

Державний заклад  
«ПІВДЕННОУКРАЇНСЬКИЙ  
НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ  
УНІВЕРСИТЕТ ім. К. Д. УШИНСЬКОГО»

Р. Ю. Мартинова  
Л. О. Михайлова  
Ю. В. Ірхіна

**НАВЧАЛЬНИЙ ПОСІБНИК  
ДЛЯ СТУДЕНТІВ ФАКУЛЬТЕТУ  
ДОШКІЛЬНОГО ВИХОВАННЯ**

Одеса  
2013

**ББК 81.2 Англ**  
**УДК 420+378.17**

***Рецензенти:***

**І. О. Татарина**, к. п. н., доцент кафедри іноземних мов гуманітарних факультетів, ПНПУ ім. К. Д. Ушинського

**Т. М. Яблонська**, к. п. н., доцент кафедри іноземних мов гуманітарних факультетів, ПНПУ ім. К. Д. Ушинського

**Навчальний посібник** для студентів факультету дошкільного виховання / Р. Ю. Мартинова, Л. О. Михайлова, Ю. В. Ірхіна. – Вид. 4-ге перероблене та доповнене. – Одеса : видавець Букаєв Вадим Вікторович, 2013. – 188 с.

Посібник розроблено на основі системно-комунікативного методу, який ґрунтується на наступних принципