution of population in the UK?
- 7) the reason why Scotland is not densely populated?
- 8) the reason why the sea has been important in the history of England?

Text 8. The United States of America

1. Read and translate the text:

The USA is one of the largest countries in the world. It is situated in the central part of the North American continent. The area of the USA is over nine million square kilometers. Its oceans are the Pacific Ocean and the Atlantic. The population of the United States is nearly 250 million people. Most of people live in towns. People of different nationalities live in the USA. There are a lot of rich people in the USA but the life of many coloured people is very difficult. Some Americans live in poverty and some people can't get work.

The official language of the country is English. The capital of the country is Washington. It was named in honour of the first President, George Washington. As the USA is a large country, the climate is different in different regions. For example, the Pacific coast is a region of mild winters and warm, dry summers but the eastern continental region has a rainy climate. The region around the Great Lakes has changeable weather.

There are many mountains in the USA. For example, the highest peak in the Cordilliers in the USA is 4418 metres.

The country's main river is the Mississippi but there are many other great rivers in the USA: the Colorado in the south and the Columbia in the north-west. There are five Great Lakes between the USA and Canada.

The USA produces more than 52 per cent of the world's corn, wheat, cotton and tobacco.

There are many big cities in the country. They are Washington (the capital of the country), New York (the city of contrasts and the financial and business

centre of the USA), Boston (which has three universities), Chicago (one of the biggest industrial cities in the USA), San Francisco, Los Angeles, Philadelphia, Detroit (one of the biggest centres of the automobile industry) and Hollywood (the centre of the US film industry).

It is a highly developed industrial country. The USA is rich in mineral resources, such as aluminium, salt, zinc, coppers, and others. The country is rich in coal, natural gas, gold and silver, too. It holds one of the first places in the production of coal, iron, oil and natural gas. Such industries as machine-building and ship-building are highly developed there. American agriculture produces a lot of food products: grain, fruit and vegetables.

The USA is a federal republic, consisting of fifty states. Each of these states has its own government. The Government in the USA is divided into three separate branches. The legislative branch of the government is called Congress. It consists of the Senate and the House of Representatives. The second executive branch has the responsibility to carry out the laws, it is headed by the President. The Supreme Court and lower national courts make up the third or judicial branch.

The President and Congress have almost complete political independence from each other because they are both chosen in separate elections. The Constitution has a “Bill of Rights” which must protect specific individual rights and freedom.

The president is the head of the state and the government. He is elected for four years. There are two main political parties in the USA. They are the Democratic Party (organized in the 1820s) and the Republican Party (organized in the 1850s).

2. Look through the vocabulary:

- 1) poverty – бедность
- 2) honour – честь
- 3) changeable – переменчивый
- 4) mountains – горы
- 5) corn – зерно, хлеба
- 6) wheat – пшеница
- 7) copper – медь
- 8) coal – уголь
- 9) government – правительство
- 10) to divide – делить
- 11) branch – ветвь, отрасль
- 12) legislative – законодательный
- 13) executive – исполнительный
- 14) responsibility – ответственность
- 15) judicial – судебный
- 16) freedom – свобода
- 17) to elect – выбирать, избирать

- 18) chamber – палата
- 19) dry – сухой
- 20) to develop –развивать
- 21) to separate – отделять, разделять
- 22) to situate – располагаться
- 23) to be headed by smb. – возглавляться кем-либо
- 24) the North American continent – Северная Америка
- 25) the Pacific Ocean – Тихий Океан
- 26) the Atlantic Ocean – Атлантический океан
- 27) the Great Lakes – Великие озера
- 28) the Cordilliers – Кордильеры
- 29) Supreme Court – Верховный суд

3. Pronounce the following words and word-combinations:

a) political, constitution, republic, nationality, legislative, executive, judicial, government, region, resources, production, population, aluminium, mountain, financial, honour, individual, climate, responsibility, official, continental, Congress, Chambers, the Constitution;

b) official language, Federal Republic, mineral natural resources, highest peak, continental region, industrial cities, mild winters, scientific institutions, highly developed, separate branches, national courts, the legislative branch, the Supreme Court, Bill of Rights, the Democratic Party, the Republican Party;

c) The United States of America, the North American Continent, the Pacific Ocean, the Atlantic Ocean, George Washington, the Great Lakes, the Cordilliers, the Mississippi, the Colorado, the Columbia, Canada, New York, Boston, Chicago, San Francisco, Los Angeles, Philadelphia, Detroit, Hollywood, Academy of Sciences.

4. Write the plural of the following nouns:

state, capital, law, branch, chamber, mountain, ocean, country, city, lake, river, industry, court, party, region.

5. Form degrees of comparison of the following adjectives:

great, main, large, changeable, high, famous, big, different, dry, rich, many, low.

6. Give the four forms of the following verbs:

to live, to name, to have, to be, to elect, to develop, to make.

7. Form the nouns with the suffixes “-tion”, “-ion” and translate them into Russian:

to elect, to separate, to legislate, to protect, to organize, to divide, to populate.

8. Form the adverbs with the suffix “-ly” and translate them into Russian:

great, main, complete, high, different, separate.

9. Form the adjectives with the suffixes “-al”, “-able” and translate them into Russian:

continent, government, centre, nation, area, culture, industry, nature, politics, region.

10. Unjumble the letters to find the names of three large cities in the USA:

- a) Sntobo
- b) Igachoc
- c) Torited

11. Give antonyms to the following adjectives:

dry, difficult, warm, large, rich, mountainous, high, different.

12. Give English equivalents of the following words and word-combinations and learn them by heart:

различные регионы, дождливый климат, научные учреждения, сельское хозяйство, медь, высоко развитый, правительство, верховный суд, законодательный, исполнительный, судебный, политическая независимость, личные права, свобода.

13. Match the words in the left-hand column with their definitions in the right-hand column:

population	the state of being poor
to situate	source of supply for what is needed
poverty	official group of people with the same political ideas
bill	process of choosing by voting
chamber	to place
resource	agreement made and signed between nations
party	group of legislators
elections	number of people who live in a place

14. Translate into English paying attention to the Active / Passive voice:

1. Население Соединенных Штатов составляет почти 250 миллионов человек.
2. Официальный язык страны – английский.
3. Конгресс – это парламент Америки, который состоит из двух палат.
4. Правительство США делится на три ветви.
5. Исполнительную власть возглавляет Президент.

6. Личные права и свободы граждан защищены конституцией.
7. Соединенные Штаты омываются Тихим и Атлантическим Океанами.
8. Машиностроение очень развито в США.

15. Fill in the blanks with prepositions, and articles where necessary:

1. ... USA is one largest countries world.
2. Most ... people live ... towns.
3. ... official language is ... English.
4. ... climate is different ... different regions.
5. ... country is washed Pacific Ocean and ... Atlantic Ocean.
6. ... USA is rich ... mineral resources.
7. ... American agriculture produces ... lot ... products.
8. ... Mississippi is ... country's main river.
9. ... President is ... head state and ... government.
10. ... Supreme Court and lower national courts make up ... judicial branch.
11. ... Constitution has ... "Bill of Rights".

16. Make the following sentences first negative and then interrogative. Ask all types of questions:

1. The official language of the country is English.
2. There are many scientific institutions, museums, libraries and theatres in the USA.
3. The USA is a federal republic, consisting of fifty-three states.
4. Such industries as machine – building and ship – building are highly developed there.

17. Ask questions to the underlined words:

1. The President is the head of the state.
2. The Government consists of three Branches.
3. The country's main river is The Mississippi.
4. There are five Great Lakes between the USA and Canada.

18. Answer the following questions:

1. Where is the USA situated?
2. What is the official language of the country?
3. What is the capital of the USA?
4. What do you know about the climate of the country?
5. What is the highest peak in the USA?
6. What oceans is the USA washed by?
7. What big cities of the country can you name?
8. What kind of mineral resources can be found in the USA?
9. What is the population of the country?

10. What products does the country produce?
11. What are the main political parties of the country?
12. Who heads the executive branch?
13. What branch is called Congress?

19. Express your agreement /disagreement using the following word-combinations:

– That’s right. Quite right.	– I disagree.
– That’s true. True enough.	– That’s wrong.
– Of course. Certainly. Sure. Naturally.	– I’m not so sure.
– Most likely.	– I doubt it.
– I fully agree.	– I shouldn’t say so.
– I won’t deny it.	– Surely not. Certainly not.
– Beyond all doubt.	– Impossible.
– It goes without saying that ...	– Not in the least.
– On the contrary!	

1. The USA is situated in the central part of the North American continent.
2. Its oceans are the Atlantic Ocean and the Indian Ocean.
3. The official language of the country is English.
4. The climate in the USA is the same in all the regions.
5. New York is the capital of the country.
6. Hollywood is the center of US film industry.
7. There are five Great Lakes between the USA and Mexico.
8. There are scientific institutions, museums, libraries, theatres and many other interesting places in the USA.
9. The country is rich in mineral resources.
10. The first US President was Thomas Jefferson.
11. The USA is a parliamentary republic.
12. Each state in the USA has its own government.
13. The president is the head of the state and the government.
14. The President is elected for seven years.
15. The Democratic Party was organized in the 1920-s.
16. The Government in the USA is divided into two separate branches .
17. The executive branch is headed by the President.
18. The Constitution has a “Bill of Rights”.
19. The population of the USA is nearly 250 thousand people.

20. Read the dialogue. Translate it into Russian:

- What country are you from?
- I’m from Russia.
- Is this your first visit to the USA?

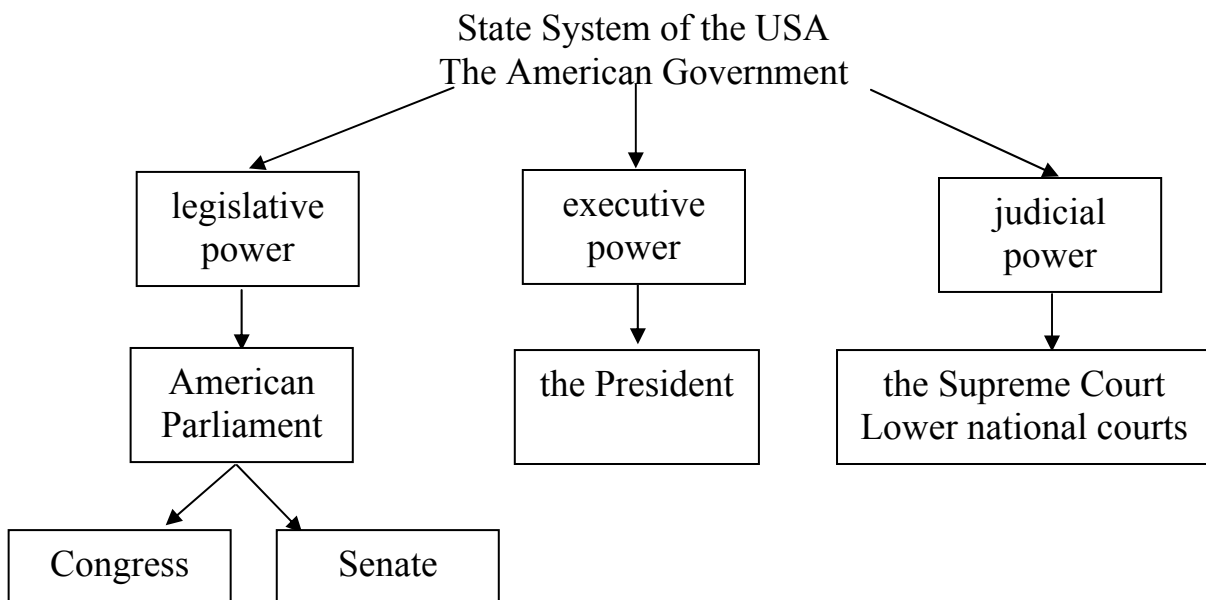
- Oh, no. I've already been in the USA and it's my second visit.
- I'm sure you are enjoying your visit.
- Yes, very much, thank you. I like the nature, cities and most of all American people.
- What American cities did you see?
- I was in New York, Boston and Washington.
- Did you like them?
- Of course and especially New York with its parks, squares, buildings.
- What do you like most of all in New York?
- Central Park in Manhattan.

21. Learn the dialogue by heart. Answer the question: "What other US cities do you know?"

22. Dramatize the situation:

1. You are a teacher of Geography. Give your students some information about the USA.
2. Your friend has just returned from the USA. Ask him / her about the country.

23. Speak about the USA state system using the chart below:



Text 9. Washington DC

1. Read and translate the text:

The city of Washington, the capital of the United States of America is located in the District of Columbia (DC for short). Washington, D.C. was founded in 1790. It was the first American city planned for a specific purpose. It was designed to be a beautiful city with wide streets and many trees. The city's business is centered around the government. Another name for Washington, D.C. is the District of Columbia. The district was originally a 10 miles square crossing the Potomac River into Virginia. Both Virginia and Maryland donated parts of their land for the capital district.

Many people consider Washington DC to be one of the most beautiful cities in the world. It is filled with many parks, wide streets and impressive buildings.

Many visitors come to Washington DC to see the White House. It is the greatest attraction for many of them. The White House is the official residence of the President. The largest room in this building is the East Room, scene of many state receptions, balls and musicals. Other famous rooms are: the Green Room, the Blue Room, the Red Room, which are used for afternoon teas and for receptions held before state dinners.

The National Archive building lies halfway down the mall on a side street between the Washington Monument and the Capitol Hill. The National Archive is truly awesome. Its vaults permanently house and protect the original Declaration of Independence, Constitution, and Bill of Rights among other items of interest.

The Capitol is in the very centre of Washington. It is located on the Capitol Hill, the highest point in the city. The Capitol is the highest building in Washington. There is a law in Washington not to build buildings higher than the Capitol. The cornerstone of the Capitol was laid by George Washington on September 18th, 1793. The Capitol is the seat of the government of the United States of America.

Other landmarks in Washington DC include memorials to three Presidents: The Washington Memorial, The Lincoln Memorial and The Jefferson Memorial; The Library of Congress, The National Gallery of Art, The John F. Kennedy centre for the Performing Arts.

Washington DC's primary industry after the federal government is tourism. Other important industries include trade associations, as Washington, DC is home to more associations than any other U.S. city, law, higher education, medicine, medical research, government-related research and publishing.

2. Look through the vocabulary:

- 1) purpose – намерение, цель
- 2) to design – проектировать, конструировать

- 3) to donate – дарить, жертвовать
- 4) to consider – рассматривать, принимать во внимание
- 5) attraction – привлечение, приманка
- 6) reception – прием
- 7) mall – место для гулянья
- 8) truly – действительно, правдиво, честно говоря
- 9) awesome – устрашающий, внушающий страх
- 10) vault – подвал, хранилище
- 11) item – пункт, отдельный предмет
- 12) landmark – объект на местности, ориентир, знак
- 13) primary – первостепенный, основной
- 14) trade – торговый
- 15) publishing – издательская деятельность, публикация
- 16) cornerstone – камень в основании здания

3. Pronounce the following words and word-combinations:

a) primary, square, impressive, attraction, receptions, building, items, memorials, around;

b) government-related research, capital district, impressive buildings, greatest attraction, official residence, state receptions, items of interest, primary industry, trade associations, medical research, higher education, specific purpose;

c) The United States of America, Washington, The National Gallery of Art, The John F. Kennedy center, the District of Columbia, the Potomac River, Virginia, Maryland, the White House, the National Archive building, the Washington Monument, The Capitol Hill, Declaration of Independence, Bill of Rights, Constitution, The Lincoln Memorial, The Jefferson Memorial, The Library of Congress.

4. Write the plural of the following nouns:

industry, purpose, district, capital, people, residence, building, law, city.

5. Form degrees of comparison of the following adjectives:

high, wide, many, impressive, great, large, famous, beautiful.

6. Give the four forms of the following verbs:

to build, to found, to design, to consider, to fill, to come, to see, to use, to lie, to locate, to be.

7. Unjumble the letters to find the proper names:

- a) Snhitongaw
- b) Тосpail
- c) Nladyarm

8. Give antonyms to the following adjectives:

large, high, beautiful, wide, many, famous, short.

9. Give English equivalents of the following words and word-combinations and learn them by heart:

широкие улицы, особая цель, впечатляющие здания, официальная резиденция президента, государственные приемы, действительно внушающий страх, самая высокая точка города, камень в основании здания, месторасположение правительства, федеральное правительство.

10. Match the words in the left-hand column with their definitions in the right-hand column:

research	– aim
purpose	– a place where someone lives
to plan	– scientific study
government	– main city of a country
part	– group of people ruling a country
residence	– a bit of smth.
Capital	– to scheme, to propose to do smth.

11. Translate into English paying attention to the Active / Passive voice:

- 1) Вашингтон – столица Соединенных Штатов Америки.
- 2) Вашингтон был основан в 1790 г.
- 3) Многие люди считают Вашингтон одним из самых прекрасных городов мира.
- 4) Прежде всего, туристы хотят увидеть Белый Дом.
- 5) Белый Дом – это официальная резиденция президента.
- 6) Капитолий является самым высоким зданием Вашингтона.
- 7) Камень в основание Капитолия заложил Джордж Вашингтон в 1793 г.
- 8) Два штата пожертвовали часть своей земли для территории столицы.

12. Fill in the blanks with prepositions where necessary:

1. The capital ... the United States ... America is located ... the District ... Columbia.

2. It was designed to be a beautiful city ... wide streets and many trees
3. Both Virginia and Maryland donated parts ... their land ... the capital district.
4. Many visitors come ... Washington DC ... to see the White House.
5. The Capitol is ... the very centre ... Washington.
6. There is a law... Washington not to build buildings higher than the Capitol.
7. Washington DC's primary industry ... the federal government is tourism.
8. Many people consider Washington DC to be one ...the most beautiful cities ... the world.

13. Make the following sentences first negative and then interrogative. Ask all types of questions:

1. Washington, D.C. was founded in 1790.
2. The city is filled with many parks, wide streets and impressive buildings.
3. The White House is the greatest attraction for tourists.
4. The cornerstone of the Capitol was laid by George Washington on September 18th, 1793.
5. The city's business is centered around the government.
6. The Capitol is the seat of the government of the USA.
7. Washington is one of the most beautiful cities in the world.

14. Answer the following questions:

1. When was Washington founded?
2. What is another name of the city?
3. What states donated parts of their land for the capital district?
4. What is the official residence of the US President?
5. What is the highest point in Washington?
6. What is the largest room in the White House?
7. What is the National Archive famous for?
8. Where is the Capitol located?
9. Who laid the cornerstone of the Capitol?
10. What are the main industries of Washington?

15. Express your agreement /disagreement using the following word-combinations:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> – That's right. Quite right. – That's true. True enough. – Of course. Certainly. Sure. Naturally. – Most likely. | <table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;"> <ul style="list-style-type: none"> – I disagree. – That's wrong. – I'm not so sure. – I doubt it. </td> </tr> </table> | <ul style="list-style-type: none"> – I disagree. – That's wrong. – I'm not so sure. – I doubt it. |
| <ul style="list-style-type: none"> – I disagree. – That's wrong. – I'm not so sure. – I doubt it. | | |

- I fully agree.
- I won't deny it.
- Beyond all doubts.
- It goes without saying that ...

- I shouldn't say so.
- Surely not. Certainly not.
- Impossible.
- Not in the least.
- On the contrary!

1. New York is the capital of the USA.
2. The abbreviation DC means the District of Columbia.
3. Washington, D.C. was founded in 1890.
4. Washington is filled with many parks, wide streets and impressive buildings.
5. Many visitors come to Washington DC to see the White House.
6. The Capitol is the official residence of the President.
7. The largest room in the White House is the Green Room.
8. There are museums, libraries, theatres and many other interesting places in the city.
9. The National Archive is truly awesome.
10. The Capitol is located on the Capitol Hill, the highest point in the city.
11. There is a law in Washington not to build buildings higher than the Capitol.
12. Washington DC's primary industry after the federal government is mining.

16. Read the dialogue. Translate it into Russian:

- What is Washington famous for?
- Mmm... First of all it is the capital of the USA and the place of the seat of the American government.
- What is the most impressing thing in the city?
- For me it is the Capitol. George Washington himself laid the cornerstone of it.
- And what about the White House?
- I find it quite boring. True, it's beautiful. True, it's the home of the president. True, it's behind a huge electric gate that will shock the living daylights out of anyone who tries to climb over it.
- You don't say so! Some people come to see the White House only.
- Perhaps... but I was impressed by the National Archive. I find its massive "boxed" structure imposing. It's even intimidating. I find it at the same time a huge cage. When one sees such a cage, one can't help but wonder what monstrosity it holds.
- Did you like the city in the whole?
- Of course and especially its parks, squares and beautiful buildings.

17. Dramatize the situation:

1. You are a guide. Tell your tourists about the places of interest of Washington.
2. Imagine that you are going to visit Washington. What place would you like to see first of all? Why?

Text 10. Building Materials

1. Read and translate the text:

One of the primary tasks of a civil engineer is to select all the necessary building materials and adapt them for the construction.

All building materials are classified according to their structure and according to their use. According to their structure building materials may be natural and artificial. Natural building materials are stone, clay, sand, lime and timber. Artificial materials are brick, concrete, cement, steel and plastics. According to their use building materials are divided into three groups: main, binding and secondary.

Main or structural building materials are brick, stone, concrete, timber and metals. They are used for bearing structures. Structural materials should be hard, durable, fire and weather resistant and easily fastened together.

Timber, stone and brick are the most ancient building materials.

Wood is light, cheap and easy to work, but it is not fire and weather resistant. Wood is often used in modern construction for window and door frames.

Stone possesses mechanical strength, durability, compactness, porosity, sound and heat insulation. It is fire-resistant. Different types of natural and artificial stones are used for the construction of modern buildings.

Brick is artificial stone made of clay and sand. Bricks are chiefly used for the construction of walls. They present a pleasant appearance and give strength and firmness to the structures. Structural steel and concrete are the most widely used building materials now. They possess increased, mechanical strength, durability and are weather resistant.

Concrete is a mixture of cement, sand, crushed stone and water. The most important component of concrete is cement. Sand and crushed stone are used as aggregates. Concrete is used for making mass concrete, reinforced concrete or precast reinforced concrete. Reinforced concrete is combination of steel and concrete.

Binding materials are lime gypsum and cement. They are used for making different mortars for the purpose of binding together masonry units. They are also used for making artificial stones, and as constituents of wall plaster. Gypsum is used nowadays for making gypsum blocks. Cement is used for

concrete making. Only high quality cement is employed for reinforced concrete work. Cement is a binding materials made of limestone and clay.

Secondary materials are timber, plastics, glass, some metals and some stones. They are used for the interior finish of the building and secondary work. One of the most widely used secondary materials is plastics. Plastics have good insulating properties and are fire and corrosion resistant. They add colour and beauty to modern houses.

2. Look through the vocabulary:

- 1) to classify – классифицировать
- 2) structure – сооружение, конструкция
- 3) bearing structure – несущая конструкция
- 4) structural – структурный, строительный, конструктивный
- 5) natural – естественный
- 6) artificial stone- искусственный
- 7) камень
- 8) clay – глина
- 9) sand – песок
- 10) lime – известь
- 11) timber, wood – лесоматериалы
- 12) brick – кирпич
- 13) concrete – бетон
- 14) cement – цемент
- 15) steel – сталь
- 16) plastics – пластмассы
- 17) binding – вяжущие
- 18) secondary – второстепенные
- 19) hard – твердый
- 20) hardness – твердость
- 21) durable – прочный, долговечный
- 22) durability – долговечность
- 23) resistance – сопротивление
- 24) fire-resistant – огнеупорный
- 25) weather-resistant – устойчивый к влиянию погоды
- 26) corrosion-resistant – коррозионно-устойчивый
- 27) strength – крепость, сопротивление
- 28) mortar – строительный раствор
- 29) property – свойство
- 30) to fasten – соединять, скреплять
- 31) finishing – отделочный
- 32) ancient – древний
- 33) aggregate – заполнитель

- 34) crushed stone – щебень
 35) to insulate – изолировать
 36) light – легкий
 37) cheap – дешевый

3. Match the words and word combinations with the Russian equivalents:

bearing structure	долговечность, прочность
resistance	крепость, сопротивление
natural	строительный раствор
artificial	дерево, лесоматериалы
stone	кирпич
clay	вяжущие
sand	отделочный
lime	заполнитель
durability	щебень
strength	несущая конструкция
mortar	сопротивление
timber	естественный
brick	искусственный
binding	камень
finishing	глина
aggregate	песок
crushed stone	известь

4. Made up the sentences:

Brick sand
 Concrete is made of steel and concrete
 Reinforced concrete is a mixture of cement, sand, crushed stone, water
 Cement is combination of clay and sand
 Glass limestone and clay

5. Describe one of the building materials:

e.g. Brick is artificial stone made of
 It is used for
 It gives

6. Match the words with their definitions:

stone heavy firm earth that is soft when wet but becomes hard when baked
 sand wood for building

clay a piece of rock cut out for building
timber a baked clay used for building
brick a material of very small fine grains
concrete a light artificial material produced chemically
steel a material made by mixing sand, stone, cement and water
plastic a metal consisting of iron and other metals

Text 11. On a Construction Site

1. Read and translate the text:

In the construction of any structure the first step is to make a careful survey of the site and to examine the soil. It is also necessary to clear the site, to erect accessive roads, to deliver building materials. After preparatory work the builders lay the foundation and erect the walls, the floors, the roof of a building.

The last stage of construction includes finishing work and installation of various facilities for gas, water and sewage services.

Construction work usually involves a large number of people of various building trades. Bricklayers, plumbers, welders, plasterers, painters, carpenters, engineers work on a construction site.

Most of the site operations are mechanized and reduced to a minimum. Many structures are assembled of precast elements.

Builders use different building machines in the process of construction. Bulldozers level the ground. Cranes hoist structural elements and place them into position. Lorries and trailers deliver building materials to the site.

Bricklayers build the walls and other parts made of bricks. Plumbers fix all the baths, water pipes and the sanitary fittings. Electricians run electric wires. Welders are employed in welding structural elements.

All the doors and window-frames are made by carpenters and put into their places by joiners. Plasterers put plaster or cement over all the walls and ceiling and make them smooth. Painters and decorators carry out finishing work. The building process takes place under supervision of foremen and engineers.

2. Look through the vocabulary:

- 1) construction site – строительная площадка
- 2) to survey – производить топографическую съемку
- 3) to examine – исследовать
- 4) to clear – очищать
- 5) soil – почва
- 6) accessive roads – подъездные пути
- 7) preparatory work – предварительная работа
- 8) to lay the foundation – закладывать фундамент

- 9) to erect – воздвигать, сооружать
- 10) finishing work – отделочная работа
- 11) installation – монтаж
- 12) facilities – удобства, оборудование
- 13) sewage services – канализация
- 14) to involve – вовлекать
- 15) bricklayer – каменщик
- 16) plumber – водопроводчик
- 17) welder – сварщик
- 18) plasterer – штукатур
- 19) painter – маляр
- 20) carpenter – плотник
- 21) to assemble – собирать
- 22) precast elements – сборные элементы
- 23) bulldozer – бульдозер
- 24) lorry – грузовик
- 25) trailer – траллер
- 26) to hoist – поднимать
- 27) to deliver – доставлять

3. Answer the questions:

1. What are the main stages of construction process?
2. When do the builders lay the foundation?
3. What does the last stage of construction include?
4. Which specialists are involved in the process?
5. Why are most operations reduced to a minimum?
6. What building machines can you see on the site?
7. Who supervises the construction process?

4. Match the words and word combinations with the Russian equivalents:

to survey	монтаж
to examine	удобства, оборудование
accessive roads	канализация
preparatory work	вовлекать
to lay the foundation	собирать
to erect	доставлять
finishing work	производить топографическую съемку
installation	исследовать
facilities	подъездные пути
sewage services	предварительная работа
to involve	закладывать фундамент

to assemble
to deliver

ВОЗДВИГАТЬ, СООРУЖАТЬ
ОТДЕЛОЧНЫЕ РАБОТЫ

Text 12. Parts of a Building

1. Read and translate the text:

A building consists of the superstructure and the substructure. The part of a building below the ground level is called the substructure and part above the ground the superstructure.

After the excavation is dug for the basement the foundation walls below the ground level are constructed. Then the frame-work is erected. It is the part upon which the stability of the structure depends.

Foundation is the lowest part of the building upon which the superstructure rests. It serves to keep the walls and floors from contact with the soil and prevent the structure from settlement. There are different types of foundations: strip, pile, isolated, raft and others. Mostly they are constructed of in-situ concrete, precast reinforced concrete elements, piles, field stone or brick.

Walls may be external and internal. External walls enclose area and support the weight of floors and roofs. They rest directly on the foundation structure. Internal walls or partitions subdivide the building into rooms. They may or may not support other parts of the building. Wood, brick, stone, concrete and other natural and artificial materials are used for the construction of walls.

Floors divide the building into stories. They may be either of timber or of a fire-resistant material.

Roofs are coverings or upper parts of a building constructed over the enclosed space. They keep out rain, snow and wind and preserve the interior from exposure to the weather. Roofs tie the walls and give strength and firmness to the structure. They may be flat and pitched roofs. The pitch is governed by climatic conditions and by the covering material used. The covering may be of wood, prefabricated units, slates and tiles.

The staircase leads to the upper floors. The staircase consists of stairs (steps). The steps between two landings are a flight of stairs. Wood, stone, concrete and metal may be used for the construction of stairs.

There are doors to provide a passage in and out of a room or a building and windows to admit light and air.

Doors, window frames and even stairs are delivered to the building site on lorries. They are to be fixed in the houses. A lot of houses are built of prefabricated blocks (prefabs).

2. Look through the vocabulary:

- 1) superstructure – надстройка
- 2) substructure – нулевой цикл

3) ground level – уровень земли
4) above – над
5) below – ниже, под
6) floor – перекрытие, пол
7) wall – стена
roof – крыша
basement – подвал, цоколь
foundation – фундамент
to dig (dug, dug) – копать, рыть
to erect – строить, возводить
stability – устойчивость
to depend upon – зависеть от
to rest – опираться
to keep from – предохранять
soil – почва
structure – сооружение
to prevent – предотвращать
settlement – оседание
strip – ленточный
pile – свайный
isolated – отдельный
raft – сплошной
in-situ concrete – монолитный бетон
mass concrete – монолитный бетон
precast reinforced concrete – сборный бетон
field stone – валун, булыжник
external – внешний
internal – внутренний
enclose – огораживать
area – пространство
support – нести
weight – вес
to divide – делить
to subdivide – подразделять
store – этаж
to cover – покрывать
exposure – воздействие
to tie – связывать
flat – плоский
pitched – с наклоном

tile – черепица
slate – шифер
staircase – лестница
to consist of – состоять из
stairs(steps) – ступеньки
stair landing – лестничная площадка
flight of stairs –лестничный пролет
lorry – грузовик
to assemble – собирать

3. Match the words and word combinations with the Russian equivalents:

superstructure	внешний
substructure	внутренний
ground level	воздействие
foundation	наклоном
settlement	плоский
field stone	лестничный пролет
external	надстройка
internal	нулевой цикл
exposure	уровень земли
pitched	фундамент
flat	оседание
flight of stairs	валун, бульжник

4. Use gerund instead of infinitive:

*e.g. Foundation is for ... (to prevent the structure from settlement).
Foundation is for preventing the structure from settlement.*

- 1) The foundation is for ... (to keep the walls and floor from contact with the soil).
- 2) External walls are for ... (to enclose area and support the weight of floors and roofs).
- 3) Internal walls are for ... (to divide the building into rooms).
- 4) Floors are for ... (to divide the building into stories).
- 5) Roofs are for ... (to keep out rain and snow, to tie walls, to give strength and firmness to the structure).
- 6) The staircase is for ... (to go upstairs).
- 7) Doors are for ... (to provide a passage in and out).
- 8) Windows are for ... (to admit light and air).

Text 13. Environmental protection

1. Read and translate the text:

The poisoning of the world's land, air and water is the fastest-spreading disease of civilization. It probably produces fewer headlines than wars, earthquakes and floods, but it is potentially one of history's greatest dangers to human life on earth. If present trends continue for the next several decades, our planet will become uninhabitable.

Are the present environmental problems serious enough to be acknowledged, or so minor that they can actually be ignored? The following facts, based on recent statistics and research, describe the present state of the environment.

17 million hectares of forest disappear annually through logging. This is equal to clear-cutting a forest area the size of a football field every second.

Half of the earth's forests have already been destroyed, and it has been estimated that at this rate there will be no forest left in 200 years. Although forests are considered to be a renewable natural resource, their intense use has led to this ominous situation. According to the European Economic Council, of the forests of 23 European countries, about one quarter are suffering from disease and thousands of hectares have already died.

Annually 120 million square kilometers of land are laid waste.

About 15 percent of Russia's territory is badly polluted. About 100,000 people live in areas where the rate of radioactive radiation is too high. Half of Russia's 222 million hectares of arable land are unfit for cultivation due to pollution. Only one fifth of all industrial waste is treated properly.

The recent tsunami damaged the South Eastern countries and created such global disasters as floods in European countries, heavy snow falling in California and others is considered by the scientists to be the beginning of the world ecological crisis. They say that people are to suffer much in 20 years.

Overpopulation, pollution and energy consumption have created such planet-wide problems as massive deforestation, ozone depletion, acid rains and the global warming that is believed to be caused by the greenhouse effect.

The seas are in danger. They are filled with poison: industrial and nuclear waste, chemical fertilisers and pesticides. The Mediterranean is already nearly dead, The North Sea is following. The Aral Sea is on the brink of extinction. If nothing is done about it, one day nothing will be able to live in the seas.

Every ten minutes one kind of animal, plant or insect dies out forever. If nothing is done about it one million species that are alive today will have become extinct 20 years from now.

Air pollution is a very serious problem. In Cairo just breathing the air is life threatening-equivalent to smoking 2 packs of cigarettes a day. The same holds true for Mexico and 600 cities of the former Soviet Union.

Industrial enterprises emit tons of harmful substances. These emissions have disastrous consequences for our planet. They are the main reason for the greenhouse effect and the acid rains.

An even greater environment threat are nuclear power stations. We all know how tragic the consequences of the Chernobyl disaster are.

People are beginning to realize that environmental problems are not somebody else's. They join and support various international organizations and green parties. If governments wake up to what is happening- perhaps we'll be able to avoid the disaster that threatens the natural world and all of us.

Effective measures to limit pollution and prevent the decline of natural resources are needed immediately.

Problems of equity between and within the generations need to be solved; the present use of the natural resources is too unequally divided between the industrial and the developing countries. At the present rate of development there is a risk of no natural resources or a clean environment being left for future generations to enjoy.

The deterioration of the environment is considered by many authorities to be a primary threat to humanity. Growth and humanity's economic well-being are not possible without the environmental protection of organic resources, i.e. plants, animals and microorganisms.

2. Look through the vocabulary:

- 1) poisoning – отравление, заражение
- 2) earthquake – землетрясение
- 3) flood – наводнение
- 4) to become uninhabitable – становиться непригодным
- 5) to acknowledge – признавать, признавать
- 6) environment – окружающая среда
- 7) environmental protection – защита окружающей среды
- 8) overpopulation – перенаселение
- 9) pollution – загрязнение
- 10) consumption – потребление
- 11) deforestation – обезлесение
- 12) ozone depletion – истощение озонового слоя
- 13) acid rains – кислотные дожди
- 14) global warming – глобальное потепление
- 15) greenhouse effect – парниковый эффект
- 16) logging – заготовка леса
- 17) to estimate – оценивать
- 18) at this rate – при таком темпе
- 19) renewable – возобновленный, восстановленный
- 20) ominous – зловещий, угрожающий

- 21) to suffer from – страдать от
- 22) to lie waste – быть невозделанным
- 23) arable – пахотный (arable land)
- 24) to be unfit for smth – быть непригодным для
- 25) industrial and nuclear waste – промышленные и ядерные отходы
- 26) fertilizer – удобрение
- 27) on the brink of extinction – на грани исчезновения
- 28) to die out – выбираться
- 29) to become extinct – вымирать
- 30) to emit – выбрасывать
- 31) harmful substances – вредные вещества
- 32) disaster – катастрофа
- 33) consequence – следствие
- 34) nuclear power station – атомная электростанция
- 35) to support – поддерживать
- 36) to avoid – избегать
- 37) to threaten – угрожать
- 38) to be a threat to smb.(smth.) – являться угрозой для кого (чего) либо

3. Choose the right variant:

1. The present environmental problems are serious enough to be ...
 - a) ignored
 - b) acknowledged
 - c) delayed
 - d) payed attention to
2. Annually 120 mil sq km of land are ...
 - a) arable
 - b) disappearing
 - c) laid waste
 - d) treated
3. Half of all Russian's arable land is unfit for cultivation due to ...
 - a) logging
 - b) pollution
 - c) clear-cutting
 - d) weather conditions
4. Forests are considered to be ... natural resource.
 - a) stainable
 - b) polluted
 - c) ominous
 - d) renewable

5. Effective measures to limit ... are needed immediately.
 - a) cultivation of land
 - b) environmental problems
 - c) pollution
 - d) radiation

6. Seas are filled with industrial and nuclear waste ... and pesticides.
 - a) acid rains
 - b) chemical fertilizers
 - c) harmful substances
 - d) radiation

7. Problems of equity between and within the generations need to be ...
 - a) considered
 - b) issued
 - c) estimated
 - d) solved

8. The deterioration of the environment is considered by many ... a primary threat to humanity.
 - a) authors
 - b) authorities
 - c) people
 - d) ecologists

4. Say, true or false:

1. Overpopulation, pollution and energy consumption have created such planet-wide problems as massive deforestation, ozone depletion, acid rains and the global warming.
2. 16 million hectares of forest disappear annually through logging.
3. In former Soviet cities breathing the air is life threatening.
4. About 100 000 people live in areas where the rate of radioactive radiation is too high.
5. The present use of the natural resources is equally divided between the industrial and the developing countries.
6. There is a risk of no natural resources left for the future generations to enjoy.
7. The deterioration of the environment is a minor threat to humanity.
8. A forest area the size of a football field disappear every second.

5. Answer the questions:

1. What are major environmental problems?
2. What is the present state of forests?
3. How many kilometers of land are laid waste?
4. What causes major environmental problems?
5. Why are seas in danger?
6. What measures should be taken to limit pollution?
7. How is the use of the natural resources divided between the industrial and the developing countries?
8. What do many authorities consider a primary threat to humanity?
9. What are the ways of solving the problem of pollution?

6. Put the sentences in the right order:

1. About 100000 people suffer from radiation.
2. Massive deforestation, ozone depletion, acid rains and the global warming are planet – wide problems at present.
3. The problem of unequal distribution of natural resources is very important.
4. Half of the Earth's forests have already been destroyed.
5. A primary threat to humanity is the deterioration of the environment.
6. Annually 120 million square km of land are laid waste.
7. The present state of environment is far – reaching.
8. Our planet is wounded, high time to think about sustainable development.
9. The natural resources are divided unequally between the countries, so there is a risk of no natural resources left for future generations.
10. Effective measures should be taken to prevent the decline of natural resources and limit pollution.
11. Industrial enterprises emit tons of harmful substances.
12. Seas are filled with industrial and nuclear waste, chemical fertilisers and pesticides.

PART II. TEXTS FOR RETELLING

Render stories making use of the following scheme:

The outline for rendering the text	Some expressions to be used while rendering the text
1. The title of the story	The story is headlined (entitled)... The headline (title) of the story is...
2. The author of the story	The author of the story is... The story is written by...
3. Where and when the story was published	It is (was) published in... It is (was) printed in... The story is taken from...
4. The main idea of the story	The main idea of the story is... The story is about... The story is devoted to...(the analyses of the situation in...) The story deals with... The story gives full attention to the problem of... The story touches upon... The story informs the readers of the latest developments in the field of... The purpose of the story is to provide the reader with some information on... The purpose of the story is to give the reader some idea of...
5. The contents of the story	The author starts by telling the reader (about, that)... The author writes (states, stresses, points out, thinks) that... The story describes... The story goes on to say... In conclusion the store says... The author comes to the conclusion that...
6. Your opinion of the story	I found the store interesting (important, dull, of no value, too hard to understand...) The story is worth reading (of great interest, of no interest...) The story gives much useful information on...

Text 1. A Lonely Evening

By the time she had finished tidying up Bill was almost ready to go. He was looking for his gloves.

“You needn’t worry about me, Mum,” he declared. “If the fog thickens, Harold will put me up for the night. In that case, I promise I’ll give you a ring as soon as we decide. I give you my word I’ll take no risks.”

“I hope not,” she said. “I shall be waiting up till you call.”

“I’ll see,” he said affectionately. “How about your dropping in to see Aunt Maggie when I’ve gone? She’ll be only too pleased.”

He kissed her good-bye and moved off noisily down the road. He turned, waved and disappeared into the mist. She had always enjoyed being alone. Bill had repaired the wireless so she could listen to it. And inevitably there was a pile of washing that needed ironing; there were clothes to be mended and patched, socks to be darned.

“By the time Bill returns, I’ll have done the whole work,” she thought. She couldn’t get rid of the feeling that her son was in danger.

“It’s absurd to be having such fancies,” she said to herself. “I’ve obviously overworked and am tired out. I could do with a sleep. I shall feel better when I wake up.”

She made up the fire with a few logs of wood and lay back in the rocking chair. She had never thought she would feel so lonely. The clock ticked rhythmically, her eyes closed, and she slept peacefully.

She woke up with a sick feeling of dread. The room was in darkness. Before turning on the light she came up to the window. She could see almost nothing through the yellow fog.

Her uneasy feeling of coming catastrophe was increasing; she pulled herself together firmly and went to stroke the fire. Heavy steps were approaching the house; there was a single commanding knock. She went to open the door. On the threshold stood a tall grave-faced policeman.

*(from “First Certificate in English Course for Foreign Students”
by Ona Low)*

Text 2. A Dangerous Place

Paula had always wanted to go to New York and now she had the chance at last. She was a journalist, and her newspaper was sending her there to do a series of articles on the city. But before she left her home in London, several friends warned her to be careful and not to go out alone at night in New York. “It’s a

dangerous place. People get robbed or even killed in broad daylight!” they told her.

But when she got there, the only thing she was afraid of was exhaustion. It was such an exciting city that she never got any sleep. It took her two weeks to do the articles and she had to interview a lot of people but she enjoyed every minute of it. She completely forgot all her friends’ warnings until the day she went back to London. It all began in a bar.

She was having lunch there when she suddenly felt someone watching her. She looked up and noticed a man sitting at a table opposite her. He was staring at her, but looked away. She noticed that he had a scar on his cheek. He was about 30 and had short, curly hair. Paula was not worried at all. She had to go to an airline office to rebook her flight home. She wanted an afternoon flight instead of a morning one, as originally planned. On her way there, she stopped to look at something in a shop-window. To her surprise she saw the man follow her. She could see his reflection in the glass. He had stopped just behind her. Suddenly she felt afraid. She walked on. Then she stopped and looked behind her again. But this time she could not see him.

Just then she noticed she had come to the airline office. She went in and after she had finished her business, decided to phone a friend from a telephone booth there. She was carrying a small, portable but very expensive tape-recorder. It was in a black case in which she kept her money and passport as well. But the booth was so small that she had to leave the case outside. When she came out, it had disappeared. Then she saw the red-haired man hurrying out of the office. He had the case in his hand. She shouted but it was too late.

(from “Interaction” by Robert O’Neill)

Text 3. Settling down in England

My name is Martin Andersen. My wife and I are Danish. As a matter of fact, many of my ancestors were English: I was born in England and was originally of British nationality. I lost my parents when I was a baby and lived in Denmark with my grandmother, so that Danish is really my native language.

We arrived in England last February at 5 o’clock on a Wednesday morning. We were both sick on the journey. To make matters worse, I left my camera on the ship. Few visitors experienced such an unfortunate beginning to their stay, and we certainly wanted to go straight home again.

We stayed for a week in a hotel, and were then lucky enough to find a house in the suburbs of London. It is not so convenient as our flat in Copenhagen, but it is less expensive. I am studying at the local Technical College and, in addition, often attend public lectures at the University of London on as many subjects as

possible, chiefly to improve my English. I am an engineer and have worked for several years in a factory. Our two children have joined us. My wife is working as a part-time nurse in a hospital.

Most of our neighbours are kind, but often ask dull questions, such as “What is the weather like in Denmark?” or “What kind of games do you play?”

We have made a few close friends, who often invite us to their homes. One of them even fetches us in his car on Sunday mornings and brings us back in the evenings. He speaks Swedish and has an elderly Swedish housekeeper, so we chat for hours in a language that is in some ways similar to our own.

Our children can already speak English more fluently than we can, and are always making fun of our mistakes, but spelling causes all of us many headaches.

*(from “First Certificate in English Course for Foreign Students”
by Ona Low)*

Text 4. You shan't get away with it

A big American car went up Winifred Street and stopped in front of a shabby-looking cottage just off the main road. It was indeed the finest vehicle it seemed, that had ever moved about the moors of Scotland, and now that it came to Kircaldy it was bound to cause great commotion all over the town.

Presently a middle-aged gentleman got out of the car, or an automobile, as the Americans call it, paced across to the entrance gate, tore it open and made straight for the house. At that very moment the door opened and an old Scotsman came out into the garden. He wore a kilt and his grey hair waved in the wind. The gentleman made a dash over the flowerbed and found himself in front of the host.

– Daddy! – He whispered in a voice trembling with emotion,

– Do you recognize me? I'm your son, Gordon. Remember, 30 years ago you sent me to Ferguson's to get you a bottle of whisky?

– Yes, I do – said the old man.

– That's when I ran to America – continued the gentleman, no doubt delighted his father could remember him, – and made my fortune there. I am of course, a respectably married man, and now would like to introduce my wife and five children to you – he concluded, pointing to the car and the crowd of youngsters getting out of it.

– That's all very well, son – said the old Scotsman – but where is my bottle of whisky!?

(from “Shaggy Dog English” by T. Godziszewsky)

Text 5. A Tragedy in the Air

The plane had taken off from the air-field in London, and the journey to South Africa, to Johannesburg to be exact, had started.

It was just after the war, and it was not a jet, as is the case nowadays, but it was a big plane with four engines, and four propellers, of course.

When a few minutes later we were crossing the Channel, one of the engines went wrong, but the stewardess (a smashing blonde) said there were three engines left and the passengers were quite safe.

However, when the plane reached the Mediterranean Sea, the second engine broke down, but the stewardess told us there was nothing to worry about because two engines were quite enough to keep us in the air.

As we got near to the shores of Africa, the rumour spread that only one propeller was working. The stewardess kept her mouth shut, this time, but we came to the conclusion the plane must have developed engine trouble and so it had.

Presently we were flying over the jungle in Central Africa and my fellow travellers were terribly upset. Women were holding their children tighter and tighter and men were drinking more and more heavily... There was also a parson there who was saying a prayer in a loud voice. I too was terribly frustrated, and as I looked down at the bush, I could not help thinking of cannibalism, death and other "pleasant" things...

At that moment, the loud-speaker was switched on, and the captain's voice was heard: "Ladies and gentlemen, I have tragic news for you".

The faces of all the passengers turned pale. Some burst into tears, and the prayer stifled in the parson's mouth. My heart sank into my boots...

The captain continued in a gloomy voice:

– It is my sad duty to inform you that England has lost her last football match against Scotland!

(from "Shaggy Dog English" by T. Godziszewski)

Text 6

Miss Robinson had been taking driving lessons and trying to pass her driving test for several years, but she had failed every time because she always became too excited and did silly things when she was driving a car. Now she was taking her test again, but she made so many mistakes that she was sure that she had no chance of passing, so she was very surprised when the examiner

nodded at the end of her test and said, "All right, Miss Robinson, I am going to pass you."

The next morning, she went out in her car alone for the first time. Her face was red, her hands were sweating and she was hardly able to believe that it was no longer necessary for her to have a good driver with her in car whenever she went out in it.

She went to the first traffic lights and was very glad when she managed to stop the car quite smoothly and at the right place in the street. She did not want to look foolish in front of other drivers in the street.

While she was waiting for the lights to change from red to green, an old lady came to the window of her car, and when Miss Robinson opened the window and looked out, the old lady asked whether she was going into the town.

"Yes," Miss Robinson answered, "I am. I am going to the Public Library."

"Will you please take me as far as the market-place?" the old lady asked. "I have an appointment at the hospital, and there is not a bus for another hour."

Miss Robinson had still not really understood that at last she had passed her test, and now she surprised the old lady very much answering, "I am very sorry, but I can not drive."

(From "Intermediate Comprehension Pieces" by L. A. Hill)

Text 7

There was once a very rich old lady whose husband had died, and whose children had married and gone to live in foreign countries. When she reached the age of eighty and was too old to live alone and look after a house herself, this rich old widow went to live in an expensive and very comfortable hotel near the sea, in the south, where it was not too cold in winter.

This rich old lady had a pair of nasty, ugly dogs, which used to growl and bark at everybody, but which she loved very much, although nobody else did. They lived in the hotel with her and went wherever she did. After the old lady and her dogs had been at the hotel for nearly a year, a new young waiter came to work there and began to do everything that he could to help the old lady and be nice to her. He carried her blankets and pillows for her, helped her to get into and out of the car which she hired when she wanted to go for a drive and even pretended to like her unpleasant dogs and offered to look after them in his free time. He fed them, cleaned them and took them for daily walks for some years.

The young waiter did not doubt that, when the rich widow died, she would leave him a lot of money, to pay him for everything that he had done for her and her dogs; but when she did die a few years later, he soon discovered that she had

left him only two things which she loved most in the world, and which she thought that he loved too – her dogs, All her money and jewellery went to her children, who had never done anything for her.

(From “Intermediate Comprehension Pieces” by L. A. Hill)

Text 8. A University Life

I had only been at university for a few hours when the enormity of it finally dawned on me: I was now independent. Having lived at home with my parents all my life up until that day, I had often dreamed of the freedom that living by yourself gives you. There’s no one to tell you when to go to bed, when to get up, what to do, what not to do. Now, though, I felt the responsibility weighing down on me. True, there was no one giving me rules to obey, but there was also no one to rely on but myself. If I didn’t remember to go to the supermarket, there wouldn’t be any food in the flat. If I didn’t budget correctly, there wouldn’t be Mum or Dad nearby to lend me some money. If I didn’t pay the bill on time, the electricity or water would be cut off. It was frightening feeling, and I prayed I would be able to deal with adult life in a mature enough way.

Over the next days and weeks, I began to realize how much I still had to learn. How could I have got to the age of 18 without ever having ironed my own shirt? Was that laziness on my part (“Mum, can you iron a shirt for me?”), or had my parents and teachers failed to provide me with the skills I now needed?

Whichever it was, I quickly had to learn. And learn I did – partly through trial and error, and partly thanks to the help of the new friends I was making. Many of them were in the similar situation, but we each had different skills to share. I could show them how to cook a tasty spaghetti Bolognese – a dish every student should be able to prepare – and they could teach me how to light a gas oven or defrost a fridge.

When I went home for Christmas, I sensed that my parents were a little surprised that I had managed to survive so well, I didn’t admit it, but I felt extremely proud of all I’d accomplished so far.

(from “Practice Tests for the Russian State Exam”)

Text 9. A Lottery Ticket

Mr and Mrs Atkinson sat at the breakfast table. The toast was in its usual place, to the left of the teapot. And Mr Atkinson, as usual, wasn't in a good mood. He was watching the news on TV as he chewed a piece of toast. Mrs Atkinson tried to cheer him up, as she did every morning, usually without much success.

"I had a very strange dream last night," she said. "You won the lottery."

"Hmm?" Mr Atkinson responded, without taking his eyes from the TV screen.

"Yes," his wife continued. "You won millions of pounds and bought us a lovely house in the country."

"No chance of that while I'm working for Simpson's," he said. His wife paid no attention to his negative comment.

"Wouldn't it be wonderful, though, to live in the countryside, instead of in this flat?" Mr Atkinson smiled at the thought.

"Yes, it would be nice," he said, before he frowned once more. "But we'll never be able to afford it." He stood up and went to collect his coat and briefcase. Mrs Atkinson sighed. Every week she bought a lottery ticket, and every week she checked the numbers. Of course, every week she was disappointed. She thought that maybe it was time to give up and just accept that this was her life. She sighed again. The TV news was coming to an end.

"...and finally, here are this week's winning lottery numbers...17, 28, 29, 37, 40 and 42."

Mrs Atkinson went white. She held her breath for a moment, then walked over to her desk. She opened a drawer and, very calmly, pulled out a small piece of paper. It was a lottery ticket. Mr Atkinson came back into the room.

"Right. I'm off. I shouldn't be too late, so...Wendy, are you all right?" Mrs Atkinson handed him the lottery ticket and then very slowly sat down. She buttered a slice of toast and chewed thoughtfully.

(from "Practice Tests for the Russian State Exam")

Text 10

The train clattered over points and passed through a station.

Then it began suddenly to slow down, presumably in obedience to a signal. For some minutes it crawled along, then stopped; presently it began to move forward again. Another up-train passed them, though with less vehemence than the first one. The train gathered speed again. At that moment another train, also

on a down-line, swerved inwards them, for a moment with almost alarming effect. For a time the two trains ran parallel, now one gaining a little, now the other. Mrs McGillicuddy looked from her window through the windows of the parallel carriages. Most of the blinds were down, but occasionally the occupants of the carriages were visible. The other train was not very full and there were many empty carriages.

At the moment when the two trains gave the illusion of being stationary, a blind in one of the carriages flew up with a snap. Mrs McGillicuddy looked into the lighted first-class carriage that was only a few feet away.

Then she drew her breath in with a gasp and half-rose her feet.

Standing with his back to the window and to her was a man. His hands were round the throat of a woman who faced him, and he was slowly, remorselessly, strangling her. Her eyes were starting from their sockets, her face was purple and congested. As Mrs McGillicuddy watched, fascinated the end came; the body went limp and crumpled in the man's hands.

At the same moment, Mrs McGillicuddy's train slowed down again and the other began to gain speed. It passed forward and a moment or two later it had vanished from sight.

Almost automatically Mrs McGillicuddy's hand went up to the communication cord, then paused, irresolute. After all, what use would it be ringing the cord of the train in which she was travelling? The horror of what she had seen at such close quarters, and the unusual circumstances, made her feel paralysed. Some immediate action was necessary – but what?

The door of her compartment was drawn back and a ticket collector said, "Ticket, please."

(from "4.50 from Paddington" by Agatha Christie)

Text 11

A moment after Ruth knocked on the door, Dr Johansson opened it and led her excitedly inside. She had called him the day before to check a few facts for an article she was writing for the newspaper – Dr Johansson was a leading expert in physics – and he had invited her to go and see his latest experiment. At first, she had tried to get out of it, remembering the hours of physics lessons she had sat through at school. However, he had insisted on seeing her, saying that she wouldn't regret it. As they walked into the laboratory, Ruth wondered exactly what she was letting herself in for. A cat sat on a workbench. It opened one eye lazily and looked at her. There was a black box connected to a computer and another black box on the other side of the room.

“Now, Miss Evans,” said Dr Johansson, with a slight foreign accent. “What you are about to see may change the world forever!”

Ruth smiled politely. It sounded like a bad film script and she was quickly coming to the conclusion that he was slightly mad. Dr Johansson must have sensed her disbelief.

“Ah, I see you are not sure. That is natural. However, once you have seen my have been conducting experiments on this for three years, and finally I have succeeded.” “Experiments on that?” asked Ruth. Dr Johansson picked up the cat and placed it in the black box, closing the lid gently. He stood Ruth next to the other black box. “The transportation of a living creature!” Dr Johansson said triumphantly, and he pressed a final button. There was a spark of electricity in the air. He opened the box and the cat had disappeared. “You ... you’ve killed it!” Ruth shouted. Dr Johansson smiled and pointed to the black box next to her. He told her to look inside. She slowly lifted the lid. The cat looked up at her as if it was used to this kind of treatment, then closed its eyes and settled down for a nap.

(from “Practice Tests for the Russian State Exam”)

Text 12

Ashley Gray unlocked the door to the garage, swung it open and turned the lights on.

A drum kit sat in the middle of the garage. Next to it there was a keyboard on a stand and to the side were three speakers. Ashley’s group, Cat’s Eye, had been using the garage to practise for a few months now. Ashley opened his guitar case and took his guitar out. It had been expensive and he was proud of the fact that he had earned the money to buy it himself without any help from his parents. He plugged it into an amplifier and began to tune the strings.

“Did you get my e-mail?” Ashley turned to see where the voice had come from and saw Yasmin, the drummer, in the doorway.

“Yes,” he replied. “I printed out the song and glanced at it briefly. Seems okay.” In fact, Ashley knew that it was one of the best that Yasmin had written, but he wasn’t going to admit it straight away.

“Where’s Mike?” asked Yasmin. Ashley shrugged his shoulders. Mike was always late for practice, but he was the best keyboard player they knew. For now, his position in the band was safe, but Ashley was beginning to find his attitude annoying. Each time it happened, Mike gave his word that it wouldn’t happen again, but it always did. Ashley had even considered putting an ad for a new member in the local paper, but hadn’t gone through with it. The three of them got on reasonably well together and they were beginning to build a small but loyal group of fans. Ashley had a feeling that real success was just around

the corner and he had no intention of doing anything that would threaten that possibility.

The sound of a motorbike engine told Ashley and Yasmin that Mike had arrived. A moment later, he strode into the garage.

“You’re on time for once,” Yasmin said, and smiled. Mike smiled back.

“Yeah. My watch must be fast.” A minute later, they were playing the new song and Ashley knew that it was going to be big.

(from “Practice Tests for the Russian State Exam”)

Text 13

Adam was struggling. It was his very first day at school the next day, and his mother had bought him some new shoes for the occasion. The problem was they had laces and Adam still couldn’t tie them up himself. He’d been practicing unsuccessfully for days, and now, less than 24 hours before the big day, he felt a failure.

“I can’t do it!” he shouted in desperation. “Everyone at school’s going to laugh at me.”

“No, they’re not, Adam. Don’t worry. I bet lots of them don’t know how to tie up their shoelaces properly yet. Just keep trying. Do you want me to show you again?” Adam nodded.

Mrs Carstairs patiently held Adam’s fingers in hers, and talked him through the required steps. “Now, you try on your own,” she said. “I won’t say a word.”

Adam picked up a lace in each hand. He crossed them, with the right lace going over the left, and pulled the right lace under the left and through.

“Excellent, Adam! That’s the first stage!”

“Quiet, Mummy! You said you wouldn’t say anything.”

“Sorry.”

He pulled the laces tight, and slowly formed a loop with the left lace. Carefully, but slowly, he managed to make a perfect bow.

“You’ve done it!” shouted his mother. “Now do the other shoe.”

Adam did the other shoe perfectly.

In the next twenty minutes, Adam tied his laces another six times.

Finally he said: “Mummy, now I know how to tie my shoes, why do I have to go school tomorrow? I mean, what can they possibly teach me that I don’t already know? ”

(from “Practice Tests for the Russian State Exam”)

Text 14

Peter Madison was an antiques dealer, which meant that he spent his days either serving customers in his small shop or trying, to sell his antiques at antiques fairs. Today was the day of the Redwood Antiques Fair and Peter had a stall there. He got there early and set out on display various objects that he thought might sell well, like a gold cigarette case and silver teapot. Eventually, members of the public began to walk around the stalls, occasionally stopping to examine something. Peter sold a few items and it was soon lunchtime. He decided to walk around a little and he asked the dealer next to him to keep an eye on his stall while he was away.

He bought a sandwich and chewed it as he wandered around. He looked at a few things but nothing really grabbed his attention. He was about to return to his stall when he saw a small blue vase that looked like it might have been made by a famous local potter, who was very much in demand. "I expect it's just an inexpensive copy," he thought to himself. However, as soon as he picked it up, he knew that it was genuine. His heart began to race in his chest. The small object in his hand was worth over twenty thousand pounds. He lifted up the price tag to see how much it was fifty pounds. Clearly the dealer didn't know what it was worth.

Very calmly, making a great effort to keep his voice level, Peter said to the dealer, "How much do you want for this?" The dealer looked at him, then at the vase in his hand, sniffer and said, "It's fifty pounds." He paused. "But you can have it for forty-five." Peter reached into his pocket very slowly and pulled out his wallet. He handed the money over and thanked the man. He returned to his stall and sat down. "It must be my lucky day," he thought and smiled.

(from "Practice Tests for the Russian State Exam")

Text 15

Tonya didn't know whether to laugh or cry. She certainly knew she'd never been in a situation like this before, and hoped she never would again. She also knew that the worst response would be to panic. She had to stay calm. She sat on a bench to think things through. "I'm in a foreign country," she said to herself. "All my money, my mobile phone and my passport were in my bag. My bag's been stolen. Or maybe I just left it somewhere – I don't know. Should I go to the police or the embassy?"

She decided to go the police first. Maybe, just maybe, someone had handed in her bag or the thief had been caught. But how would she find the nearest police station? She'd have to ask someone.

The man in the newsagent's was helpful and polite, which put a slight smile back on Tonya's face, and, she soon found herself talking to a police officer in Marylebone Police Station. "Thank goodness my English isn't bad. At least I can communicate easily," she thought. "It would be a lot worse if I couldn't understand what he was asking me."

The officer took down her details and went to see if her bag was in the lost property room. "Oh, please let it be there," thought Tonya. "What am I going to do if it's not?"

When the officer returned, she saw from the expression on his face that her worst fears had been realised. Now she really was in trouble. She wiped away the tears that were starting to run down her cheeks.

"Please don't get upset," he said kindly. "Every problem's got a solution. I'm not quite sure what yours is in this case, but I'm sure there is one. You did the right thing coming to us anyway."

Three hours later, Tonya was sitting in a small room in the embassy. From what she'd been told by the embassy staff, if the bag didn't turn up by tonight, they'd have no choice but to put her on a plane back home. "What a complete disaster," she thought. "But I suppose it is a trip I'll never forget."

(from "Practice Tests for the Russian State Exam")

Text 16

Advertisers and others interested in the make-up of society occasionally use the term "Generation X" to describe a certain section of the population. There is no strict definition for the term, but it usually refers to those people born between 1964 and 1981. This is the generation whose parents were born at the end of or during the Second World War.

In America and Europe, the 1960s was a decade of big dreams. People believed that they could change the world for the better and that global problems could be solved through understanding and a belief in peace. However, during the 1970s many people began to realise that things were much more complicated than that. Children growing up in the 70s and 80s saw that their parents' ideals had failed. Divorce rates rose rapidly and many Generation Xers experienced the splitting up of their family. They blamed their parents for industrial, social and economic problems and had no ideals of their own to rely on.

Of course, this image of a Generation Xer is a stereotype. Not all people born into that generation are the same. However, it does seem possible to pick out a few characteristics that people born between those years might share. One is a certain attitude to work.

Generation Xers are likely to have spent some time doing a low-paid job, such as working in a fast food restaurant, and may have had a number of different jobs. They probably prefer to work on their own from home or take a risk and set up their own business, rather than work for a large company.

They are more likely to get divorced, although they are also more likely to say that they take marriage seriously. Generation Xers are likely to be cynical when it comes to politics. Generation X is also the generation than has seen technology become a big part of their lives and they are likely to be quite comfortable with using computers and the Internet.

(from "Practice Tests for the Russian State Exam")

Text 17

Is there intelligent life elsewhere in the universe? One quite valid response to that question is: we just don't know and we haven't seen any proof that there is so far. (Some people's claims that they have seen UFOs certainly do not count as proof. They are not even evidence.) However, scientists are becoming increasingly convinced that the Earth is not the only source of life in the universe.

There are two main reasons for this. The first is that the more scientists learn about how life started here on Earth, the more they realise how easily those conditions could be recreated somewhere else. The second reason is connected to the first. Assuming it's not that difficult to create the right conditions for life to form, the universe is so big that the chances are if it can happen somewhere else, it will.

None of that is to say, however, that we'll be communicating with aliens any time soon. Firstly, if there is life on other planets. It may not be intelligent in the way that humans are.

There are billions of different life forms here on Earth, but it's only humans who have been able to leave the planet. Secondly, even if there was an intelligent life form on another planet, it may have evolved and become extinct billions of years before the Earth even formed. Or, it may not come into existence until billions of years in the future. Thirdly, one of the main reasons why there might be life elsewhere – the sheer size of the universe – is also a reason why we will probably never get to see it. It takes so long travel even short distances in space – the journey from Earth to our close neighbor Mars takes several months the odds of two intelligent life forms from different planets being in the same place at the same time are incredibly small.

(from "Practice Tests for the Russian State Exam")

Text 18

“Come on. I’ll help you.” The voice came from the left and Jenny turned her head in that direction. She was blind, and had been from birth, but even without the sense of sight, she could tell that the voice belonged to a middle-aged man. He touched her on the arm and she pulled back. The guide dog by her side looked up.

“Please,” she said, struggling to keep her anger under control. “That’s very kind of you, but I don’t need any help.”

“Oh,” the man said, and Jenny could imagine the look of confusion on his face. “I’m sorry,” he said finally, and crossed the road. People just didn’t seem to realise that there was a huge difference between offering help and trying to take control of somebody else’s life. Sometimes she found people’s attempts to help funny, but not today. Today it was important to give the impression that she was independent, because today was the first day in her new job.

She waited until the signal from her dog told her that it was safe and she set off across the road. When they reached the other side, she paused for a second to remind herself of the way and then continued. After a few days in the job, her dog would have learnt the way, but for now Jenny had to estimate the distance to the right building. She counted her steps and listened. To anyone who could see, it would have seemed like a quiet street, but Jenny concentrated on the small sounds: her footsteps, a car going past, the bell on a bicycle. They helped her judge when she was coming close to the corner of the street, where she knew number 116 stood. They got there and she stopped. She patted her dog on the head.

“Well, boy, this is it.” She said. She knew there would be many challenges ahead. There always were. But at least she had overcome the first one: getting to the building. She stepped inside.

(from “Practice Tests for the Russian State Exam”)

Text 19

How was Jackson going to get rid of Simon? That was the question that had kept him awake for the previous three nights, and which he pondered as he now walked home from work. It had all started so innocently, as a favour to a friend.

“Could you put me up, Jackson?” Simon had asked. “Just for a couple of nights.”

Jackson of course had said yes, thinking that it would be just for two nights. How wrong he had been. Now, more than four months on, Simon was still in the

flat and there seemed little evidence to suggest he was intending to leave. The evidence, in fact, pointed to quite the opposite conclusion. Simon seemed to have settled in so comfortably, Jackson wondered sometimes if it was actually Simon's flat, and he, Jackson, was the one staying there as the guest. Jackson knew he should make his feelings clear to Simon – that he valued his own privacy, that he didn't want to live with someone else on a permanent basis, that he felt Simon was abusing his hospitality – but the truth was he was scared. Not scared of how Simon would react physically, but scared that Simon would take offence, and would accuse him of being selfish and not caring about a friend who was in trouble. And Simon was in trouble. With no job, no money and nowhere else to stay, where would Simon go if Jackson threw him out?

"Maybe I am being selfish," Jackson thought, "but the situation just can't go on like this."

He made the decision to bring the subject up sometime that evening. "I won't ask him to leave immediately," he reasoned. "That would be unfair, and would put him in a difficult position. But I'll explain that the whole arrangement was meant to be temporary, has gone on for a very long time now, and that, while it's been nice having Simon as a flatmate, it just can't go on indefinitely."

For the rest of the walk home, he rehearsed exactly what he was going to say.

(from "Practice Tests for the Russian State Exam")

Text 20

Carol Chadbond leant on the counter by the till, chewing gum, and gazed at the customers in the shoe shop. There were only two: a young girl and her mother. They had been trying on shoes for 20 minutes, unable to agree on anything. The girl wanted something expensive and fashionable, while the mother wanted something cheap and practical. Carol watched them argue and thought how bored she was.

She wished she hadn't agreed to stand in for Julie on a Saturday morning. She could be out with her friends now, drinking coffee and gossiping instead of waiting for people to make their minds up. The mother came over with a shoe in her hand.

"I wonder if you have this in a size 4," she said. Carol took the shoe and smiled the automatic smile she reserved for customers.

"I'll go and have a look. Won't be a minute," she said and went into the storeroom. She quickly found the shoes, then sat on a stool, hoping to waste a few minutes by pretending to look for the shoes. She thought about her plans for

that evening. She was looking forward to going to the cinema and seeing her favourite actor's latest film. Realising that she hadn't invited Amy, she got out her mobile and quickly dialled the number. It rang twice before Amy answered.

"Hi, it's me!" Carol said. "Guess what? I'm at work. Listen, what are you doing later?"

Soon, Amy was telling Carol all about what had happened the night before and who had said what to whom. Forgetting where she was, Carol got more and more involved in the conversation, crying "Really?" and "I don't believe it!" at the more interesting moments in the story.

A low cough came from the door of the storeroom. Carol looked up to see the woman customer standing there with a very annoyed look on her face. Even worse, the shop manager, Mrs Lewis, was standing right behind her.

"Erm ... I'll call you back," Carol said into the phone, and hung up. Somehow, she had the feeling that she might not have to work the following Saturday morning.

(from "Practice Tests for the Russian State Exam")

PART III. GRAMMAR

TENSES OF THE VERB

PRESENT SIMPLE

Affirmative	Negative	Interrogative
<i>I work</i>	<i>I don't work</i>	<i>Do I work?</i>
<i>You work</i>	<i>You don't work</i>	<i>Do you work?</i>
<i>He works</i>	<i>He doesn't work</i>	<i>Does he work?</i>
<i>She works</i>	<i>She doesn't work</i>	<i>Does she work?</i>
<i>It works</i>	<i>It doesn't work</i>	<i>Does it work?</i>
<i>We work</i>	<i>We don't work</i>	<i>Do we work?</i>
<i>They work</i>	<i>They don't work</i>	<i>Do they work?</i>

Present Simple is used:

1) for permanent situations or states

She works in an office.

She owns a large shop.

2) for repeated (habitual) actions in the present, especially with frequency adverbs

He often buys her flowers.

I usually get up at 7.

3) for facts which are permanently true or laws of nature

The sun sets in the west.

Water freezes at 0 C.

Money doesn't buy happiness.

4) for timetables or programmes (future meaning)

The lesson starts at 8.30.

The plane leaves at 6.05.

5) for reviews, sports commentaries, dramatic narrative

Meryl Streep acts brilliantly in this film.

6) after the words 'while, before, until, as soon as, if, when'

Call me when you arrive.

7) in exclamatory sentences

Here comes the bride!

Time expressions: once (twice) a week
every day (morning, year)
usually
always
sometimes
seldom
rarely
never
at noon (night)
in the evening (morning...)
often

Adverbs of frequency are placed before main verbs:

*He **often** goes to the theatre.*

But after auxiliary verbs:

*He is **never** late.*

Spelling rules

3rd person singular

1) verbs ending in: *ss, sh, ch, x, o* → + *es*

dresses, goes

2) consonant + *y* → *ies*

I try → *he tries*

3) but verbs ending in a vowel (*a, e, o, u*) + *y*

I play → *he plays*

STATIVE VERBS

Verbs describing a permanent state (stative verbs) do not normally have **continuous forms**. These are:

1) **verbs of the senses:**

see, hear, smell, feel, taste

We often use **can** or **could** with these verbs

Can you see that tall boy over there?

The verbs **look, watch and listen** express deliberate actions and **can be used in continuous forms**

Be quiet please! I'm listening to the news.

But: *I can't hear you. Can you speak louder, please?*

The verbs **feel** and **hurt** can be used in either **continuous or simple forms**

How are you feeling today?

How do you feel today?

My leg is hurting.

My leg hurts.

2) verbs of opinion:

agree, believe, consider

3) verbs of emotions:

feel, forgive, hate, like, love

4) other verbs:

appear, be, belong, fit, have (possess), know, look, need, prefer, require, want, weigh, wish, remember, understand, mean, consist, contain, seem, depend

He knows where Peter is.

I have two cars at present.

But: She's having a bath now.

Some stative verbs (see, smell, taste, feel, think, have) have continuous forms but there is a difference in meaning.

STATE	1. I think she's rich. (I believe)
ACTION	I'm thinking about your plan. (I'm considering)
STATE	2. The milk tastes awful. (it has a bad flavour)
ACTION	He's tasting the sauce; it might need some salt. (he's trying its flavour)
STATE	3. He has a pet dog. (he owns)
ACTION	He's having dinner now. (he's eating)
STATE	4. This cloth feels like velvet. (has the texture)
ACTION	She's feeling her way in the dark. (she's finding her way)
STATE	5. I see you're in trouble. (I understand)
ACTION	I'm seeing my lawyer tonight. (I'm visiting)
STATE	6. The kitchen smells of burnt meat. (has the smell)
ACTION	Why are you smelling your food? (trying the smell of)
STATE	7. He comes from Spain. (he was born in)
ACTION	He's coming from Spain. (he's travelling from)
STATE	8. I love holidays. (in general)
ACTION	I'm loving this holiday. (I'm enjoying; specific)
STATE	9. Your hair looks great. (it appears)
ACTION	She's looking at some old photographs, (she's examining)
STATE	10. The baby weighs 5 kilos. (it is)
ACTION	I'm weighing myself on my new scales. (I'm finding out my weight)
STATE	11. Ann is very tall. (it is)
ACTION	Ann is being very kind to me these days. (she's behaving)

PRESENT CONTINUOUS

Affirmative	Negative	Interrogative
<i>I am working</i>	<i>I am not working</i>	<i>Am I working?</i>
<i>You are working</i>	<i>You are not working</i>	<i>Are you working?</i>
<i>He is working</i>	<i>He is not working</i>	<i>Is he working?</i>
<i>She is working</i>	<i>She is not working</i>	<i>Is she working?</i>
<i>It is working</i>	<i>It is not working</i>	<i>Is it working?</i>
<i>We are working</i>	<i>We are not working</i>	<i>Are we working?</i>
<i>They are working</i>	<i>They are not working</i>	<i>Are they working?</i>

Present Continuous is used:

- 1) for temporary situations

He's staying with some friends at the moment.

- 2) for actions happening at or around the moment of speaking

He's looking for a new job at the moment.

- 3) for repeated actions with "always" expressing annoyance or criticism

He's always telling lies.

She's always interrupting me.

- 4) for fixed arrangements in the near future

I'm flying to London tomorrow.

The Browns are visiting us tonight.

- 5) for changing or developing situations

His English is getting better.

Time expressions: now

at the moment

at present

today

tonight

always

nowadays

still

Spelling Rules

1) When verbs end in one stressed vowel between two consonants, we double the final consonant:

put → *putting*

run → *running*

think → *thinking*

But *work* → *working*

2) Look at the spelling of these verbs:

write → *writing*

dance → *dancing*

But *see* → *seeing*

play → *playing*

fly → *flying*

But *lie* → *lying*

Exercises

I. Are the underlined verbs right or wrong? Correct the verbs that are wrong.

1. Water boils at 100 degrees Celsius.
2. The water boils. Can you turn it off?
3. Look! That man tries to open the door of your car.
4. Can you hear those people? What do they talk about?
5. The moon goes round the earth.
6. I must go now. It gets late.
7. I usually go to work by car.
8. "Hurry up! It's time to leave." "OK, I come."
9. I hear you've got a new job. How do you get on?

II. Put the verbs into the Present Simple or Present Continuous.

1. Look at the boys! They ... (play) football.
2. This ... (be) a photograph of my friend.
3. John ... (have) a wonderful camera.
4. Mother ... (water) the plants every day.
5. She always ... (dance) at the disco.
6. Look! The monkey ... (climb) the tree.
7. Quiet! I ... (listen) to the radio now.
8. Look! He ... (smile) at me.

9. Jane ... (get up) at 8 o'clock every morning.
10. Stop! A car ... (come).
11. She ... (take) the bus to school every day.
12. Where ... (be) Father? He ... (sit) in the kitchen.
13. Listen! Tina ... (sing) in the bathroom.
14. I ... (watch) television at the moment.
15. Peter ... (go) to the cinema every weekend.
16. Mother ... (make) a cake. She can't talk to you now.
17. Pierre ... (come) from France. He is French.
18. Mother ... (go) to the supermarket on Fridays.
19. We always ... (wear) warm clothes in winter.
20. He often ... (eat) a sandwich at lunchtime.
21. We ... (go) to the disco tonight.

III. Underline the correct item.

1. I *see* / *am seeing* that the situation is out of control.
2. The sausages *are tasting* / *taste* delicious.
3. *Do you enjoy* / *Are you enjoying* this party?
4. You haven't said a word all morning. What *are you thinking* / *do you think* about?
5. He *has* / *is having* a Siamese cat.
6. These flowers *are smelling* / *smell* nice.
7. I *don't know* / *am not knowing* where she keeps the keys.
8. Why *are you feeling* / *do you feel* your pockets? Have you lost anything?
9. Why *do you smell* / *are you smelling* the milk? Do you think it has gone off?
10. Anna is Italian. She *is coming* / *comes* from Italy.
11. That dress *looks* / *is looking* nice on you.
12. Paul *listens* / *is listening* to a new record in his room.
13. If you *don't look* / *aren't looking* at that comic book, I'd like to see it.
14. Joan *weighs* / *is weighing* 50 kilos.
15. Mary *is* / *is being* very naughty these days.

IV. Fill in with Present Simple or Continuous.

1. A: I ... (think) about visiting Jane this afternoon.
B: I wouldn't bother. I ... (think) she's away on holiday.
2. A: Mr. Jones ... (have) a telephone message from his wife.
B: Can it wait? He ... (have) a business meeting and I don't want to disturb him.
3. A: The police ... (still / look) for fingerprints left in the room.
B: It... (look) as if they won't find the criminal.

4. A: I ... (love) breathing in clean, country air!
B: So do I ... (love) every minute of this walking trip.
5. A: I ... (see) my boss about a pay rise this afternoon.
B: I ... (see). That's why you're wearing a suit and tie.
6. A: Why ... (you / taste) the soup? Is there anything wrong with it?
B: Yes – it... (taste) too sweet. I think I've used sugar instead of salt.
7. A: Why ... (you / feel) the baby's forehead, Mum?
B: I think she's got a temperature. She ... (feel) rather hot.
8. A: John ... (be) a very rude person, you know.
B: I know. Sheila ... (be) very rude these days too, although she's usually polite.
9. A: It... (look) as if it's going to rain this afternoon.
B: I know. I ... (look) for my umbrella to take out with me.
10. A: Why ... (you / smell) the inside of your car?
B: Because it ... (smell) of petrol and I want to check for leaks.
11. A: How much ... (your new baby / weigh)?
B: I don't know yet. The nurse ... (weigh) him at the moment.

V. Put the verbs in brackets into the Present Simple or Present Continuous.

- Ted: Hello Dad, I am in Birmingham. It ... (pour) with rain, and I ... (not / have got) any money.
- Bob: What ... (you / want) me to do about it?
- Ted: Could you come and pick me up?
- Bob: Ted, you ... (always / ask) me to do this! I ... (get) tired of it.
- Ted: Please, Dad. I am tired and hungry. My evening classes ... (start) at 7.00 and I have to be there on time. Can't Mum come and get me?
- Bob: The Smiths ... (visit) us tonight and she is busy in the kitchen. She ... (bake) a cake at the moment.
- Ted: Please Dad. I ... (ask) you to do this for me one last time. The success of my presentation tonight ... (depend) on you.
- Bob: OK. I'll be there in half an hour. But this is the last time. I ... (mean) it.

VI. Put the verb in the correct form, Present Continuous or Present Simple.

1. Let's go out. It ... (not / rain) now.
2. Julia is very good at languages. She ... (speak) four languages very well.
3. Hurry up! Everybody ... (wait) for you.
4. “ ... (you / listen) to the radio?” “No, you can turn it off.”
5. “ ... (you / listen) to the radio every day?” “No, just occasionally.”
6. The River Nile ... (flow) into the Mediterranean.
7. Look at the river. It ... (flow) very fast today – much faster than usual.

8. We usually ... (grow) vegetables in our garden but this year we ... (not / grow) any.
9. "How is your English?" "Not bad. It ... (improve) slowly."
10. Can we stop walking soon? I ... (start) to feel tired.
11. "Can you drive?" "I ... (learn). My father ... (teach) me."
12. Normally I ... (finish) work at 5.00, but this week I ... (work) until 6.00 to earn a bit more money.
13. My parents ... (live) in Bristol. They were born there and have never lived anywhere else. Where ... (your parents / live)?
14. Sonia ... (look) for a place to live. She ... (stay) with her sister until she finds somewhere.
15. "What ... (your father / do?) "He's an architect but he ... (not / work) at the moment."
16. (At a party) Usually I ... (enjoy) parties but I ... (not / enjoy) this one very much.
17. The train is never late. It ... (always / leave) on time.
18. Jim is very untidy. He ... (always / leave) his things all over the place.

VII. Put the verb into the correct form, Present Continuous or Present Simple.

1. Are you hungry? ... something to eat? (you / want)
2. Jill is interested in politics but she ... to a political party, (not / belong)
3. Don't put the dictionary away. I ... it. (use)
4. Don't put the dictionary away. I ... it. (need)
5. Who is that man? What ... ? (he / want)
6. Who is that man? Why ... at us? (he / look)
7. George says he's 80 years old but nobody ... him. (believe)
8. She told me her name but I ... it now. (not / remember)
9. I ... of selling my car. (think) Would you be interested in buying it?
10. I ... you should sell your car. (think) You ... it very often. (not / use)
11. I used to drink a lot of coffee but these days I ... tea. (prefer)
12. Air ... mainly of nitrogen and oxygen. (consist)

VIII. Put the verb into the more suitable form, Present Continuous or Present Simple.

1. I ... (go) to the theatre this evening.
2. ... (the film/begin) at 3.30 or 4.30?
3. We ... (have) a party next Saturday. Would you like to come?
4. The art exhibition ... (open) on 3 May and ... (finish) on 15 July.

5. I ... (not/go) out this evening. I ... (stay) at home.
6. “ ... (you/do) anything tomorrow morning?” “No, I’m free. Why?”
7. We ... (go) to a concert tonight. It... (begin) at 7.30.
8. You are on the train to London and you ask another passenger:
Excuse me. What time ... (this train / get) to London?
9. You are talking to Ann: Ann, I ... (go) to town. ... (you / come) with me?
10. Sue ... (come) to see us tomorrow. She ... (travel) by train.
11. I ... (not/use) the car this evening, so you can have it.
12. You and a friend are watching television. You say: I’m bored with this programme. When ... (it / finish)?

BE GOING TO

Be going to is used:

- 1) for actions intended to be performed in the near future

She’s going to visit her parents tomorrow.

- 2) for planned actions or intentions

Now that they’ve settled in their new house, they’re going to have a party.

- 3) for evidence that something will definitely happen in the near future

Ann is going to have a baby.

Look at the dark clouds in the sky. It’s going to rain.

- 4) for things we are sure about or we have already decided to do in the near future

He’s going to be promoted.

Time expressions: tomorrow

the day after tomorrow

tonight

next week (month, year)

in two days

in a week (month)

soon

We use Present Continuous rather than “be going to” for things which are definitely arranged to happen in the future:

We’re having a party next week.

We’re going to have a party in two weeks.

With the verbs “go” and “come” we often use Present Continuous rather than “be going to”:

I'm going out tonight.

But not *I'm going to go out tonight.*

THE FUTURE

Affirmative	Negative	Interrogative
<i>I will work</i>	<i>I will not work</i>	<i>Shall I work?</i>
<i>You will work</i>	<i>You will not work</i>	<i>Will you work?</i>
<i>He will work</i>	<i>He will not work</i>	<i>Will he work?</i>
<i>She will work</i>	<i>She will not work</i>	<i>Will she work?</i>
<i>It will work</i>	<i>It will not work</i>	<i>Will it work?</i>
<i>We will work</i>	<i>We will not work</i>	<i>Shall we work?</i>
<i>They will work</i>	<i>They will not work</i>	<i>Will they work?</i>

The Future is used:

1) for decisions taken at the moment of speaking (on-the-spot decisions)

Since it's getting dark, I'll turn on the light.

2) for hopes, fears, threats, offers, promises, warnings, predictions, requests, comments, especially with: *expect, hope, believe, I'm sure, I'm afraid, probably, think, know, suggest*

I'm afraid I'll be a little late.

3) for actions or predictions which may (not) happen in the future

She'll probably buy the dress.

4) for actions which we cannot control and will inevitably happen

He will be ten next year.

5) for things we are not sure about or haven't decided to do yet

She'll probably be promoted.

Time expressions: tomorrow

the day after tomorrow

tonight

soon

next week (month, year)

in a week (month)

in two days

Will is used to express predictions, warnings, offers, promises, threats, requests, suggestions, on-the-spot decisions, opinions, hopes and fears

(especially with words such as: think, expect, suppose, hope, believe, know and probably)

I expect she will come early.

Shall can be used with “I” or “we” in questions, suggestions and offers

Shall we go by train?

Shall I help you with your bags?

E x e r c i s e s

I. Put the verbs in brackets into Present Simple or Future Simple.

1. We ... (leave) as soon as he ... (arrive).
2. He says he ... (telephone) us before he ... (leave) the airport.
3. She ... (stay) at home until she ... (feel) better.
4. “When ... (you / visit) them?” “Probably next week”.
5. When he ... (finish) school he ... (go) to university.
6. I ... (send) you a postcard as soon as I ... (get) there.
7. When ... (she / be) back?
8. The plane ... (leave) at 7.00.

II. Fill in: will or be going to.

I ... spend my holiday in Crete because there is a lot to see. I ... travel there by ferry because I enjoy boat trips. I'm not going on my own; my best friend ... come with me and I think my cousin ... come too if I ask her. We ... stay in Hania for two weeks, then we ... go somewhere else. I hope we ... find a hotel easily but if there's any problem, we ... stay at a campsite. We ... swim every day so I ... take a lot of suntan oil with me – I think we ... need it. I am looking forward to this holiday. I'm sure it ... be the best holiday ever.

III. Put the verbs in brackets into Present Simple, Present Continuous or be going to.

1. John is a student. He usually ... (study) very hard. He ... (study) Ancient History now. He ... (study) Modern History next year.
2. Julie and Ted often ... (climb) mountains. They ... (climb) Snowdon at the moment. They ... (climb) the Eiger next summer.
3. Mother ... (bake) a cake now. She ... (bake) cakes every Saturday. Next Saturday she ... (bake) a beautiful one for my birthday party.

IV. Fill in: will or be going to.

1. A: Have you decided where to go for your holidays?
B: Yes, I ... tour Spain.

2. A: We've almost run out of petrol.
B: Don't worry. We ... get some on the way home.
3. A: Does your tooth really hurt?
B: Yes, I ... see the dentist tomorrow.
4. A: Did you buy any stamps?
B: I forgot to, but I ... get some now if you like.
5. A: Have you heard about Sharon?
B: Yes. She ... have a baby.
6. A: When did you last speak to Susan?
B: Oh weeks ago, but I ... meet her tonight.
7. A: Your car is very dirty.
B: I know. My son ... wash it this afternoon.
8. A: Have you found your bracelet yet?
B: No, but I'm sure I ... find it when I tidy my room.
9. A: Do you know what the weather forecast is for tomorrow?
B: No, but I expect it... be warmer than today.
10. A: Shall we go out tonight?
B: Sorry! I ... eat at the Chinese restaurant with Paul.
11. A: What do you want to eat?
B: I ... have a hamburger and some chips, please.
12. A: Are you watching TV tonight?
B: Yes, I ... watch the interview with the Queen.

V. Which is correct?

1. "Did you phone Ruth?" "Oh no, I forgot. *I phone / I'll phone* her now."
2. I can't meet you tomorrow afternoon. *I'm playing / I'll play* tennis.
3. "*I meet / I'll meet* you outside the hotel in half an hour, OK?" "Yes, that's fine."
4. "I need some money." "OK, *I'm lending / I'll lend* you some. How much do you need?"
5. *I'm having / I'll have* a party next Saturday. I hope you can come.
6. "Remember to buy a newspaper when you go out." "OK. *I don't forget / I won't forget*."
7. What time *does your train leave / will your train leave* tomorrow?
8. I asked Sue what happened but she *doesn't tell / won't tell* me.
9. "*Are you doing / Will you do* anything tomorrow evening?" "No, I'm free. Why?"
10. I don't want to go out alone. *Do you come / Will you come* with me?
11. It's a secret between us. I promise *I don't tell / I won't tell* anybody.

VI. Which form of the verb is correct in these sentences?

1. Ann isn't free on Saturday. *She'll work / She's working*.
2. *I'll go / I'm going* to a party tomorrow night. Would you like to come too?

3. I think Jane *will get / is getting* the job. She has a lot of experience
4. I can't meet you this evening. A friend of mine *will come / is coming* to see me.
5. A: Have you decided where to go for your holidays?
B: Yes, *we will go / we are going* to Italy.
6. There's no need to be afraid of the dog. *It won't hurt / It isn't hurting* you.

VII. Complete the sentences using *will* or *going to*.

1. A: Why are you turning on the television?
B: ... (I/watch) the news.
2. A: Oh, I've just realised. I haven't got any money.
B: Haven't you? Well, don't worry. ... (I / lend) you some.
3. A: I've got a headache.
B: Have you? Wait there and ... (I / get) an aspirin for you.
4. A: Why are you filling that bucket with water?
B: ... (I / wash) the car.
5. A: I've decided to repaint this room.
B: Oh, have you? What colour ... (you / paint) it?
6. A: Where are you going? Are you going shopping?
B: Yes, ... (I / buy) something for dinner.
7. A: I don't know how to use this camera.
B: It's quite easy. ... (I / show) you.
8. A: What would you like to eat?
B: ... (I / have) a sandwich, please.
9. A: Did you post that letter for me?
B: Oh, I'm sorry. I completely forgot. ... (I / do) it now.
10. A: The ceiling in this room doesn't look very safe, does it?
B: No, it looks as if... (it / fall) down.
11. A: Has George decided what to do when he leaves school?
B: Oh, yes. Everything is planned. ... (he/have) a holiday for a few weeks and then ... (he / do) a computer programming course.

VIII. Choose the correct form of the verbs.

1. Oh no! Look at the time! *I'll be / I'm going to be* terribly late.
2. If you want to go to the shop, you can borrow my brother's bicycle. I'm sure *he won't mind / he's not going to mind*.
3. *I'll go / I'm going to go* into town this afternoon. Can I get you anything?
4. *Will you hold / Are you going to hold* this box for a moment while I unpack it?
5. I hear the government has announced *they'll raise / they're going to raise* taxes again.
6. *My car won't start / My car isn't going to start*. It must be the cold, I think.

7. *I'll start / I'm going to start* a new job next week.
 8. I'm so sorry I forgot your birthday. Why don't you come round tomorrow and *I'll cook / I'm going to cook* you a meal?

FUTURE CONTINUOUS

Affirmative	Negative	Interrogative
<i>I will be working</i>	<i>I will not be working</i>	<i>Will I be working?</i>
<i>You will be working</i>	<i>You will not be working</i>	<i>Will you be working?</i>
<i>He will be working</i>	<i>He will not be working</i>	<i>Will he be working?</i>
<i>She will be working</i>	<i>She will not be working</i>	<i>Will she be working?</i>
<i>It will be working</i>	<i>It will not be working</i>	<i>Will it be working?</i>
<i>We will be working</i>	<i>We will not be working</i>	<i>Will we be working?</i>
<i>They will be working</i>	<i>They will not be working</i>	<i>Will they be working?</i>

Future Continuous is used:

1) for actions in progress at a stated future time

He'll be sunbathing in Hawaii this time next week.

2) for actions which are the result of a routine (instead of Present Continuous)

I'll be seeing John tomorrow. (We work in the same office so we'll definitely meet.)

3) when we ask politely about people's arrangements to see if they can do something for us or because we want to offer to do something for them

Will you be going to the supermarket? Can you buy me some tea?

Time expressions: tomorrow

tonight

next week / month

in two / three days

the day after tomorrow

soon

in a week / month

E x e r c i s e s

I. Choose the correct item.

1. "I really need a drink." "OK, *I'll buy / I'm buying* you one. What would you like?"

2. "You look dreadful." "I know, *I'm seeing / 'll see* the doctor tomorrow at 4 o'clock."

3. "Did you remember to water the plants today?" "Oh no, I forgot; *I'll water / water* them now."

4. I've already told you why I can't see you tonight. *I'm having / 'll have guests*.

5. I'm sorry. I promise *I'll stay / I'll be staying* out of trouble in the future.

6. I'm sure *he'll understand / 's going to understand* if you explain it to him clearly.

7. *I will have finished / will finish* my exams by the end of August.

8. "I've burnt the dinner". "Never mind, *I'll go / 'm going* to the restaurant and get a takeaway pizza."

9. *I'll have been working / 'll work* here for forty years by the time I retire next week.

10. "I forgot to invite Fergus to the party." "That's OK. *I see / will be seeing* him this afternoon."

11. If *I have / will have* enough money, I'll buy a new bicycle.

12. I don't think *I'll have finished / 'll finish* these exercises by 3 o'clock.

13. Excuse me, Colin. *Will you be going / Will you go* to the library this morning?

14. I'm not sure when *I go / 'll go* on holiday this year.

15. If we *go / will go* to Greece in the summer, we will visit the islands.

16. We can't get into the office until Jane *arrives / will arrive* with the key.

17. I doubt if *they are / will be* on time.

II. Complete the following conversations by putting the verbs in the right tense.

A. Mick is watching television when his sister Vanessa comes into the room.

Mick: What are you doing in your dressing-gown? It's only eight o'clock.

Vanessa: I don't feel very well. I ... (have) an early night.

Mick: Oh, dear. I hope you ... (feel) better in the morning.

Vanessa: So do I. I ... (meet) my new boss at ten o'clock.

Mick: I think I ... (make) some tea when the news ... (finish). ... (I / bring) you a cup?

Vanessa: No, don't bother. I ... (try) and go straight to sleep. Thanks anyway.

Mick: OK. Sleep well.

B. Sandy and Alison are students who have been sharing a flat. Sandy is leaving to do a course abroad.

Sandy: It's hard saying goodbye after so long.

Alison: We must keep in touch. ... (you / remember) to send me your address when ... (you / get) to the States?

Sandy: Of course. I ... (probably/not/have) time next week, because my course ... (start) the day after I ... (arrive), and I ... (spend) the weekend with some old friends of my father's.

Alison: Well, you can phone.

Sandy: Yes, I guess so. Do you know what ... (you / do) this time next Sunday?

Alison: I ... (get) ready to go to London.

Sandy: OK. So, I ... (phone) about three o'clock next Sunday.

Alison: Great. I ... (wait) for your call.

C. Rebecca and Arnold are leaving the office where they work.

Arnold: Would you like to come to a film this weekend?

Rebecca: I'd like to, but I'm afraid I ... (not / have) time.

Arnold: Why? ... (what / do)?

Rebecca: Well, my father ... (arrive) back from Australia. He's been there for six months and we ... (have) a big party to celebrate.

Arnold: ... (he / not / be) too tired for a party after his flight?

Rebecca: Yes, and no doubt he ... (suffer) from jetlag. So, on Saturday he can take it easy. But on Sunday, all the family ... (come) for a big barbecue. I ... (prepare) things all day on Saturday.

Arnold: What a lot of work for you.

Rebecca: I don't mind. My sisters are very helpful and we're well organised. In fact, I ... (see) someone about hiring a band this afternoon. So, I must go now or I ... (not / get) to their office before they ... (close).

Arnold: I hope everything ... (go) well for you.

Rebecca: I'm sure it... (be) a great day. Provided the sun ... (shine), that is!

III. Complete the conversations using the verbs given.

Mary and Nigel run a shop together.

MONDAY

Mary: I don't know what we ... (do). We've hardly made any money for ages.

Nigel: I think we should advertise. We can send our leaflets.

Mary: Yes. That (probably / get) our name more widely known. But do you think ... (people/come) into the shop?

Nigel: Well, we could try advertising in the local paper.

Mary: That might be better. I ... (phone) and find out their rates. And what about local radio?

Nigel: Good idea. ... (I / phone) them?

Mary: OK, thanks.

TUESDAY

Mary: We haven't got enough money to pay for all the advertising we need. I've been in touch with the bank. I ... (see) the manager on Friday.

Nigel: ... (he/give) us a loan, do you think?

Mary: I hope so.

FRIDAY (*At the bank*)

Manager: So you want to borrow some money. How do you want to spend it?

Mary: We ... (advertise) on local radio and in the paper. We've planned it carefully. We only need \$ 500.

Manager: Very well. The bank ... (lend) you the money. But you must pay us back in three months. Can you do that?

Mary: We ... (do) it, I promise.

Manager: Now, go and see the loans clerk and he ... (help) you fill in the necessary forms.

Mary: Thank you for your help.

Manager: You're welcome.

PAST SIMPLE

We form the Past Simple of regular verbs by adding **-ed**

Affirmative	Negative	Interrogative
<i>I worked</i>	<i>I did not work</i>	<i>Did I work?</i>
<i>You worked</i>	<i>You did not work</i>	<i>Did you work?</i>
<i>He worked</i>	<i>He did not work</i>	<i>Did he work?</i>
<i>She worked</i>	<i>She did not work</i>	<i>Did she work?</i>
<i>It worked</i>	<i>It did not work</i>	<i>Did it work?</i>
<i>We worked</i>	<i>We did not work</i>	<i>Did we work?</i>
<i>They worked</i>	<i>They did not work</i>	<i>Did they work?</i>

Irregular verbs have a special past form:

Affirmative	Negative	Interrogative
<i>I went</i>	<i>I didn't go</i>	<i>Did I go?</i>
<i>You went</i>	<i>You didn't go</i>	<i>Did you go?</i>
<i>He went</i>	<i>He didn't go</i>	<i>Did he go?</i>
<i>She went</i>	<i>She didn't go</i>	<i>Did she go?</i>
<i>It went</i>	<i>It didn't go</i>	<i>Did it go?</i>
<i>We went</i>	<i>We didn't go</i>	<i>Did we go?</i>
<i>You went</i>	<i>You didn't go</i>	<i>Did they go?</i>

Past Simple of the verb “to be”:

Affirmative	Negative	Interrogative
<i>I was</i>	<i>I was not</i>	<i>Was I?</i>
<i>You were</i>	<i>You were not</i>	<i>Were you?</i>
<i>He was</i>	<i>He was not</i>	<i>Was he?</i>
<i>She was</i>	<i>She was not</i>	<i>Was she?</i>
<i>It was</i>	<i>It was not</i>	<i>Was it?</i>
<i>We were</i>	<i>We were not</i>	<i>Were we?</i>
<i>They were</i>	<i>They were not</i>	<i>Were they?</i>

Past Simple of the verb “to have”:

Affirmative	Negative	Interrogative
<i>I had</i>	<i>I did not have</i>	<i>Did I have?</i>
<i>You had</i>	<i>You did not have</i>	<i>Did you have?</i>
<i>He had</i>	<i>He did not have</i>	<i>Did he have?</i>
<i>She had</i>	<i>She did not have</i>	<i>Did she have?</i>
<i>It had</i>	<i>It did not have</i>	<i>Did it have?</i>
<i>We had</i>	<i>We did not have</i>	<i>Did we have?</i>
<i>They had</i>	<i>They did not have</i>	<i>Did they have?</i>

Past Simple is used:

1) for actions which happened at a stated time in the past

He sold his car two weeks ago.
She called an hour ago.

2) to express a past state or habit

When she was young she lived in a small flat.
He used to go / went to school on foot.

3) for past action which happened one after the other

She put on her coat, took her bag and left the house.
She sealed the letter, put a stamp on it and posted it.

4) for a past action whose time is not mentioned and which is not connected with the present; for past actions which won't happen again

I saw Elvis Presley.
Shakespeare wrote a lot of plays.

5) with non – continuous verbs

He wanted to buy a new car but he couldn't afford one.

Time expressions: yesterday
 last week (month, year)
 two weeks (months) ago
 then
 in 2000
 when
 just now

Spelling Rules

e →d	double consonant + ed	consonant + y →ied	vowel + y →yed
like – liked	prefer – preferred	carry – carried	play – played
hate – hated	stop – stopped	tidy – tidied	stay – stayed
close – closed	travel – travelled	study – studied	enjoy – enjoyed

Exercise

Put the verbs in brackets into the Present Simple or Past Simple.

This ... (be) my dog, Blackie. He ... (be) a small black dog with a bushy tail. Every day I ... (take) him for a walk to the park. He ... (run) everywhere and ... (play) with his ball on the grass. When we ... (come) back he ... (eat) his food and then he ... (lie) on the carpet. At night he ... (sleep) on a rug near my bed. One day last year I ... (take) him for a walk but I ... (lose) him. He ... (not / be) anywhere. I ... (go) home and ... (tell) my parents. They ... (search) the park and then they ... (go) to the police. A few days later a policeman ... (come) to my house. Blackie ... (be) with him. I ... (be) very happy to see him back home.

PAST CONTINUOUS

Affirmative	Negative	Interrogative
<i>I was working</i>	<i>I was not working</i>	<i>Was I working?</i>
<i>You were working</i>	<i>You were not working</i>	<i>Were you working?</i>
<i>He was working</i>	<i>He was not working</i>	<i>Was he working?</i>
<i>She was working</i>	<i>She was not working</i>	<i>Was she working?</i>
<i>It was working</i>	<i>It was not working</i>	<i>Was it working?</i>
<i>We were working</i>	<i>We were not working</i>	<i>Were we working?</i>
<i>They were working</i>	<i>They were not working</i>	<i>Were they working?</i>

Past Continuous is used:

1) for an action in the middle of happening at a stated time in the past

At 8 o'clock last night she was watching TV.

He was playing tennis at 4.30 yesterday.

2) for two or more simultaneous past actions

They were dancing while he was playing the guitar.

While I was sunbathing, Tim was swimming.

3) for a past action in progress interrupted by another past action (we use Past Continuous for the interrupted action and Past Simple for the action which interrupts it)

He was painting the bedroom when suddenly he fell off the ladder.

While I was getting dressed the bell rang.

4) for background description to events in a story

We were walking in the woods. It was raining hard.

She was flying to Paris. The sun was shining...

Time expressions: while

when

as

the moment that

WAS / WERE GOING TO

Was / were going to expresses unfulfilled arrangements or unfulfilled plans in the past, or actions one intended to do but didn't or couldn't do.

1. He got up early. He was going to catch the 6 o'clock train.
2. She was going to travel around Europe but she didn't because she fell ill.
3. She was going to buy a new car but in the end she repaired her old one.
4. He was going to visit Pam but she wasn't at home.

Exercises

I. Put the verbs in brackets into Past Continuous or Past Simple.

Last night I ... (have) a wonderful dream. This is what I ... (dream). We ... (take) a trip to Hawaii. I ... (be) with my family and two of my friends. We ... (be) on a ship and we ... (travel) to Honolulu. On the ship there ... (be) a disco. We ... (sit) on nice comfortable seats and we ... (drink) exotic juices. Lots of people ... (dance) and the music ... (play) loudly. We ... (have) a lot of fun. When the ship ... (arrive) in Honolulu a man ... (wait) to take us to our hotel. The hotel where we ... (stay) was by a beach lined with palm trees. Drums ... (beat) and people on the beach ... (sing) and ... (dance) to the music. The music ... (get) louder and louder until I ... (can) hear a ringing in my ears. It ... (be) my alarm clock. It ... (be) 7 o'clock and time to get up for Institute.

II. Choose a verb from the list and complete the text using Past Simple or Past Continuous.

be, drive, shine, stop, look, seem, hear, fly, can, feel, wonder, go, think, get into, talk

It ... 10 o'clock on a dark winter night. Mr Trindle ... home alone on a small country road. The stars ... and it ... very quiet. Suddenly his car ... Mr Trindle ... under the bonnet but everything ... to be normal. Then, as he ... at the engine, he ... a strange noise. A UFO ... above him! He ... (not) believe his eyes. A bright light... on him and he ... very strange. He ... what to do when suddenly everything ... quiet. Mr Trindle ... he had imagined the UFO, but as he ... the car, the newsreader on the radio ... about a UFO that people had seen the previous night. "The previous night?" Mr Trindle ... at his watch. It ... 7 o'clock in the morning!

III. Fill in with Past Simple or Past Continuous.

Simon 1) ... (walk) home from work the other day when he 2) ... (notice) something shining on the pavement on the other side of the road. A car 3) ... (come) down the street, so he waited until it had driven past, then he 4) ... (cross) over. When he 5) ... (get) to the other side he saw that it was a shiny gold coin! He 6) ... (look) around to make sure no one 7) ... (look), then he 8) ... (bend) down to pick it up. Imagine his surprise when he 9) ... (not / can) move it! He 10) ... (be) just about to give up when he 11) ... (hear) a strange sound behind him. Someone 12) ... (laugh) at him but he couldn't see who it 13) ... (be). Two little boys 14) ... (hide) behind a hedge, laughing at anyone who tried to pick up the coin they had stuck to the pavement with glue!

IV. Put the verbs into the correct form, Past Continuous or Past Simple.

1. Jane ... (wait) for me when I ... (arrive).
2. "What ... (you / do) this time yesterday?" "I was asleep."
3. "... (you / go) out last night?" "No, I was too tired."
4. "Was Carol at the party last night?" "Yes, she ... (wear) a really nice dress."
5. How fast ... (you / drive) when the accident ... (happen)?
6. John ... (take) a photograph of me while I ... (not / look).
7. We were in a very difficult position. We ... (not / know) what to do.
8. I haven't seen Alan for ages. When I last ... (see) him, he ... (try) to find a job in London.
9. I ... (walk) along the street when suddenly I ... (hear) footsteps behind me. Somebody ... (follow) me. I was frightened and I ... (start) to run.
10. When I was young, I ... (want) to be a bus driver.

V. Choose the correct form of the verbs.

Thomas Edison *started / was starting* work on the railway when he was twelve, selling newspapers and snacks. There were long periods with nothing for him to do so he *built / was building* himself a little laboratory in the luggage van where he could carry out experiments when he *didn't sell / wasn't selling* things to passengers. Another way that he *occupied / was occupying* himself was by reading. He joined a library and *read / was reading* every single book in it. One day, when he *waited / was waiting* at a station he *noticed / was noticing* a small boy who *played / was playing* by the track, unaware that a train *approached / was approaching*. Edison *ran / was running* out and *grabbed / was grabbing* the child just in time. The child's father was so grateful that he *offered / was offering* to teach Edison to be a telegraph operator. Edison accepted the offer and soon he *had / was having* regular lessons. After a year, he was good enough to get a job in the telegraph office. He continued to read and experiment, whenever he *had / was having* time. At twenty-one he *left / was leaving* the telegraph office to devote all his time to being an inventor. He *went / was going* on to invent the electric light bulb, the phonograph and the movie camera.

VI. Complete this description of the life of a musician, using the verbs given. Use either the Past Simple or the Past Continuous.

Colin Boyle was born in 1973 near Dublin, Ireland. In 1983 he became seriously ill. While he ... (recover) his uncle ... (give) him an old violin. He enjoyed playing and practised at his school every day after lessons. One day in 1987, John Leaf, the manager of several successful musicians, ... (have) a meeting with the headmaster when he ... (hear) Colin practising. He immediately ... (contact) Colin's teacher and ... (invite) Colin to appear in one of the concerts he ... (organise) that year. Colin, however, ... (refuse) Leaf's invitation, because just then he ... (prepare) for some important school exams. Colin ... (pass) his exams and ... (go) to college to study engineering. At college he ... (meet) Kim O'Malley, who ... (study) chemistry. Kim was also a keen amateur musician. Being students, they rarely ... (have) much money and they usually ... (work) as waiters at weekends. One evening in April 1992, while Colin and Kim ... (serve) customers, the manager ... (announce) that there would be no live music in the restaurant that night as the regular band could not come. Colin and Kim ... (persuade) him to let them play to the customers. Everyone ... (be) amazed to hear how good they ... (be). Six months later they ... (decide) to leave college because they ... (earn) so much money as musicians. Their success has continued ever since.

VII. Choose the correct form of the verbs.

Adam: Hello, Mike. What *are you doing / do you do* in this part of London?

Mike: Well, actually, *I'm looking / I look* at flats round here.

Adam: Flats? *Are you wanting / Do you want* to move?

Mike: Yes, in fact, believe it or not, Mandy and I *are getting / get married*.

Adam: That's great! Congratulations. When *were you deciding / did you decide*?

Mike: Only last week. It was while we *were staying / stayed* with her family in Scotland. Now we *try / we're trying* to find a suitable flat.

Adam: It'll be great to have you as neighbours. I hope you manage to buy one soon. Mike: Oh we *aren't looking / don't look* for one to buy. We *aren't having / don't have* enough money yet. *We're wanting / we want* to find somewhere to rent.

Adam: Yes, of course. That's what we *did / were doing* at first. Actually, in the end, my brother *was lending / lent* us some money. That's how we *were managing / managed* to buy ours.

Mike: Really? Perhaps I'll talk to my family before we *choose / we're choosing* a flat. Adam: That's not a bad idea. My family *gave / were giving* us quite a lot of helpful advice. Now, what about a coffee? There's a good place just round the corner.

Mike: Oh, yes, I *looked / was looking* for somewhere to sit down when I bumped into you. Let's go.

VIII. Complete each sentence with a suitable form of the verb given. Use the Present Simple or Present Continuous, or the Past Simple or Past Continuous.

1. I remember the day you got engaged. We ... (have) tea in the garden when you came out of the house and told us.

2. I tried to explain the situation to my parents, but they just ... (not / understand) what I was talking about.

3. What have you put in this sauce? It ... (taste) absolutely disgusting.

4. Peter always claimed that he was innocent, but for many years no one ... (believe) him.

5. It's a lovely shawl, I know, but unfortunately it ... (not / belong) to me. I'm just borrowing it for the party this evening.

6. Why ... (you / wear) that thin dress? You'll freeze to death in this cold wind!

7. Molly's fed up because she injured her ankle when she ... (jog) this morning, so she can't dance.

8. While I was admiring the view, someone stole the bag which ... (contain) all my traveller's cheques.

9. Look! ... (you / see) that man standing beside the cash desk? I'm sure he's planning to steal something.
10. Tea or coffee? I'm making both, so just say which you ... (prefer).
11. The boys didn't want to come shopping with us because they... (watch) the football on television.

USED TO

Used to expresses past habits or states. It forms its negative and interrogative with **did** and it is the same in all persons.

We can use Past Simple instead of **used to**.

I used to cry when I was a baby.

I didn't use to sleep late.

Did you use to sleep late?

She used to walk / walked long distances.

Exercise

Choose the correct form of the verbs.

- Mary met her husband while she *worked / was working/ used to work* in the States.
- Why does Warren keep shouting at people? He *wasn't / wasn't being / didn't use to be* so bad-tempered.
- How long is it since you *had / were having / used to have* a holiday?
- The government *provided / were providing / used to provide* much more help for disabled people than they do now.
- It's all very well complaining you haven't any money, but while you were travelling around the world, I *studied / was studying / used to study* sixteen hours a day for my exams.
- The only time I ever *rode / was riding / used to ride* a horse, I *fell / was falling / used to fall* off in the first five minutes.

PRESENT PERFECT

Have/ has + past participle

Regular verbs

Affirmative	Negative	Interrogative
<i>I have worked</i>	<i>I have not worked</i>	<i>Have I worked?</i>
<i>You have worked</i>	<i>You have not worked</i>	<i>Have you worked?</i>
<i>He has worked</i>	<i>He has not worked</i>	<i>Has he worked?</i>
<i>She has worked</i>	<i>She has not worked</i>	<i>Has she worked?</i>
<i>It has worked</i>	<i>It has not worked</i>	<i>Has it worked?</i>
<i>We have worked</i>	<i>We have not worked</i>	<i>Have we worked?</i>
<i>They have worked</i>	<i>They have not worked</i>	<i>Have they worked?</i>

Irregular verbs

Affirmative	Negative	Interrogative
<i>I have lost</i>	<i>I have not lost</i>	<i>Have I lost?</i>
<i>You have lost</i>	<i>You have not lost</i>	<i>Have you lost?</i>
<i>He has lost</i>	<i>He has not lost</i>	<i>Has he lost?</i>
<i>She has lost</i>	<i>She has not lost</i>	<i>Has she lost?</i>
<i>It has lost</i>	<i>It has not lost</i>	<i>Has it lost?</i>
<i>We have lost</i>	<i>We have not lost</i>	<i>Have we lost?</i>
<i>They have lost</i>	<i>They have not lost</i>	<i>Have they lost?</i>

Present Perfect is used:

1) for recently completed action

She has tidied her room.

2) for actions which happened at an unstated past time and are connected with the present

He has lost his key.

She has lived in this house for two years.

But: She lived in Australia for one year.

3) for a past action whose time is not mentioned but which is connected with the present

I've met Madonna.

4) to express personal experiences or changes which have happened

I've put on a lot of weight.

5) to put emphasis on number

I've only typed three letters since 9 o'clock.

Time expressions: just

ever

never

already

yet

how long

so far

for

since

recently

today
this week (month, year) once
several times
always

Since is used to express a starting point
I've known Ann since October.

For is used to express a period of time
I've known Ann for two months.

Yet is used in questions and negations
Have you met him yet?
I haven't met him yet.

Already is used in statements and questions
I've already posted the letters.

E x e r c i s e s

I. Put the verbs into the Present Simple, Present Perfect or Past Simple.

My name ... (be) Julie Baker. I ... (be) twenty-five years old. I'm from America but I ... (live) in London since 1995. I ... (work) in a bank since then. I ... (never / be) married and I ... (not / have) any children. I ... (enjoy) reading, going to the theatre and meeting interesting people. I ... (be) a friendly person and I ... (have) a good sense of humour. I ... (never / smoke) a cigarette in my life.

II. Fill in Present Simple, Present Continuous, Past Simple, Present Perfect, will or be going to.

My cousin's name ... (be) Sylvie Dupont. She ... (live) in Paris and ... (work) in a cafe in the centre of the city. She ... (work) there for three years. At the moment her best friend from England ... (stay) with her. She ... (enjoy) her holiday very much. They ... (already / visit) many museums together and they ... (be) to the theatre three times. Next week they ... (see) a film and then they ... (have) dinner at an expensive restaurant. Last Tuesday they ... (go) to a disco with some friends of theirs. They ... (not / come) home until very late. Sylvie ... (be) so tired at work the following day that she ... (spill) coffee all over a customer. She doesn't think she ... (see) him at the cafe again! In future she ... (not / stay) out so late and she ... (be) more Careful while she is serving customers.

III. Put the verbs into the Past Simple or Present Perfect.

1. I ... (not / finish) my homework yet.
2. We ... (not / see) him since he ... (leave) school.

3. We ... (go) to bed very early last night because we ... (be) tired.
4. They ... (move) to London 2 years ago.
5. She ... (not / ring) me since Tuesday.
6. I ... (just / see) a very interesting programme on TV.
7. I ... (see) an old friend of mine last week.
8. I ... (not / be) to a disco for months.
9. My little sister ... (not / learn) to read yet.
10. He ... (lose) his key. He ... (leave) it on the bus yesterday.
11. I ... (not / play) tennis since I was at school but I ... (be) very good at it then.
12. John ... (break) his leg. He ... (fall) off a horse last week.
13. We ... (sell) our house. Some people ... (see) it last month and ... (buy) it.
14. I ... (finish) decorating my room. I ... (paint) it last week and I ... (put up) the new curtains last night.
15. We ... (know) Kate since last year. We ... (meet) her at a party.
16. I ... (never / be) to France. I ... (want) to go last summer but I ... (can / not).
17. I ... (not / be) out since we ... (move) to our new house.
18. Tom ... (see) this film twice. The last time he ... (see) it ... (be) a week ago.

IV. Fill in with Present Perfect or Past Simple.

1. A: ... (you / see) the Bruce Lee film on TV last night?
B: No. But I ... (see) all of his films on video already this year.
2. A: I ... (live) in Germany for five years now. I ... (move) here in 1997.
B: I ... (live) in Portugal for a time, but I live in Rome now.
3. A: My Uncle Tom ... (meet) Winston Churchill.
B: That's nothing! My mum ... (meet) Prince Charles.
4. A: Where's Jane?
B: She ... (go) to America. She ... (leave) last week.
A: Really? Why ... (she / go) there?
5. A: My father ... (work) in that shop for twelve years. Then he ... (get) a job in a bank.
B: He ... (work) at the bank for quite a few years now, hasn't he?
6. A: How long ... (you / learn) Italian?
B: I ... (start) learning the language when I ... (be) twelve.

V. Put the verbs in brackets in the correct form, Present Perfect or Past Simple.

1. "Where's your key?" "I don't know. I ... (lose) it.
2. I ... (be) very tired, so I lay down on the bed and went to sleep.
3. Mary ... (go) to Australia for a while but she's back again now.
4. "Where's Ken?" "He ... (go) out. He'll be back in about an hour."

5. I did German at school but I ... (forget) most of it.
6. I meant to phone Diane last night but I ... (forget).
7. I ... (have) a headache earlier but I feel fine now.
8. Look! There's an ambulance over there. There ... (be) an accident.
9. "Is Helen still here?" "No, she ... (just / go) out."
10. The police ... (arrest) three people but later they let them go.
11. Ann ... (give) me her address but I'm afraid I ... (lose) it.?
12. Where's my bike? It ... (be) outside the house. It ... (disappear)!
13. What do you think of my English? Do you think I ... (improve)?

VI. Are the underlined parts of these sentences right or wrong? Correct the ones that are wrong.

1. Do you know about Sue? She's given up her job.
2. The Chinese have invented printing.
3. How many plays has Shakespeare written?
4. Have you read any of Shakespeare's plays?
5. Aristotle has been a Greek philosopher.
6. Ow! I've cut my finger. It's bleeding.
7. My grandparents have got married in London.
8. Where have you been born?
9. Mary isn't at home. She's gone shopping.
10. Albert Einstein has been the scientist who has developed the theory of relativity

VII. Are the underlined parts of these sentences right or wrong? Correct the ones that are wrong.

1. I've lost my key. I can't find it anywhere.
2. Have you seen the news on television last night?
3. I've, bought a new car. Do you want to see it?
4. I've bought a new car last week.
5. Where have you been yesterday evening?
6. Jenny has left school in 1991.
7. I'm looking for Mike. Have you seen him?
8. I'm very hungry. I haven't eaten anything today.
9. Diane hasn't been at work yesterday.
10. When has this book been published?

VIII. Put the verb into the correct form, Present Perfect or Past Simple.

1. I don't know where Amy is. ... (you / see) her?
2. When I ... (get) home last night, I ... (be) very tired and I ... (go) straight to bed.
3. Your car looks very clean. ... (you / wash) it?
4. George ... (not / be) very well last week.

5. Mr Clark ... (work) in a bank for 15 years. Then he gave it up.
6. Molly lives in Dublin. She ... (live) there all her life.
7. “ ... (you/go) to the cinema last night?” “Yes, but it... (be) a mistake. The film ... (be) awful.
8. My grandfather ... (die) 30 years ago. I ... (never / meet) him.
9. I don't know Carol's husband. I ... (never / meet) him.
10. A: Is your father at home?
B: No, I'm afraid he ... (go) out.
A: When exactly ... (he / go) out?
B: About ten minutes ago.
11. A: Where do you live?
B: In Boston.
A: How long ... (you / live) there?
B: Five years.
A: Where ... (you / live) before that?
B: In Chicago.
A: And how long ... (you / live) in Chicago?
B: Two years.

PAST PERFECT

Had + past participle

Affirmative	Negative	Interrogative
<i>I had worked</i>	<i>I had not worked</i>	<i>Had I worked?</i>
<i>You had worked</i>	<i>You had not worked</i>	<i>Had you worked?</i>
<i>He had worked</i>	<i>He had not worked</i>	<i>Had he worked?</i>
<i>She had worked</i>	<i>She had not worked</i>	<i>Had she worked?</i>
<i>It had worked</i>	<i>It had not worked</i>	<i>Had it worked?</i>
<i>We had worked</i>	<i>We had not worked</i>	<i>Had we worked?</i>
<i>They had worked</i>	<i>They had not worked</i>	<i>Had they worked?</i>

Past Perfect is used:

1) for past action which occurred before another action or before a stated past time

She had already left when I got home.
She had arrived by 8 o'clock.

2) for complete past action which had visible results in the past

She had cleaned the house by 6 o'clock.

3) as the past equivalent of Present Perfect

She isn't in her office. She has already left, (before a present time)
She wasn't in her office. She had already left, (before a past time)

Time expressions: before
after
just
yet
already
for
since
ever
never
till / until
when
by (the time)
by

E x e r c i s e s

I. Fill in Past Simple or Past Perfect.

1. When I ... (arrive) at the station, the train ... (leave).
2. We ... (light) the candles because the lights ... (go off).
3. When I got home I ... (discover) that somebody ... (break into) my flat.
4. The patient ... (die) before the ambulance ... (reach) the hospital.
5. John ... (eat) all the cakes by the time the other children ... (arrive) at the party.
6. When I ... (leave) the house, I ... (realise) that I ... (forget) my keys.
7. After I ... (finish) digging the garden I ... (decide) to go for a walk.
8. I ... (lend) Fiona some money only after she ... (promise) to give it back the next day.
9. They kept arguing about the money their father ... (leave) them in his will when he ... (die).
10. Kate ... (start) cooking after John ... (leave).
11. I ... (buy) Beckie a plant yesterday because she ... (sing) so well in the concert the night before.
12. When I ... (see) Julie, I ... (realise) that I ... (meet) her before.

II. Put the verbs in brackets into Past Simple or Past Perfect.

Last Monday Angie ... (get up) for work as usual and ... (go) to the kitchen to have some breakfast. But when she ... (open) the fridge, she ... (find) that her flatmate Lucy ... (drink) all the milk – not a good start to the day. So she ... (have) a quick cup of black coffee, ... (get dressed) and ... (go) out to the car. There she ... (find) that she ... (forget) to put the cover on the car the night before and there ... (be) thick frost all over the windscreen. She ... (scrape) it all off and ... (get) into the car. However, when she ... (turn) the key, nothing ... (happen).

Someone ... (leave) the headlights on and the battery ... (go) flat. She ... (be) furious as Lucy ... (use) the car last and it ... (be) her who ... (forget) to switch off the lights. Angie ... (head) for the bus stop to wait in the freezing cold.

III. Fill in with Past Simple or Past Perfect.

The biggest event in Tom's life 1) ... (happen) by chance. He 2) ... (be) 22 and he 3) ... (just / leave) college. He 4) ... (get) his degree and he was looking for a job. He 5) ... (want) to be a journalist but he 6) ... (know) he 7) ... (not / have) enough experience. You see, as a student, he 8) ... (spend) most of his time in the university theatre. He 9) ... (write) to all the newspapers but he 10) ... (not / receive) any replies. Then one day, the phone 11) ... (ring). It was a woman who 12) ... (offer) him a job as an actor. She 13) ... (see) him in a play at the university and 14) ... (enjoy) the performance. He 15) ... (take) the job and since then he's been very successful. Last night he 16) ... (discover) he 17) ... (win) an award for his performance in the play.

IV. Put the verb into the correct form, Past Perfect or Past Simple.

1. "Was Tom at the party when you arrived?" "No, he ... (go) home."
2. I felt very tired when I got home, so I ... (go) straight to bed.
3. The house was very quiet when I got home. Everybody ... (go) to bed.
4. Sorry I'm late. The car ... (break) down on my way here.
5. We were driving along the road when we ... (see) a car which (break) down, so we ... (stop) to see if we could help.

V. Most of the sentences have one verb in the wrong tense. Correct them or write right.

1. I was pleased to see my old college friends at the conference last week as we didn't see each other since we finished our course.
2. We had to wait for hours at the airport because the bad weather had delayed all the flights.
3. Many modern medicines were not invented by western scientists but by tribal people who had been using them for generations before the Europeans arrived.
4. We missed our train, so by the time we reached the theatre, the play ended and the audience was leaving the theatre.
5. At the end of their meal they found they couldn't pay the bill because they didn't bring any money with them.
6. The children were thrilled when they unwrapped the electronic toys, but when they discovered that nobody bought a battery they were very disappointed.
7. When I came out of the cinema I had found that a thief had taken my car radio.

8. At first the authorities thought the athlete had been taking drugs, but they soon realised they mixed up the results of the tests.

9. When the film star came into the restaurant I didn't recognise her because I didn't see any of her films.

10. When we reached the city centre we couldn't find a parking space, so we had decided to go by bus the next time.

VI. Complete the following conversation using the verbs supplied.

Jean has called to see her boyfriend Gary.

Gary: Jean, I'm surprised to see you.

Jean: Well, I think you owe me an explanation.

Gary: Me? What about you? I ... (see) you in the cafe last night. We ... (arrange) to meet at the cinema, if you remember.

Jean: So why ... (you / not / come) into the cafe if you saw me?

Gary: I ... (be) too angry. And cold. I ... (wait) outside the cinema for three-quarters of an hour.

Jean: But why? ... (you / not / get) my note?

Gary: What note?

Jean: The note I ... (leave) here yesterday afternoon. When I ... (go) past the cinema yesterday lunchtime I ... (notice) that they ... (change) the film. So I ... (put) a note under your door to tell you.

Gary: I ... (not / find) any note.

Jean: It must be here. Let me look. Yes. Oh dear. I'm afraid it... (slip) under the mat.

Gary: Oh. I'm sorry I was angry. It's just that, well, while I ... (wait), I was worried about ... (what / happen) to you. And then, I ... (see) you in the cafe. You ... (laugh) with your friends and I ... (realise) that you ... (sit) there quite comfortably with them all evening. I ... (just / lose) my temper.

Jean: Never mind. Let's forget it. Where shall we go now?

FUTURE PERFECT

Affirmative	Negative	Interrogative
<i>I will have worked</i>	<i>I will not have worked</i>	<i>Will I have worked?</i>
<i>You will have worked</i>	<i>You will not have worked</i>	<i>Will you have worked?</i>
<i>He will have worked</i>	<i>He will not have worked</i>	<i>Will he have worked?</i>
<i>She will have worked</i>	<i>She will not have worked</i>	<i>Will she have worked?</i>
<i>It will have worked</i>	<i>It will not have worked</i>	<i>Will it have worked?</i>
<i>We will have worked</i>	<i>We will not have worked</i>	<i>Will we have worked?</i>
<i>They will have worked</i>	<i>They will not have worked</i>	<i>Will they have worked?</i>

Future Perfect is used:

for actions which will be finished before a stated future time

She will have come back by the end of July.

Note: *by or not...until/till* are used with Future Perfect. *Until/till* are normally used with Future Perfect only in negative sentences

She will have finished by 8 o'clock. (not: until/till)

She won't have finished until 8 o'clock.

Time expressions: before

by or not

by then

by the time

until/ till

E x e r c i s e s

I. Fill the correct Present or Future forms.

We 1) ... (go) on holiday next Friday. The plane 2) ... (leave) at 5.00 am, so we 3) ... (sunbathe) in Bermuda by lunchtime! We've got a lot of luggage and neither of us wants to drive so we 4) ... (get) a taxi to the airport. My sister has never flown before so she 5) ... (probably / be) quite nervous. I 6) ... (have to) sit by her and hold her hand all the time. By the time we get there, we 7) ... (fly) for quite a long time and so we 8) ... (be) quite tired. However, I hope we 9) ... (recover) by 8 o'clock, in time to go to the welcoming party!

II. Put the verb into the correct form, Future Continuous or Future Perfect.

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

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

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

4. A: Can we meet tomorrow afternoon?

B: Not in the afternoon. ... (I / work).

5. B has to go to a meeting which begins at 10 o'clock. It will last about an hour.

A: Will you be free at 11.30?

B: Yes, ... (the meeting / finish) by that time.

6. Tom is on holiday and he is spending his money very quickly. If he continues like this ... (he / spend) all his money before the end of his holiday.

7. Chuck came to Britain from the USA nearly three years ago. Next Monday it will be exactly three years. So on Monday ... (he / be) in Britain for exactly three years.

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

9. Jane is from New Zealand. She is travelling around Europe at the moment. So far she has travelled about 1,000 miles. By the end of the trip ... (she / travel) more than 3,000 miles.

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

11. A: ... (you/see) Laura tomorrow?

B: Yes, probably. Why?

A: I borrowed this book from her. Can you give it back to her?

PRESENT PERFECT CONTINUOUS

Have/has been + verb -ing

Affirmative	Negative	Interrogative
<i>I have been working</i>	<i>I have not been working</i>	<i>Have I been working?</i>
<i>You have been working</i>	<i>You have not been working</i>	<i>Have you been working?</i>
<i>He has been working</i>	<i>He has not been working</i>	<i>Has he been working?</i>
<i>She has been working</i>	<i>She has not been working</i>	<i>Has she been working?</i>
<i>It has been working</i>	<i>It has not been working</i>	<i>Has it been working?</i>
<i>We have been working</i>	<i>We have not been working</i>	<i>Have we been working?</i>
<i>They have been working</i>	<i>They have not been working</i>	<i>Have they been working?</i>

Present Perfect Continuous is used:

1) for actions which started in the past and continue up to the present

I've been packing my case all morning.

He's been writing a letter for two hours.

2) for past action of certain duration which have visible results or effects in the present

They have been walking in the rain.

She's been crying.

3) for actions expressing irritation, anger, annoyance, explanation or criticism

Has the dog been chewing on my slippers?

Who has been using my toothbrush?

4) to put emphasis on duration, usually with "for", "since" or "how long"

I've been typing letters since 9 o'clock.

Time expressions: for
since
how long

With the verbs **live**, **feel** and **work** we can use either Present Perfect or Present Perfect Continuous with no difference in meaning.

I've been living in London for a year.

I've lived in London for a year.

E x e r c i s e s

I. Put the verb into the more suitable form, Present Perfect or Present Perfect Continuous.

1. Where have you been? ... (you / play) tennis?
2. Look! Somebody ... (break) that window.
3. You look tired. ... (you / work) hard?
4. " ... (you / ever / work) in a factory?" "No, never."
5. "Jane is away on holiday." "Oh, is she? Where ... (she / go)?"
6. My brother is an actor. He ... (appear) in several films.
7. "Sorry I'm late." "That's all right. I ... (not / wait) long."
8. "Is it still raining?" "No, it ... (stop)."
9. I ... (lose) my address book. ... (you / see) it anywhere?
10. I ... (read) the book you lent me but I ... (not / finish) it yet.
11. I ... (read) the book you lent me, so you can have it back now.

II. Use the words given to complete the sentences. Put the verbs in the Present Perfect Simple or Present Perfect Continuous.

1. John's terribly upset. He ... (break) off his engagement to Megan. Apparently she ... (see) someone else while he ... (be) in Africa.
2. Can you translate this note from Stockholm? I understood Swedish when I was a child, but I ... (forget) it all.
3. What's that dent in the side of the car? ... (you / have) an accident?
4. I'm sorry, John's not here; he ... (go) the dentist. He ... (have) trouble with a tooth.
5. This cassette recorder is broken. ... (you / play about) with it?
6. Your Italian is very good. ... (you / study) it long?
7. Do you mind if I clear the table? ... (you / have) enough to eat?
8. I'm not surprised he ... (fail) that exam. He ... (not / work) hard recently.
9. Oh no! The children ... (cook). Look at the state of this kitchen!
10. How many times ... (Wendy / be) late for work this week?

11. I'm going to give that cat some food. It... (sit) on the doorstep for hours. I'm sure it's starving.
12. I ... (do) grammar exercises all morning. I deserve a treat for lunch.
- 13.... (you / not / buy) your mother a present? That's really mean of you!
14. I saw Katie yesterday. She ... (work) in Australia for the past year. Did you know?
15. Now where are my keys? This is the third time I ... (lose) them today!
16. ... (you / ever / play) chess? You should try it. I'm sure it's the sort of game you'd like.
17. Oh, do be quiet. You ... (grumble) all day!
18. Your tennis ... (really / improve)! ... (you / practise) in secret?

III. Complete the following conversation with verbs from the box. Use the Present Perfect Simple or Continuous. You will need to use some of the verbs more than once. Read the whole conversation before you start.

be / come / do / drive / find / have / look / manage
--

Jane is being interviewed by Mrs Carr for a job working with young children.

- Mrs Carr: Come in Jane, do take a seat. Would you like a coffee?
- Jane: Thank you, actually I ... (just) one.
- Mrs Carr: Oh good. Now, do you know this area at all?
- Jane: Quite well. My grandparents live just on the outskirts of town so I ... here for holidays since I was little. I'm staying with them at the moment, actually.
- Mrs Carr: Oh, that's nice. And do you have a driving licence?
- Jane: Yes. I ... for four years now.
- Mrs Carr: And would you say you're a careful driver?
- Jane: Yes, I think so. At least I ... (never) an accident.
- Mrs Carr: Good. Now, could you tell me why you think you would be right for this job?
- Jane: Well, I ... (always) interested in working with small children. And I ... to get quite a bit of practical experience by taking holiday jobs and so on.
- Mrs Carr: How do you think you would cope in an emergency?
- Jane: I'm quite a calm person, I think. I ... a first aid course, too. I got this badge.
- Mrs Carr: Oh, yes. That's good. Now, this job isn't permanent, as you know. We need someone for about a year. How would that fit with your long-term plans?

Jane: I'd like to work abroad eventually. But I want some full-time experience first. I ... a Nursery Teacher's course this year. We finish next week, in fact, and I've already got a Child Care certificate.

Mrs Carr: Well, I can't make any promises, but you do sound just the sort of person we're looking for. When would you be able to start?

Jane: As soon as I finish my Nursery Teacher's course.

Mrs Carr: Excellent. And would you live with your grandparents?

Jane: Well, they live a bit far away. I'd probably try to get a small flat. I ... in the paper every day, but I ... (not) anything yet.

Mrs Carr: Well, if you get the job, we'll try to help you. Now, would you like to come and meet some of the children?

Jane: Oh, yes.

Mrs Carr: Right, if you'll just follow me then...

PAST PERFECT CONTINUOUS

Had been + verb -ing

Affirmative	Negative	Interrogative
<i>I had been working</i>	<i>I had not been working</i>	<i>Had e I been working?</i>
<i>You had been working</i>	<i>You had not been working</i>	<i>Had you been working?</i>
<i>He had been working</i>	<i>He had not been working</i>	<i>Had he been working?</i>
<i>She had been working</i>	<i>She had not been working</i>	<i>Had she been working?</i>
<i>It had been working</i>	<i>It had not been working</i>	<i>Had it been working?</i>
<i>We had been working</i>	<i>We had not been working</i>	<i>Had we been working?</i>
<i>They had been working</i>	<i>They had not been working</i>	<i>Had they been working?</i>

Past Perfect Continuous is used:

- 1) for an action continuing over a period up to a specific time in the past
He had been waiting for an hour before she arrived.
She had been working as a clerk for 10 years before she resigned.
- 2) for a past action of certain duration which had visible results in the past
She was tired. She had been cleaning the house all morning.
They were wet because they had been walking in the rain.
- 3) as the past equivalent of Present Perfect Continuous
She is tired. She has been working hard all morning. (present time)
She was tired. She had been working hard all morning. (past time)

Time expressions: for
since

Exercises

I. Put the verbs in brackets into Past Perfect or Past Perfect Continuous.

Mr Thomas was exhausted. He ... (have) the worst morning of his life. Everything ... (go) wrong. He ... (drive) to work for half an hour when suddenly his car broke down. Not wanting to be late he decided to start walking and try to catch a bus. After he ... (walk) for over an hour, it began to rain. However, just at that moment a taxi appeared and Mr Thomas jumped in. When he arrived at the office, he realised that he ... (leave) his wallet in his own car and he had no money to pay the driver. He rushed into the office, followed by the angry taxi driver. However, an important business meeting ... (just / start). Mr Thomas was wet and dirty because it ... (rain) and his boss was very angry because he ... (wait) for him to arrive for over an hour. After explaining what ... (happen) to his boss, Mr Thomas borrowed a car and went home to change. When he arrived home he realised to his horror that someone ... (break into) his house. What a morning!

II. Fill in with Past Perfect or Past Perfect Continuous.

When I entered the house something smelt awful. Someone ... (cook) and ... (burn) the meal. I ... (visit) the house once before and ... (meet) the family but I didn't know what ... (happen) since then. The house was a mess. The children ... (play) in the living-room and ... (leave) their toys all over the floor. Someone ... (leave) all the windows open. It ... (rain) for hours and all the curtains ... (get) wet and dirty. I asked the children where their parents were. They told me that their mother ... (be) in hospital for the past two weeks. Their father ... (look after) them since then. Obviously he ... (do) his best, but he couldn't do any better since he worked all morning and had to leave them alone most of the day. I had to do something to help them.

III. Put the verb into the most suitable form, Past Continuous, Past Perfect or Past Perfect Continuous.

1. It was very noisy next door. Our neighbours ... (have) a party.
2. We were good friends. We ... (know) each other for a long time.
3. John and I went for a walk. I had difficulty keeping up with him because he ... (walk) so fast.
4. Mary was sitting on the ground. She was out of breath. She ... (run).
5. When I arrived, everybody was sitting round the table and talking. Their mouths were empty but their stomachs were full. They ... (eat).
6. When I arrived, everybody was sitting round the table with their mouths full. They ... (eat).
7. Jim was on his hands and knees on the floor. He ... (look) for his contact lens.

8. When I arrived, Kate ... (wait) for me. She was rather annoyed with me because I was late and she ... (wait) for a very long time.

9. I was sad when I sold my car. I ... (have) it for a very long time.

10. We were extremely tired at the end of the journey. We ... (travel) for more than 24 hours.

IV. Fill in with an appropriate past form.

In 1894 a steamship 1) ... (sail) across the Atlantic Ocean from England to America. The sun 2) ... (shine) and a gentle breeze 3) ... (blow). The ship 4) ... (sail) for three weeks and was halfway to its destination – New York. The passengers 5) ... (relax) on deck when suddenly they 6) ... (hear) a loud bang. They all 7) ... jump up, 8) ... (run) to the edge of the boat and 9) ... (look) over the side. To their horror they saw that they 10) ... (hit) some hard object which 11) ... (tear) a hole in the side of the ship. Water 12) ... (pour) into the steamship at an alarming speed. Fortunately another ship arrived half an hour later, just in time to save everyone on board.

V. Complete the sentences using any appropriate past forms.

1. What ... when the fire started?
2. I could tell she ... because her eyes were red.
3. She ... when she slipped and landed on the ice.
4. My arm ... for two weeks, before I went to the doctor.
5. She got on the motorbike and ... away.
6. He ... the road when a flower pot fell on his head.
7. While Sally ... dinner Steve was laying the table.
8. The patient... in hospital for five weeks before he fully recovered.
9. He was upset because he ... the exam.
10. Nobody knew where Jane ... the front door key.
11. Tom ... tennis every day for months before entering his first tournament.

VI. Fill in: used to, be used to, would or was going to.

Although my friend Tom has lived in the city for three years he still 1) ... it. He 2) ... live in the country so he 3) ... living in a more peaceful environment. His first few days in the city were so unpleasant that he 4) ... move straight back home, but he found a job and decided to stay. That's when I met him. He 5) ... come into my office with the coffee every morning and he 6) ... often stop and talk for a while about what his life 7) ... be like in the country. His family 8) ... have their own vegetable garden and his mother 9) ... prepare wonderful meals. In autumn they 10) ...go for long walks and they 11) ... collect wild mushrooms and fruit. Tom made it sound so wonderful that, at one point last year, I 12) ... quit my job and leave town forever. But I didn't. I 13) ... too ... the noise and excitement of the city to ever feel at home in the country.

FUTURE PERFECT CONTINUOUS

Affirmative	Negative	Interrogative
<i>I will have been working</i>	<i>I will not have been working</i>	<i>Will I have been working?</i>
<i>You will have been working</i>	<i>You will not have been working</i>	<i>Will you have been working?</i>
<i>He will have been working</i>	<i>He will not have been working</i>	<i>Will he have been working?</i>
<i>She will have been working</i>	<i>She will not have been working</i>	<i>Will she have been working?</i>
<i>It will have been working</i>	<i>It will not have been working</i>	<i>Will it have been working?</i>
<i>We will have been working</i>	<i>We will not have been working</i>	<i>Will we have been working?</i>
<i>They will have been working</i>	<i>They will not have been working</i>	<i>Will they have been working?</i>

Future Perfect Continuous is used:

for duration of an action up to a certain time in the future

By the end of this year she will have been working here for two years.

Time expressions: by ... for

E x e r c i s e

Fill in the correct Present or Future forms.

If you 1) ... (want) to travel long distances on your bicycle, you must learn how to mend a puncture. As soon as your tyre 2) ... (become) flat, get off the bike or you 3) ... (damage) the wheel. Then turn the bicycle upside down. Once it 4) ... (be) in position, remove the tyre using tyre levers or, if you 5) ... (have) nothing else, use spoons. When the tyre 6) ... (be) off, pump up the inner-tube. Put it in some water and turn it until you 7) ... (see) bubbles coming from it. This is your puncture. Before you 8) ... (apply) the patch, you must clean and dry the area around the hole. After this you 9) ... (put) glue around the hole and wait until it 10) ... (dry) a little. Then select a suitably sized patch. Stick the patch over the hole and don't forget to put some chalk over it. Unless you do this, the inner-tube 11) ... (stick) to the inside of the tyre. Replace the tube, pump up the tyre and ride away. I don't know if you 12) ... (be able to) remember all this, but it's worth trying because you never know when it 13) ... (be) useful to you.

REVISION

I. Choose the correct item.

1. It ... now.
 - a) snows
 - b) snowed
 - c) is snowing
2. Do you like spaghetti? Yes,
 - a) do I
 - b) I do
 - c) I don't
3. She ... tennis well.
 - a) play
 - b) doesn't play
 - c) don't play
4. Ann ... coffee now.
 - a) drank
 - b) drink
 - c) is drinking
5. She ... to Institute yesterday,
 - a) is going
 - b) goes
 - c) went
6. Look at him! He
 - a) is swimming
 - b) swam
 - c) swims
7. This book ... to me.
 - a) belongs
 - b) belong
 - c) is belonging.
8. We ... abroad last summer.
 - a) travel
 - b) travels
 - c) travelled

II. Find the mistake and correct it.

1. She writes a letter last Monday.
2. He is knowing my father.
3. Jane didn't came to school yesterday.
4. He always sing in the bath.
5. She has a bath at the moment.
6. I doesn't know his name.

III. Choose the correct item.

1. Next Sunday ... the National Museum.
 - a) I'm going to visit
 - b) I visit
 - c) I haven't visited
2. When I was young I ... in a village.
 - a) have lived
 - b) am living
 - c) lived
3. He ... in the office 10 minutes.
 - a) wasn't
 - b) won't be
 - c) hasn't been
4. My grandfather ... on the sofa at the moment.
 - a) lies
 - b) is lying
 - c) has lain
5. ... I help you with the dishes?
 - a) will
 - b) shall
 - c) am I going
6. My friend can drive but he ... a car.
 - a) didn't get
 - b) doesn't get
 - c) hasn't got
7. At the moment Nick ... his new car.
 - a) is driving
 - b) drives
 - c) will drive
8. How long ... in New York?
 - a) have you ... been
 - b) are you
 - c) did you go
9. I promise I ... you a new sweater.
 - a) am going to buy
 - b) bought
 - c) will buy

IV. Find the mistake and correct it.

Will I help you with cooking?

She has worked here since a month.

I left for Paris at 10.00 tomorrow.
It often is cold in December.
We didn't went on holiday last summer.
Brian just left.
I hope I'm going to pass the test.
John went to ski yesterday.

V. Choose the correct item.

1. What are you cooking? It ... very nice!
 - a) is smelling
 - b) smells
 - c) smelt
2. John ... very hard at the moment
 - a) worked
 - b) has worked
 - c) is working
3. ...I help you carry those bags? Yes, please.
 - a) Shall
 - b) Will
 - c) Do
4. I ... a new bike last week
 - a) bought
 - b) have bought
 - c) will buy
5. They ... in England for twenty years
 - a) are living
 - b) live
 - c) have lived
6. We always ... fish on Fridays
 - a) are going to eat
 - b) eat
 - c) eats
7. I ... Elvis Presley in 1965
 - a) have seen
 - b) saw
 - c) am seeing
8. Why have you got those flowers? Because I ... my aunt in hospital.
 - a) will visit
 - b) am going to visit
 - c) visit

VI. Find the mistake and correct it.

1. We are going swimming on Saturdays.
2. I have written a book last year.
3. Look out! The wall will fall down.
4. Will we go to the beach tomorrow?
5. He have seen that film three times.
6. I have been a teacher since two years.
7. Helen is not here. She's been to the cinema.

VII. Fill in the correct tense.

Sue Thomas is a fashion designer. She ... (make) clothes ever since she ... (be) a young girl. She ... (get) her first job in a clothes factory when she was sixteen. She ... (sew) buttons onto a shirt one day when she ... (have) a brilliant idea for a design. After she ... (speak) to her bank manager, she got a loan and she ... (open) her own little workshop. Now she ... (make) lots of money. Next year she ... (open) a shop which will sell all her own designs. She ... (sell) clothes to a lot of famous people, including film stars and singers, and she ... (think) she will be very rich soon.

VIII. Fill in the correct tense.

Kevin Adams ... (love) trains. He first ... (see) one when he was four years old and he ... (think) it was great. He ... (go) to a different railway station every week and ... (write down) the engine number of every train he sees. He ... (do) this since he was eight. By the time he was fifteen he ... (collect) over ten thousand different engine numbers in various counties. Once, while he ... (stand) in a station in Cheshire he saw something very unusual. He ... (wait) for over an hour for a train to go by when suddenly he ... (see) a very old steam train coming down the track. It ... (not / stop) at the station and, as it passed, Kevin noticed that all the passengers ... (wear) old-fashioned clothes. When he told the station guard about this, the poor man turned pale. He said that no steam train ... (pass) through that station for years, and that the last one ... (crash), killing everyone on board.

IX. Fill in the correct verb forms.

I ... (remember) the first flight of Concorde, the aeroplane which ... (build) with the co-operation of the British and French Governments. I ... (stay) at my grandparents' house in Bristol. My granddad ... (be) retired by that time, but he ... (work) at the factory that built Concorde. That morning we ... (have) breakfast early, as granddad ... (promise) that he ... (take) us to the factory ... (watch) Concorde take off. As we ... (walk) towards the factory, we ... (join) by many other people. Finally, we ... (arrive) at a bridge near the factory where hundreds

of people ... (stand). Some ... (wait) there for over two hours. Minutes later we ... (get) our first sight of Concorde. It ... (be) beautiful. It was the longest and thinnest plane I ... (ever/see). I'll never forget ... (watch) it take off and disappear into the clouds.

X. Choose the correct item.

1. Jane ... Spanish for five years now.
 - a) teaches
 - b) is teaching
 - c) taught
 - d) has been teaching
2. "Did you speak to John?" "Yes, he ... his homework when I phoned him."
 - a) did
 - b) has done
 - c) was doing
 - d) does
3. "Are you coming out with us?" "I can't, I ... late tonight."
 - a) will work
 - b) am working
 - c) have worked
 - d) had worked
4. Would you mind ... the TV down?
 - a) to turn
 - b) turn
 - c) have turned
 - d) turning
5. "Did you grow up in the city?" "No. When we were children we ... in the country"
 - a) would live
 - b) have lived
 - c) had lived
 - d) used to live
6. I think that Dave ... a new car this year.
 - a) had bought
 - b) will buy
 - c) buys
 - d) have bought
7. She said that she ... the actor several times before.
 - a) met
 - b) was meeting
 - c) meets
 - d) had met

8. After we ..., we can go to the cinema.
 - a) eat
 - b) will eat
 - c) ate
 - d) had eaten
9. The money ... not enough to pay the bill.
 - a) are
 - b) were
 - c) has
 - d) was
10. Paul asked Sally when ... go out with him.
 - a) would she
 - b) will she
 - c) she would
 - d) she will

X. Put the verbs in brackets into the correct tense.

Before Lucy 1) ... (start) her new job last month, she 2) ... (tell) by the manager that she 3) ... (have to) dress very smartly. Although she 4) ... (not / have) much money, she decided 5) ... (suit / make) by a tailor. She 6) ... (choose) the finest silk, which the tailor 7) ... (just/deliver) from China. Lucy knew it 8) ... (probably / cost) a lot but she 9) ... (think) she would be able to afford it. When the suit 10) ... (finish), she 11) ... (shock) to find out that it cost \$ 1000. She wished she 12) ... (ask) the price beforehand! If she had, she 13) ... (not / have to) sell her car to pay for it. Now she 14) ... (feel) silly in her silk suit when she 15) ... (ride) to work on a bicycle.

XI. Put the verbs in brackets into the correct form.

1. Martha usually ... (visit) her grandfather every weekend.
2. His eyes are hurting because he ... (forget) to put on his sunglasses.
3. I'm exhausted; I think I ... (go) to bed.
4. It was kind of you ... (invite) me to dinner.
5. She's really looking forward to ... (meet) you.
6. I've been looking for Sue for hours, but I ... (not / be / able to) find her yet.
7. When I was in Africa, I ... (bite) by a poisonous spider.
8. If you ... (remember) to bring your cheque book, you would have been able to pay for your meal.
9. She ... (play) that computer game since 7 o'clock this morning!
10. ... (talk) to my mother on the phone when I heard the scream.
11. Do you think you ... (finish) that book by tomorrow?

12. Tom suggested ... (go) for a picnic, but I didn't feel like it.
13. He allowed me ... (borrow) his motorbike.
14. She had to cycle to work while her car ... (repair).
15. Your father will be disappointed with you if you ... (not /pass) the test.

XII. Put the verbs in brackets into the correct tense.

When Francis Lee was a boy he 1) ... (want) to be an astronaut. He 2) ... (watch) TV one day in 1969 when he 3) ... (see) Neil Armstrong walk on the moon. Since then he 4) ... (always / dream) of doing the same. Every night when there is a full moon, he 5) ... (stare) up at it for hours and 6) ... (imagine) himself walking around on it. At the moment, however, he 7) ... (work) as a night-watchman at a meat factory. He 8) ... (do) the same job since he left school fifteen years ago, but he still hopes that one day his dream 9) ... (come) true. He 10) ... (hear) that in the 21st century they 11) ... (sell) tickets to fly to the moon. For this reason he 12) ... (save) half of his wages every month for the past two years.

XIII. Put the verbs in brackets into the correct tense.

Tom Wilson 1) ... (be) an explorer. He 2) ... (be) to nearly every country in the world, but the most exciting time he 3) ... (ever / have) was when he 4) ... (go) to the Congo jungle. A magazine 5) ... (ask) him to retrace the route of a famous explorer who 6) ... (disappear) in the 1920's. As he 7) ... (follow) a small river he got separated from his guides. He 8) ... (go on alone), hoping he 9) ... (find) them, but instead he 10) ... (encounter) a group of natives. He 11) ... (stay) with them for several days and 12) ... (find out) that a very old woman 13) ... (actually/meet) the famous explorer. She 14) ... (know) how he 15) ... (die). Tom 16) ... (become) very friendly with the natives and now he 17) ... (plan) to go back and see them again. He is sure they 18) ... (welcome) him back.

XIV. Choose the correct form of the verbs.

1. My sister *has been / was* interested in medicine ever since she *has been / was* a child.
2. How long have you studied/did you study before you *have qualified / qualified!*
3. Where *have you first met / did you first meet* your husband?
4. Is this the first time *you've cooked / you cooked* pasta?
5. We have wanted/wanted to go to the theatre last night, but there *haven't been / weren't* any seats.
6. Oh dear. What can we do? I'm sure something dreadful *has happened / happened; we've been waiting / we waited* over an hour and he *hasn't phoned / hasn't been phoning* yet.

7. We *have posted / posted* the parcel three weeks ago. If you still *haven't received / didn't receive* it, please inform us immediately.

PASSIVE VOICE

The passive is formed with the appropriate tense of the verb:
to be + past participle

Active Voice	Passive Voice
Present Simple	
He delivers letters.	Letters are delivered.
Past Simple	
He delivered the letters.	The letters were delivered.
Present Perfect	
He has delivered the letters.	The letters have been delivered.
Future Simple	
He will deliver the letters.	The letters will be delivered.
Past Perfect	
He had delivered the letters.	The letters had been delivered.
Present Continuous	
He is delivering the letters.	The letters are being delivered.
Past Continuous	
He was delivering the letters.	The letters were being delivered.
Infinitive	
He has to deliver the letters.	The letters have to be delivered.
Modals	
He may deliver the letters.	The letters may be delivered.
Modal + be + past part.	
He must deliver the letters.	The letters must be delivered.

The Passive is used:

1) when the agent (the person who does the action) is unknown, unimportant or obvious from the context

- Jane was shot.* (We don't know who shot her.)
- This church was built in 1815.* (unimportant agent)
- He has been arrested.* (obviously by the police)

2) to make more polite or formal statements

- The car hasn't been cleaned.* (more polite)
- You haven't cleaned the car.* (less polite)

3) when the action is more important than the agent, as in processes, instructions, events, reports, headlines, news items, and advertisements

30 people were killed in the earthquake.

4) to put emphasis on the agent

The new library will be opened by the Queen.

Changing from Active into Passive

The object of the active verbs becomes the subject in the new sentence. The active verb changes into a passive form and the subject of the active verb becomes the agent. The agent is introduced with “by” or it is omitted.

	Subject	Verb	Object (agent)
Active:	<i>Picasso</i>	<i>Painted</i>	<i>that picture.</i>
Passive:	<i>That picture</i>	<i>was painted</i>	<i>by Picasso.</i>

After modal verbs (*will, can, must, have to, should, may, ought to*) we use **be + Past Participle**.

You can use the machine for cutting bread.

The machine can be used for cutting bread.

With verbs taking two objects it is more usual to begin the passive sentence with the person.

I sent her some roses. She was sent some roses. (more usual)

Some roses were sent to her. (less usual)

We put the agent (the person who does the action) into the passive sentence only if it adds information. When the agent is unknown, unimportant or obvious it is omitted. Agents such as people (in general), they, somebody – are omitted.

Bell invented the telephone.

The telephone was invented by Bell. (The agent is not omitted because it adds information.)

Somebody murdered him. He was murdered. (Unknown agent is omitted.)

The police arrested him. He was arrested. (Obvious agent is omitted.)

E x e r c i s e s

I. Put the verbs in brackets into the correct Passive form.

There is an old castle in Norwich which ... (believe) to ... (haunt). It ... (call) North Castle and it ... (say) that ghosts can ... (see) there at night. The castle ... (build) 400 years ago and ... (own) by two old ladies who ... (believe) to be witches. One day, long ago, they both disappeared and they ... (never / see) again. In 1985 the castle ... (buy) by a businessman and ... (convert) into a luxurious hotel. The castle ... (visit) by quite a few guests every year and special groups ... (organise) to watch for ghosts. It has been a long time since any ghosts ... (see), but one night a trick ... (play) on some visitors by a local couple, who dressed up as the two “witches”. They ... (see) by a guest, who said she ... (frighten) almost to death. The couple apologised the next day, and ... (tell) never to visit the castle again, certainly not in the middle of the night dressed up as witches.

II. Put the verbs in brackets into the correct Passive form.

Professor Higgins, who ... (award) a major science prize last month, ... (invite) to take part in a conference which ... (hold) in London last week. He ... (meet) at the airport by a driver who, unfortunately, ... (give) the name of the wrong hotel to take the professor to. A large reception ... (organise) for the professor, and at least 200 eminent scientists ... (invite) to meet him that evening. The poor professor, however, ... (leave) at a small hotel in a rather bad area, and when he asked to speak to the Head of the Conference Committee he ... (tell) to try somewhere else because he ... (not / hear of) there. Luckily, later that evening, the driver ... (send) to the hotel where the reception ... (hold), and when he ... (ask) what he had done with the professor, everyone realised that a mistake ... (make). The professor says that if he ... (ever / send) another invitation to a conference, he hopes it ... (organise) more efficiently.

III. Turn from Active into Passive.

1. An expert is restoring the antique car.
2. Steven Spielberg has directed a lot of successful films.
3. The judge has fined him 300\$.
4. A number of reporters will meet the professor at the airport.
5. A famous designer is going to redecorate the President's house.
6. The Romans founded Bath in the first century A.D.
7. A nightmare woke Mary up.
8. The Muslims celebrate Ramadan.
9. Van Gogh painted “Sunflowers”.
10. Astronauts are exploring space.
11. Scientists might discover a cure for cancer.

12. Someone should help the old woman across the street.
13. They might have arrested the escaped prisoner.
14. They should have provided more food at the reception.
15. They ought to warn the public about him.
16. They should build more bus lanes.
17. They could have written the answers more clearly.

IV. Turn from Active into Passive.

1. The ancient Greeks built the Acropolis.
2. Martin is writing the company report this year.
3. Somebody will clean the room tomorrow.
4. They put fresh flowers in the hotel rooms every day.
5. Bad weather may delay your flight.
6. They gave Sandy a present.
7. They think the president is dying.
8. They may hear her cry.
9. The mechanic has repaired the car.
10. The bomb destroyed the building.

V. Fill in the past Continuous Passive or the Perfect Passive.

1. They didn't leave the restaurant until the bill ... (pay).
2. I couldn't go to my favourite cafe for a drink. It ... (redecorate).
3. He ... (take) to the hospital when the ambulance crashed.
4. The search was called off. The escaped criminal ... (find).
5. When I looked for my television set I couldn't find it. I had forgotten it ... (repair).
6. By the time I returned from work, my new washing machine ... (deliver).
7. I didn't go to her party because I ... (not / invite).

VI. Rewrite the following passage in the Passive.

Somebody left a box on the No. 53 bus last night. A woman found it under her seat. She gave it to the bus driver. No one knows where it came from. The police are making enquiries now. The police are searching for the owner of the box because they have found a bomb in it. They hope they will arrest the person soon.

VII. Fill in the correct tense. Use Passive or Active Voice according to the context.

When she heard that her dog ... (kill), she burst into tears.
 We hope that the missing money ... (find) soon.
 A new bridge ... (build) at the moment.

When she discovered that Tom ... (eat) all the biscuits she got very angry.
 It's no use trying – you ... (waste) your time.
 A lot of money ... (spend) on weapons nowadays.
 Too many offices ... (build) in London over the last ten years.
 The President ... (give) a speech next Monday.
 The driver ... (go) too fast when he hit the child.

VIII. Rephrase the following sentences.

1. People say that the company is having problems.
 The company ... *is said to be having problems.*
2. Everyone thought that he was lying.
 It
3. People believe that a spy revealed the secret.
 A spy
4. Journalists report that the war is over.
 The war
5. People expect that she will win an Oscar.
 It
6. Someone should clean up this mess.
 This mess
7. The crew had not checked the plane before we boarded.
 The plane
8. Everyone expects that it will rain this weekend.
 It
9. They will execute the prisoner tomorrow.
 The prisoner
10. They sold the car factory to a German company.
 The car factory.....
11. People believe he is the richest man in the world.
 He

IX. Change from Active to Passive.

They sent John to boarding school at the age of ten. Before he left they gave him some spending money and his father told him to obey his teachers. They had never sent him away on his own before, so he felt a bit nervous on the train, although he knew that somebody would pick him up at the station. When he arrived at the school they showed him to his room and he realised that he would have to share it with twenty other boys! But after some older boys had taken him round the school and invited him to play football, he knew he would be happy there.

X. Turn from Passive into Active.

1. He was hit by a falling brick.
2. She was employed by an international company.
3. This essay was written by Sandra.
4. The burglar might have been arrested.
5. He has been sent a parcel.
6. Roger was seen to leave.
7. The kidnappers are known to have left the country.
8. The exhibition will be opened by the mayor.
9. It is hoped that the economy will improve.

REVISION

I. Put the verbs in brackets into the correct passive form.

Something should 1) ... (do) to protect holidaymakers from awful experiences. So many articles 2) ... (write) so far in newspapers and magazines warning tourists to guard against being victims of tricksters. The brochure advertisements ought to 3) ... (approve) by ABTA before 4) ... (publish) to ensure that the details which 5) ... (give) aren't misleading or inaccurate. Mr and Mrs Brown had a typical bad holiday experience. They arrived at the old hotel which was situated in the middle of nowhere. The brochure claimed that it 6) ... (build) recently, but it was obvious that it was old. It 7) ... (not / decorate) for years and the paint was peeling off the walls. The previous owners had sold the hotel, which 8) ... (buy) by an elderly couple. They 9) ... (advise) by their children to employ staff to manage it but, unfortunately, people 10) (still / interview) at the time when Mr and Mrs Brown arrived. Food 11) ... (not / serve) in the restaurant and guests 12) ... (expect) to make their own arrangements. As if that wasn't enough, when they went to their rooms, they found the bed linen 13) ... (not change) after the previous occupants. As far as Mr and Mrs Brown were concerned the hotel should 14) ... (close) until adequate staff 15) ... (employ). It is certainly nothing like the hotel which 16) ... (describe) in the brochure.

II. Put the verbs in brackets into the correct Passive form.

Last week a new leisure centre 1) ... (open) in the town of Halden. The centre 2) ... (believe) to be the largest in Europe and it 3) ... (hope) that it 4) ... (visit) by over 40,000 people a month. The centre 5) ... (plan) for over ten years, but it 6) ... (only / make) possible by a large government grant. Unfortunately, it 7) ... (not / finish) yet, but it 8) ... (think) that it 9) ... (complete) by next month. The centre includes an Olympic-size swimming pool and fifty tennis courts which 10) ... (can / book) by phone. The gym 11) ... (claim) to be the most modern in the country. The equipment 12) ... (buy) in Germany and training 13)

... (provide) by five top instructors. Entrance fees are cheap because half the cost
14) ... (pay) by the local council, so many local people will be able to afford
them.

III. Rewrite the following passage in the Passive.

My parents own the best restaurant in our town. Last weekend my father dismissed the head waiter as he had stolen stock from the cellar. My father is going to hire a new waiter as he is doing all the work by himself at the moment. He asked me to help serve the food. However, I mixed up all the orders and the customers made several complaints. I'm sure my father will never ask me to help him again!

IV. Use the Active or the Passive in any appropriate form of the verbs in brackets.

1. Although the cheetah is the fastest animal in the world, it is in danger of becoming extinct if it continues ... (kill) for its skin.

2. The children ... (frighten) by the story. It was about ghosts, witches and evil spirits.

3. Derek crashed his mother's car, and now they can't go on holiday. It ... (cannot / repair) quickly, because the front end ... (knock) into the wheel, making it unmoveable.

4. Yesterday we had a surprise party for Albert's birthday. While Mary ... (take) him to a show, we ... (gather) at his apartment. When they ... (return) home, Albert was surprised to see us all there.

5. The scandal is certain ... (report) in all the newspapers. The president ... (have) a difficult year.

6. Joan is an example of someone who can beat the odds. In 1980, she ... (tell) she had six months to live because she had cancer. After exercise, dieting and positive thinking she ... (recently / inform) that she ... (beat) the disease.

7. This newspaper ... (publish) by an Italian company. It ... (always / have) interesting stories.

8. Rice ... (grow) in this area for hundreds of years, but now the government ... (try) to find an alternative crop because rice ... (not / make) much profit last year.

9. My shoes ... (make) in Italy, but I ... (buy) them in France last May.

10. The Queen ... (not / see) since last July. The newspapers.... (say) that she is sick, but most people ... (not / believe) it.

V. Rewrite the following passage in the Passive.

James Fitt witnessed a horrific plane crash last night. The fire brigade fought the wreckage fire while ambulance men rescued surviving passengers.

Ambulances took all the survivors to hospital. No one knows yet what caused the plane to crash. Newspaper and TV reporters have already interviewed many of the survivors. The Civil Aviation Authority has launched a full investigation. They say that someone may have put a bomb on board the aircraft. They hope that the aircraft's "black box" will provide the vital information but they haven't found it yet. They are continuing the search.

VI. Rewrite the following sentences in the Passive.

1. Police use trained dogs to find drugs.
2. Nurses give the patients their medicine every morning.
3. A lifeguard rescued the drowning boy.
4. An electrician is repairing our water heater.
5. A defence lawyer will represent you.
6. They clean the rooms daily.
7. Customs officers searched her suitcases.
8. Hijackers were holding the plane passengers hostage.
9. A gas leak had caused the explosion.
10. An eyewitness gave the police a full report.
11. The government has increased the tax on cigarettes.
12. They are going to launch the product in May.

VII. Change from the Passive to Active.

1. His alibi may not be believed by the police.
2. The missing person was located by the private detective.
3. Our leaking roof is being fixed by the builders.
4. Dinosaur remains have been found by a team of archaeologists.
5. You will be protected by a bodyguard 24 hours a day.
6. Air fares on all international flights have been increased by most major European airlines.
7. Plants are used by herbalists to cure common illnesses.
8. The offer will be confirmed by Jones Ltd tomorrow.
9. Tickets are checked by inspectors regularly.
10. Several members of the class were punished by the teacher.
11. The award is being presented by an eminent scientist.
12. She likes her paintings being admired.
13. This matter must be attended to immediately!
14. The window will have been replaced by the glazier by now.
15. Your flight may be delayed by a strike.

VIII. Turn from Active into Passive.

At 5 o'clock on Sunday morning a strange noise woke Jim up. He looked out of the window and saw somebody driving his car away! He ran towards the

stairs, and halfway down his dog tripped him up. Fortunately he didn't break anything, but by the time he got outside they had driven his car out of sight. When he went back to the house, he discovered that somebody had locked him out. As he was climbing in through the kitchen window, a policeman saw him and thought he was a burglar. The policeman arrested him and took him to the police station. They phoned his wife and told her to come. When she told them who he was, they allowed him to go home, but they never found his car!

IX. Put the sentences into Passive.

1. Somebody has cleaned the room.
2. They have postponed the concert.
3. Somebody is using the computer at the moment.
4. I didn't realise that somebody was recording our conversation.
5. When we got to the stadium we found that they had cancelled the game.
6. They are building a new ring road round the city.
7. They have built a new hospital near the airport.
8. Somebody cleans the room every day.
9. They cancelled all flights because of fog.
10. People don't use this road very often.
11. Somebody accused me of stealing money.
12. How do people learn languages?
13. People advised us not to go out alone.

X. Put the verbs in the correct form.

1. I've collected all the documents that ... (need) for the house sale. Can you take them to the lawyer's office to ... (sign)?
2. Look, this is a secret. Come into the garden where we ... (not / overhear).
3. If you hadn't been so late for work, you ... (sack).
4. This office is very inefficient. The telephone ... (never / answer) promptly, no proper records ... (keep), and, worst of all, no reports ... (written) for weeks.
5. I was so worried about my garden while I was in hospital, but I have very good neighbours. When I got home I could see that the vegetables ... (water) every day and the grass ... (cut) regularly.
6. Can you come to the police station? The man who ... (suspect) of stealing your wallet... (arrest), and ... (question) at the moment. The police hope he ... (identify), either by you or another witness.
7. We had hoped to see several famous paintings, but the gallery ... (reorganised) at the time of our visit and most of the really valuable works ... (move) for safe keeping.

XI. Most of these sentences contain one mistake. Correct it.

1. My neighbour is very proud of her new grandson who born last week.
2. I'm very fond of this old brooch because it was belonged to my grandmother.
3. My family live in Scotland but I was educated in France.
4. I'm afraid I can't lend you my camera. It's repairing this week.
5. The bridge was collapsed during the floods but fortunately no one was using it at the time.
6. If you aren't careful what you're doing with that hammer someone will hurt in a minute!
7. The word "stupid" was in my report but it wasn't referred to you.
8. I'm sorry I'm late. I got held up in the traffic.
9. When did you discover that the money had been disappeared?
10. Children under the age of seven do not allow in this pool.

XII. Complete the sentences. If possible, use a tense of the verb "get". Otherwise use the verb "be".

1. I never found that book we were looking for. It ... lost when we moved house.
2. After the way he behaved last time he went to their house it's unlikely he ... asked there again.
3. Naturally this vase is expensive. After all, it ... believed Jo be over three hundred years old.
4. I phoned to explain what had happened but I ... cut off before I could finish.
5. There isn't any cheese left; I'm afraid, it ... eaten by the children.
6. He was a well-known expert of animal diseases and, his opinions ... greatly respected.
7. The competition is stiff and she'll be thrilled if her design ... chosen.
8. Please don't touch anything on my desk. You ... employed to answer the telephone, not to tidy the office.
9. She was quite friendly at first, then she ... promoted and now she doesn't care about us anymore.

XIII. Rewrite the sentences beginning in the way shown. Do not use "by" unless it is important to the meaning.

1. The company has cut all salaries.
All salaries *have been cut*.
2. The bank manager kept me waiting for half an hour.
I.....
3. Employers must pay all travel expenses for this training course.

- All travel expenses for this training course.....
4. Do you suppose your brother could have written such a letter?
Do you suppose such a letter
5. They use a computer to do that job nowadays.
A computer
6. During the recession, the firm was making people redundant almost every week.
During the recession people
7. Nobody informed the police that there had been a mistake.
The police
8. Where will your company send you next year?
Where will you
9. The news about the famine distressed Josephine.
Josephine
10. I've still got the camera because no one has claimed it.
I've still got the camera because it
11. Has anyone ever asked you for your opinion?
Have you
12. The children shouldn't have opened that parcel.
That parcel
13. All visitors must wear identity badges.
Identity badges

IX. Put the verbs into a suitable tense in the Passive.

- Mary: Hi! I'm back. Sorry I'm late.
Neil: Hello. What kept you?
Mary: I had to use the ring road and I ... (stick) in a traffic jam for forty minutes.
Neil: Why didn't you use the usual route?
Mary: Because the road ... (close) until work on the access road to the new hospital ... (complete).
Neil: When is it due to ... (finish)?
Mary: Well, the access road ... (open) by the Mayor next week, according to the newspaper, and the Health Minister ... (invite) to open the hospital on the same day, but they don't know yet whether she's definitely coming.
Neil: A lot of money ... (waste) if she doesn't come.
Mary: Why's that?
Neil: Haven't you seen all those rose bushes that ... (plant) round the hospital?
Mary: So? They'll be lovely for the patients.

- Neil: But the patients won't be able to see them, because they're round the entrance, and the wards look out in the other direction. A lot of people protested about it, but all their complaints ... (ignore) until it was too late.
- Mary: If they had money to spare, it ... (spend) on facilities for patients, not on making the front look pretty for the Minister.
- Neil: Absolutely. It's typical of this local council. They ... (elect) to save money, but they do just the opposite.
- Mary: Perhaps they ... (throw) out at the next election.
- Neil: I hope so. Now, are you ready for supper?

Reported Speech

Direct speech is the exact words someone said. We use quotation marks in Direct speech. **Reported speech** is the exact meaning of what someone said but not the exact words. We do not use quotation marks in Reported speech.

*"I'll go to London", she said.
She said she would go to London.*

We use **say** in Direct speech. We also use **say** in Reported speech when **say** is not followed by the person the words were spoken to. We use **tell** in Reported speech when **tell** is followed by the person the words were spoken to.

Direct speech: She **said to me**, "*I can't drive*".
Reported speech: She **said** *that she couldn't drive*.
Reported speech: She **told me** *that she couldn't drive*.

Expressions with SAY:

say good morning / evening etc, say something, say one's prayers, say a few words, say so etc.

Expressions with TELL:

tell the truth, tell a lie, tell somebody the time, tell somebody one's name, tell a story, tell a secret, tell somebody the way, one from another etc.

We can report: a) statements,
b) questions,
c) commands, requests, suggestions.

Reported Statements

1. To report statements we use a reporting verb (**say, tell, explain** etc) followed by a that-clause. In spoken English **that** can be omitted:

*He said, "I fell sick".
He **said (that)** he felt sick.*

2. Pronouns and possessive adjectives change according to the context:

He said, "I'll lend you my car" .
*He said **he** would lend me **his** car.*

3. Time words and tenses can change as follows depending on the time reference:

Direct speech	Reported speech
tonight, today, this week / month / year	that night, that day, that week / month / year
Now	then, at that time, at once, immediately
now that	since
yesterday, last night / week / month / year	the day before, the previous night / week / month / year
tomorrow, next week / month / year	the following day / the day after / the following next week / month / year
two days / months / years ago	two days / months / years before

- a) *"Tom is leaving **tomorrow**", she said.*
She said Tom was leaving the next day. (Speech reported after Tom had left.)
- b) *"Bob is leaving **tomorrow**", she said.*
*She said Bob is leaving **tomorrow**. (Speech reported before Bob has left.)*

4. When the reporting verb is in the past, the verb tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present Simple	Past Simple / Present Simple
<i>"He likes walking", she said.</i>	<i>She said he liked / likes walking.</i>
Present Continuous	Past Continuous
<i>"He is watching TV", she said.</i>	<i>She said he was watching TV.</i>
Present Perfect	Past Perfect
<i>"He has just left", she said.</i>	<i>She said he had just left.</i>
Past Simple	Past Perfect
<i>"He left an hour ago", she said.</i>	<i>She said he had left an hour before.</i>
Future	Conditional
<i>"He'll be back in an hour", she said.</i>	<i>She said he would be back in an hour.</i>
Present Perfect Continuous	Past Perfect Continuous
<i>"I've been typing since morning", she said.</i>	<i>She said she had been typing since morning.</i>

5. If the direct verb is already in the Past Simple, in Reported speech it can change into the Past Perfect or remain the same:

"I was late for work", she said.
She said she was / had been late for work.

6. If the direct verb is in the Past Perfect, it remains the same in Reported speech:

"I had already written to him", he said.

He said he had already written to him.

7. Past Continuous usually remains the same in Reported speech:

"I was reading while my parents were watching TV", she said.

She said she was reading while her parents were watching TV.

8. Certain words change as follows depending on the context:

this / these / here / come

(in his office) *He said, 'I'll be here again on Monday'.*

that / those / there / go

(outside the office) *He said he'd be there again on Monday.*

9. There are no changes in the verb tenses in Reported speech when the direct sentence expresses a general truth, is Conditional Type 2 or Type 3 or a wish.

a) *"The earth is a planet", he said.*

He said the earth is a planet. (general truth)

b) *"If you studied more, you'd pass your test", he said.*

He said that if I studied more, I'd pass my test.

c) *"I wish I were / was rich," he said.*

He said he wished he were/was rich.

10. When the introductory verb is in the Present, Future or Present Perfect, there are no changes in the verb tenses.

"Nina can read", he says.

She says that Nina can read.

11. The verb tenses can change or remain the same in Reported speech when a sentence expresses something which is up to date or still true. However, the verb tenses usually change when something is not true or out of date.

a) *"I like ice-cream", he said.*

He said he likes / liked ice-cream. (still true)

b) *"I am rich", he said.*

He said he was rich. (but we know he isn't; not true)

Reported Questions

In Reported questions we use affirmative word order and the question mark is omitted. To report a question we use:

a) ask + wh-word (who, what etc.) when the direct question begins with such a word;

b) ask + if / whether when the direct question begins with auxiliary verb (do, has, can etc).

Pronouns, possessive adjectives, tenses, time expressions etc change as in statements.

a) *He said, "Where did he stay?"*

He asked where he had stayed.

b) *He said, "Did you have a nice time?"*

He asked if / whether I had had a nice time.

Indirect questions are different from **Reported questions**. We use Indirect questions when we ask for information, whereas we use Reported questions to report someone else's questions. Indirect questions are introduced with ***Could you tell me... ?***, ***Do you know...?***, ***I wonder...***, ***I want to know...*** etc and their verb is in the affirmative. There are no changes in the verb tenses as in Reported questions. If the Indirect question starts with ***I wonder...*** or ***I want to know...***, then the question mark is omitted.

<i>Direct questions</i>	<i>Reported questions</i>	<i>Indirect questions</i>
He asked me, "How old is he?"	He asked me how old he was.	Do you know how old he is?
He asked me, "Where has he gone?"	He asked me where he had gone.	I wonder where he has gone.

Reported Commands / Requests / Suggestions

To report commands, requests, suggestions etc we use a reporting verb (advise, ask, suggest, beg, offer, order, tell etc) followed by a **to-infinitive**, a **not to- infinitive** or an – **ing form** according to the construction of the introductory verb.

a) *He said to me, "Come with me."*

*He told me **to go** with him.*

b) *He said to me, "Don't lie to me."*

*He told me **not to lie** to him.*

c) *He said, "Let's go out."*

*He suggested **going** out.*

Modals in Reported Speech

There are changes in the verb tenses of some modal verbs in Reported speech:

will / shall → *would*, *can* → *could* (present) / *would be able to* (future),
may → *might*, *shall* → *should* (asking for advice) or *would* (asking for information), *must* → *must / had to* (obligation)

(*must* remains the same when it expresses possibility or deduction)

Would, could, used to, mustn't, should, might, ought to and had better remain the same.

<i>Direct speech</i>	<i>Reported speech</i>
She said, "I'll do it later."	She said she would do it later.
She said, "I can speak German."	She said she could speak German.
She said, "I can come next Monday."	She said she would be able to go next Monday.
She said, "I may speak to Ann."	She said she might speak to Ann.
She said, "How shall I do this?"	She asked how she should do that.
She said, "When shall we reach York?"	She asked when they would reach York.
She said, "You must be back at 10."	She said I must / had to be back at 10.
She said, "He must be a liar."	She said he must be a liar.
She said, "You should try harder."	She said I should try harder.
She said, "You had better phone him."	She said that I had better phone him.

Introductory Verbs

1) agree + to-inf. "Yes,

I'll help you."

He agreed to help me.

offer

"Shall I open the door?"

He offered to open the door.

promise

"Of course I'll pay you."

He promised to pay me.

refuse

"No, I won't go with you."

He refused to go with me.

threaten

"Stop crying or I'll punish you."

He threatened to punish me if I didn't stop crying.

<i>2) advise + sb + to-inf</i>	“You should see a lawyer.” He advised me to see a lawyer.
<i>ask</i>	“Could you help me?” He asked me to help him.
<i>beg</i>	“Please, please don’t hurt her!” He begged me not to hurt her.
<i>command</i>	“Stand to attention!” He commanded the soldiers to stand to attention.
<i>invite</i>	“Will you have dinner with me?” He invited me to (have) dinner with him.
<i>order</i>	“Leave the cat alone!” She ordered me to leave the cat alone.
<i>remind</i>	“Don’t forget to ring Ann.” She reminded me to ring Ann.
<i>warn</i>	“Don’t go near the rocks.” He warned me not to go near the rocks.
<i>3) admit + gerund</i>	“Yes, I told her the secret.” He admitted (to) telling / having told her the secret.
<i>accuse sb of</i>	“You took the money.” He accused me of taking / having taken the money.
<i>apologise for</i>	“I’m sorry I arrived so late.” He apologised for arriving / having arrived so late.
<i>boast of/about</i>	“I’m the fastest of all.” He boasted of / about being the fastest of all.
<i>complain to sb of</i>	“I have a toothache.” He complained to me of having a toothache.

<i>deny</i>	“I didn’t take the book.” He denied taking / having taken the book.
<i>insist on</i>	“You must come with us.” He insisted on me / my going with them.
<i>(say one) prefers</i>	“I’d rather do it myself.” He said he preferred doing / to do it himself.
<i>suggest</i>	“Let’s have a party.” He suggested having a party.
<i>4) agree + that-clause</i>	“Yes, it’s a big house.” He agreed that it was a big house.
<i>complain</i>	“You’re always lying to me.” He complained that I was always lying to him.
<i>deny</i>	“I didn’t take that book.” He denied that he had taken the book.
<i>explain</i>	“That’s why I didn’t take it.” He explained to me why / that he hadn’t taken it.
<i>exclaim / remark</i>	“What a sunny day it is!” He exclaimed / remarked that it was a sunny day.
<i>promise</i>	“Of course I’ll help you.” He promised that he would help me.
<i>suggest</i>	“You’d better see a doctor.” He suggested that I (should) see a doctor.

Note: *admit, advise, boast, insist, threaten, warn, remind* can also be followed by a that-clause in Reported speech.

Reporting a Dialogue or Conversation

In conversations we use a mixture of statements, commands and questions. When we turn them into Reported speech we use *and, as, adding that, and he / she added that, explaining that, because, but, since, and then he/she went on to say, while, then, etc.* Or the introductory verb in present participle form. Words or expressions such as *Oh, Oh dear, Well* etc are omitted in Reported speech.

<i>Direct speech</i>	<i>Reported speech</i>
“Oh, this is a very nice dress,” she said. “How much does it cost?”	She remarked /exclaimed that that was a very nice dress and she asked how much it cost.
“I can’t buy it,” she said. “I can’t afford it.”	She said she couldn’t buy it, explaining that she couldn’t afford it.
“Shall I help you?” he said. “We can work on it together.”	He offered to help me, suggesting that we could work on it together.

E x e r c i s e s

I. Fill in “say” or “tell” in the correct form.

1. Can you ... me what time the film starts?
2. She ... she would never speak to him again.
3. I promise to ... the truth, the whole truth and nothing but the truth.
4. She always ... “good morning” to her neighbours.
5. Ruth ... her prayers and went to bed.
6. Sometimes it’s hard to ... one twin from another.
7. Who ... you I was married?
8. I could not believe what he ... to me.
9. Would you mind ... me what you’re doing?
10. ”Go and tidy your room,” she ... to her son.

II. Turn from Direct speech into Reported speech.

1. “I’ve finished all my work,” she said.
2. “Why are you looking at me like that?” she asked him.
3. “Don’t play with matches,” his mother said.
4. “I’ve forgotten to bring my lunch with me,” he said.
5. “Will you be home soon?” she asked her husband.
6. “Go to bed!” Father said to the children.
7. “I’ll clean the car tomorrow,” Tim said to his father.
8. “Where have you been?” Gary asked his wife.
9. “I’ve been working for the same company since 1960,” he said to me.
10. “Do you know Garfield?” she asked me.

III. Turn the following sentences into Reported speech.

1. "How shall I tell Tom the bad news?" she said.
2. "You must try my home-made pie," she said.
3. "Can I go home now?" he asked.
4. "May I call you by your first name?" he asked her.
5. "You can come in, but you mustn't make any noise," she said to him.
6. "What time shall we arrive in London?" he asked.
7. "She must try harder if she wants to succeed," he said.
8. "My father will be angry with me if he finds out," she said.
9. "You ought not to drive so fast," he said to her.
10. "They don't have to come if they don't feel like it," he said.
11. "You had better speak to the manager," she said to him.
12. "I may not be able to meet you at the airport," he said to her.

IV. Write the appropriate introductory verb and report the following situations.

1. "You should go to bed."
2. "Please, please don't leave me."
3. "Do it now!"
4. "No, I did not kill him."
5. "Oh, alright. I'll do the washing-up."
6. "Don't forget to take the dog out."
7. "Everybody, stand up now!"
8. "No, I will not give you my money."
9. "Could I use your phone?"
10. "I'm sorry I shouted at you."
11. "I'll punish you if you don't behave."
12. "It was me who stole the book."
13. "It only works if you press the green button."
14. "You're right. It was a brilliant film."
15. "I've been feeling dizzy all day."
16. "Of course I'll write to you."
17. "I'll give you a lift home, if you like."
18. "Let's go for a swim."
19. "It was you who broke the TV."
20. "If I were you, I would tell them the truth."

V. Use an appropriate introductory verb to report the following.

1. "It wasn't me who stole the car," said Henry.
2. "May I have a piece of cake please?" she said.
3. "Yes, okay. I'll tell him about the accident," he said.

4. "I must have the report by tomorrow," the boss said.
5. "Please, please let me go to the party," Sue asked her mother.
6. "I'll never be naughty again," Ted said to his father.
7. "Stand up straight!" said the sergeant to the soldier.
8. "Yes, it was me who robbed the bank," he said.
9. "I didn't come to work because I was ill," she said to her boss.
10. "Let's play chess," he said.
11. "I'm sorry I forgot to phone you," he said to her.
12. "Don't forget to go to the bank," she said to him.
13. "You should relax more," the doctor said to him.
14. "Mark is always shouting at me," she said.
15. "Yes, it is a nice dress," he said.
16. "Shall I carry your bag, Tracy?" he said.
17. "No, I certainly won't do your homework Graham," said Bill.
18. "You scratched my record," he said to her.
19. "Leave now or I'll phone the police," she said to the salesman.
20. "Oh alright, I'll lend you my car, Tom," she said.
21. "It's true, I killed my wife," he said.
22. "I'll phone you as soon as I arrive," she said to me.
23. "You're right, she is beautiful," she said.
24. "No, I won't marry you, John," she said.
25. "If you try to escape, I'll shoot you," he said to the prisoner.
26. "Why don't we have chicken for dinner?" he said.
27. "You must sign the contract, Mr. Harrison," she said.
28. "I'll punish you if you do that again!" he said to the boy.
29. "Would you like me to show you how to use this computer?" she said to me.
30. "Yes, it is a good idea," he said.

VI. Report the following using an appropriate introductory verb from the list below:

complain, advise, refuse, warn, beg, suggest, agree, exclaim, deny, offer, insist, apologise, threaten, accuse, prefer

1. "You should take more exercise," the doctor said.
2. "This film is so boring," he said to his mother.
3. "Please, please let me go out to play, Mum," she said.
4. "Shall I carry your shopping for you?" he said to her.
5. "Don't get dirty in the garden," she said to Jane.
6. "I'm not going to tidy Helen's bedroom," Tim said.
7. "I didn't eat the cake," he said to her.
8. "What a silly thing to say!" she said.

9. "You really must get your hair cut," she said to him.
10. "You broke my record player," she said to him.
11. "I'm sorry I didn't write to you," she said to him.
12. "Let's go to Jamaica for our holiday," he said to her.
13. "Yes, that is a nice colour," the sales assistant said to her.
14. "I'd rather watch a film than the news," she said to her.
15. "How rude he is!" she said to me.
16. "I think you should go on a diet," she said to him.
17. "I didn't take your dress," she said to her sister.
18. "What a nice gift!" he said.
19. "I'll kill you if you try to escape," the kidnapper said to her.
20. "I'm sorry I spoke to you like that," he said to his mother.

VII. Rewrite the following sentences in Reported speech.

1. "What time does the next bus leave?" he said. "I need to get to the station."
2. "Don't go swimming in the lake," she said. "The water is filthy."
3. "Let's go shopping tomorrow," she said. "The sales have started."
4. "Stand up," the teacher said to the pupils. "The headmaster is coming."
5. "Please don't take my ring," she said to him. "It was a present."
6. "It's very late, Martin," his mother said. "Where have you been?"
7. "Shall I cook the dinner?" he said to her. "You look very tired."
8. "Please stop making that noise!" she said to him. "I can't concentrate."
9. "Yes, I dropped your vase," she said. "I was cleaning the shelf."
10. "Can I use the car, please?" she said. "I need to run some errands."
11. "I'm sorry I'm late," he said. "The car wouldn't start."
12. "Why are you teasing your sister?" she asked him. "You know it makes her unhappy."
13. "Why won't you come to the party?" he said to her. "Everyone would love to see you."
14. "It was Rob who broke the window," he said to her. "He was kicking the football."

VIII. Turn the following passage into Reported speech.

- "How do you like your course, Sarah?" Jane asked.
- "I didn't like it at first," Sarah replied. "I'm really enjoying it now."
- "Why did you have doubts about it?" Jane asked.
- "Well, there was too much reading, and none of the other students seemed very friendly", Sarah said. "But now I've got used to it and I like it a lot. Do you like your course?"

“Well, the course is all right, though I’m not as interested in History as I thought I was,” Jane said.

“Why don’t you study something else, then? What about studying English?” Sarah said.

“That is a really good idea, Sarah. Then we could help each other with our work”, Jane said.

IX. Turn the following into Reported speech, using an appropriate introductory verb.

1. “Yes, OK. I’ll buy some more cakes,” he said.
2. “Don’t forget to feed the cat,” she said to him.
3. “I’m sorry I forgot your birthday,” I said to her.
4. “It was you who broke my tape recorder,” he said to me.
5. “I feel tired and sick,” she said to him.
6. “Don’t drive so fast or you’ll be killed,” he said to me.
7. “You’re right. It’s very expensive,” she said.
8. “No, I didn’t shoot the President,” he said.
9. “Would you like to come to Paris with me?” he said to her.
10. “No, I certainly will not lend you my leather jacket,” he said to me.

X. Turn from Direct to Reported speech using an appropriate introductory verb.

1. “How about going to the beach?” Paul said.
2. “I’m sorry I didn’t ring you yesterday,” Julia said to me.
3. “That’s why I didn’t speak to him,” she said.
4. “What a lovely meal that was!” she said.
5. “Don’t forget our appointment tomorrow,” he said to me.
6. “Be quiet,” she said to the children.
7. “I won’t do your homework for you!” Pam said to Jim.
8. “You stole the money!” he said to Julie.
9. “Yes, it might be a good plan,” she said.
10. “I didn’t break the window,” said Bob.

XI. Last week you had lunch with Rachel, a friend you hadn’t seen for a long time. Look the list of things she said to you, then tell another friend what she said. Use reported speech.

1. I’m going to work in Spain next year.
2. I work for a small publishing company.
3. I’m their marketing manager.
4. The company has opened an office in Barcelona.
5. It’s been very successful.

6. I've been chosen to run a new office in Madrid.
7. I'm studying Spanish in the evenings.
8. I don't have much time to enjoy myself.
9. I haven't had lunch with a friend for ages.
10. I hope my friends will come and visit me in Madrid.
11. I went there last week with my secretary.
12. We didn't have much time for sightseeing.
13. I have to get back to work now.

XII. Last week Julius had flu and had to call the doctor. When he was back at work, he told a colleague about what the doctor said to him. Look at the things his doctor said, then write down what Julius said to his colleague. Change the tense of verbs only where necessary.

1. You have a high temperature.
2. You don't look after yourself properly.
3. You've obviously been ill for several days.
4. You can't go to work.
5. You're much too thin.
6. You don't eat sensibly.
7. You need to stay in bed
8. You don't keep your flat warm enough.
9. You've got a nasty cough.
10. You can phone me if you feel worse.
11. You'll feel better in a few days.
12. You need a good holiday.

XIII. John had a row with his girlfriend, Julie. His friend Mark tried to help them get back together, and talked to Julie for John. Complete the conversation he had later with John.

- Mark:* Julie, John's asked me to talk to you.
- Julie:* I don't want to speak to him.
- Mark:* Look Julie, John's really upset.
- Julie:* I'm upset, too.
- Mark:* Will you just let me tell you his side of the story?
- Julie:* I'm not interested. He promised to meet me at the restaurant, but he didn't turn up. I don't want to see him again.
- Mark:* But, Julie, his car had broken down.
- Julie:* So? There is a telephone in the restaurant.
- Mark:* But that's the point. He tried to phone, but he couldn't get through.
- Julie:* I don't believe he tried.
- Mark:* Yes, he did. He came to my flat. Do you believe me?

Julie: OK. I'll talk to him. Listen, I'm going to be late for work. I'll meet him at 6 o'clock in the square.

Mark: Thanks, Julie. He'll be really happy. And I promise he'll be there.

John: What did she say?

Mark: She said she (1) ...

John: Well, what did she say when you told her I was really upset?

Mark: She said she (2) ... too, so I asked her to let me tell her your side of the story. She said she (3) ... because you (4) ... at the restaurant, but you (5) She said she (6) ... again.

John: Did you explain about the car?

Mark: Yes, and she was very sarcastic. She said there (7) ... at the restaurant. So I told her you couldn't get through, but she said she (8) Then I told her you'd been to my flat and asked if she believed me. She said 'OK' and she said (9) Then she said she (10) ..., so we had to finish. You have to meet her in the square at 6 o'clock.

John: Thanks, Mark. I really owe you one.

Mark: That's all right. Just don't be late this evening.

XIV. Rewrite the sentences beginning in the way shown.

1. "Where are you going?" asked Tom.
Tom asked (me) where I was going.
2. "Where are you going to spend the holiday?" asked Mike.
Mike asked ...
3. "What will you do when you leave school?" said Jennifer.
Jennifer asked ...
4. "How did you know my name?" the nurse asked the doctor.
The nurse wanted to know ...
5. "Do you have an appointment?" said the clerk.
The clerk asked ...
6. "Have you seen my car keys?" said Bernard to his wife.
Bernard wondered ...
7. "Why didn't Isobel phone me?" asked her brother.
Isobel's brother wanted to know ...
8. "Will you carry my briefcase for me please, James?" said Richard.
Richard asked ...
9. "When can I see the doctor?" Charles asked the receptionist.
Charles asked ...

Revision

1. Turn the following sentences into Reported Speech.

1. "A lot of English words are borrowed from other languages," the teacher said to us.
2. "China is a densely populated country," she said.
3. "It's time they moved to a new house," Ann said.
4. "Water freezes below 0° C," he said.
5. "I was reading the children a story last night when the lights went out," she said.
6. "I'll help you to repair your car tomorrow," he said to me.
7. "I didn't understand the meaning of the film," he said.
8. "You can come to me if you have any problems," she said to him.
9. "I saw the film you recommended last night," he said to her.
10. "I'm going to Spain next week," he said.
11. "She doesn't understand," he said.
12. "I would invite more people if I had a bigger flat," he said.
13. "I will not repeat this again," he said to us.
14. "I've applied for several jobs this week," he said.
15. "I'm afraid I can't come," he said to me.
16. "If I finish it this evening, we'll go out," he said to her.
17. "I saw him yesterday but he didn't recognize me," she said.

II. Change the following from Direct into Reported Speech.

1. "Where have you been?" he said to me.
2. "Close your eyes and open the parcel," she said to me.
3. "I'm writing my autobiography," said Paul.
4. They said to her, "We hope you will lend us your car."
5. "Please sir, can I have some more food?" said Oliver.
6. "Go to your room and stay there!" said his father.
7. "Don't walk on the grass," the park attendant said to us.
8. "Did you pay the electricity bill?" he said to his wife.
9. "I'll phone you at 7 o'clock tonight," she said to him.
10. "What size shoes do you take?" the shop assistant said to him.
11. "He's never written to me before," said Maria.
12. "Let's paint the walls blue!" said my little brother.
13. "Will Liza be safe on her own?" her father wondered.
14. My mother said to me, "Don't stay up reading too late!"
15. "I own two cars, a yacht and a private plane," said Roy.

III. Turn the following into Reported Speech.

1. "You did steal the money, didn't you?" he said.
2. "Will you leave the keys?" she asked. "Of course!" he said.
3. "Wonderful!" he said, when the park manager agreed to lend him the money.
4. "Ouch!" he said, as the nurse gave him the injection.
5. "Would you like to come out with me?" he asked. "Not really," she replied.
6. "I don't suppose you could lend me any money, could you?" he asked me.
7. "Wow!" he said when he first saw the Pyramids.
8. "Would you like another piece of cake?" she asked. "Yes, please," he replied.
9. "You'll try not to be late, won't you?" he said to her.
10. "Ugh!" she said, as she stepped into the muddy puddle.

IV. Rewrite the conversation in Reported Speech.

- "Oh, Roger! What a surprise!" Lisa said at the sight of her husband.
"Hello, Lisa. Happy Birthday!" Roger said, giving her some flowers.
"Wow – they're lovely!" Lisa said. "Thank you."
"Would you like me to put them in water for you?" Roger asked.
"Yes, please," Lisa said.
"Let's go out tonight, shall we?" Roger said. "I've found a new restaurant which I think you'll like."

V. Report the following using an appropriate introductory verb from the list below:

promise, apologize, remind, complain, deny, inform, order, allow, encourage, forbid

1. "The exam papers are still being marked, Jane," the teacher said.
2. "Don't forget to thank your mother," he said to Linda.
3. "You mustn't come here again," she said to the tramp.
4. "I didn't hit him," Sarah said.
5. "I'll tidy up when I return home, Mum," Tim said.
6. "I'm sorry I forgot to do the homework," she said to the teacher.
7. "You may see her for a few minutes," the nurse said to me'.
8. "Get off the grass immediately!" he said to the kids.
9. "You're always forgetting to shut the fridge door," she said to her husband.
10. "Come on! Try it again," he said to me.

VI. Report the following conversation.

“Oh, I’m sorry to be early, Susan,” said Jane. “Am I the first to arrive?”

“Yes, you are,” Susan replied, “but it really doesn’t matter.”

“No, I am terribly sorry. The babysitter arrived early,” said Jane.

“Well, why don’t you help me in the kitchen?” said Susan.

“Of course. What would you like me to do?” replied Jane.

“Oh, no! I can smell the sausages burning,” Susan cried, “I’d forgotten all about them. I hope they’re not burnt.”

“You must let me see to them,” Jane said. “Go ahead and greet your guests. I think I can hear the first ones arriving.”

VII. First write an appropriate introductory verb, then report the following situations.

1. “You should go to a doctor.”
2. “The bread is stale.”
3. “I will buy you a present.”
4. “You ought to tell her the news.”
5. “I’m sorry I insulted you.”
6. “Shall I help you?”
7. “Give me a statement or I’ll detain you.”
8. “Don’t go near the fire!”
9. “That’s why I didn’t go.”
10. “I didn’t steal the money.”
11. “Let’s go out tonight.”
12. “You must spend Christmas with us.”
13. “Please, please give me some money!”
14. “Don’t forget to tell Ann!”
15. “Yes, she’s a good person.”
16. “Shall I call her?” he asked himself.
17. “Can you pass me the salt, please?”
18. “Yes, I’ll help you.”
19. “Would you like a cup of tea?”
20. “I’ll never forget your birthday again.”
21. “No, I won’t get out of bed.”
22. “Tell me where he is.”
23. “You ought to stop smoking.”
24. “You mustn’t be back later than ten.”
25. “She’s such a funny person!”
26. “Everybody be quiet!”
27. “You may see Mr Rogers.”
28. “Go on, do as you want.”

29. "Yes, I lied about my age."
30. "You made Sophie cry."
31. "I saw the murderer."
32. "I'm the fastest swimmer of all."
33. "That's how you can do it."
34. "What shall I do?"

VIII. Rewrite the following sentences in Reported Speech.

1. "Can you make dinner tonight, Tom?" she said. "I'm working late."
2. "Don't play near the road," their mother said. "It's too dangerous."
3. "Can you take the dog for a walk?" he said to her. "I'm busy."
4. "Don't ask Simon how to use the computer," she said to me. "He doesn't know a thing about them."
5. "Can I borrow your pen, please?" he said to her. "I need to write something."
6. "Please don't talk!" said the teacher. "This is a test."
7. "Why don't you turn off the TV?" she said to him. "You aren't watching it."
8. "Come to our house tonight, Mary," he said. "Jim wants to see you."
9. "Have you read your newspaper?" he asked her. "I want to look at it."
10. "The baby should be asleep," she said. "It's 10 o'clock."
11. "Why are you listening to this music?" he asked her. "It's awful."
12. "Do you want to go to the cinema?" he asked her. "There's a good film on."
13. "I don't want any more cake," she said. "I've had enough."
14. "I'm learning French," she said. "I'm going to Paris on holiday."
15. "I like Susan," he said. "She's friendly."
16. "Tom is a good businessman," she said. "He works hard."
17. "I like learning English," she said. "It isn't too difficult."
18. "I'm teaching Jane's class," she said. "She's on holiday this week."
19. "You should open up your own restaurant," he said to Bill. "You are a very good cook."
20. "Sarah would like to own the house," he said. "She's lived here a long time."
21. "You could become famous, June," he said. "You're a very good singer."
22. "Are you going to take the job?" he asked Jane "or will you wait for a better one?"
23. "I need to buy some more oil," she said. "There is no more left."
24. "Can you phone Julie?" she asked me. "I heard she has had a fight with Mark."

25. "Do you know when May will be back?" she asked. "She's been away all week."

26. "Do you think we should try this new restaurant tonight?" he asked his wife. "I heard it's very good."

27. "If anyone phones," she said to me, "Tell them I won't be here until tomorrow."

28. "If I can't come to the wedding," said John to Mary, "I'll let you know tomorrow."

29. "Shall I tell Tom about the trip?" he said to her, "or do you want to tell him yourself?"

30. "Sofia shouldn't have said that to the boss," said Julian. "He's very angry."

31. "I'd love to go to Venice," she said. "I've never been abroad."

32. "I must go now," said Samantha, "or I might miss the bus".

IX. Anna has just met Colin Boyle, a singer she admires very much. She is telling her boyfriend, Jan, about the meeting, and he wants to know exactly what Colin said to her, and what she said to him.

Jan: Well, what was he like? Was he friendly? What did he say?

Anna: He was really friendly. (1) *He asked me who I was.*

Jan: Then what?

Anna: (2) *He asked me where I came from.*

Jan: And what did you say?

Anna: (3) *I told him I came from Dublin* of course. Then (4) *he said that was where he was born too.* Then (5) *I told him I'd been a fan of his for ages,* and (6) *he said he was very flattered,* and then (7) *he asked whether I was going to the concert tonight.* So (8) *I told him we wanted to but we hadn't been able to get tickets, because they'd sold all but the most expensive ones and we couldn't afford those.*

Jan: And did he give you some tickets?

Anna: No, he didn't. But (9) *he did ask the concert hall manager if we could have some at the cheaper price.* And the manager said, "Yes"!

Write exactly what Anna and Colin said beginning in the way shown:

1. Colin said: *Who are you?*

X. Complete the sentences with the correct form of "say" or "tell".

1. ... your brother the truth about that money?

2. What ... (you) to Wendy last night? She looks terribly upset this morning.

3. Is something wrong? Can you ... me about it?
4. My little sister kept asking me ... her a story but I couldn't think of one.
5. If I asked you to marry me, what... (you)?
6. I never know what ... to people when they pay me a compliment.
7. Don't worry, I'm sure everything will go smoothly. Anyway, the manager ...
to call him if we had any problems.
8. I'll never speak to him again after all the lies he ... me last weekend.
9. If I were you, I ... (not) anything to the police about your suspicions until
you have more evidence.
10. Promise you ... (not) anything to my parents. They'll be furious if they
find out what I've done.
11. I ... (already) you, I don't know where your diary is.
12. Please ... you'll forgive me. I'm really sorry for all the trouble I've
caused.
13. I'm ready to serve the meal. Can you ... the children to go and wash their
hands, please?

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ОГЛАВЛЕНИЕ

ПРЕДИСЛОВИЕ	3
МЕТОДИЧЕСКИЕ УКАЗАНИЯ СТУДЕНТАМ	5
PART I. TEXTS FOR EXAMINATION	6
PART II. TEXTS FOR RETELLING	67
PART III. GRAMMAR	84
БИБЛИОГРАФИЧЕСКИЙ СПИСОК	162

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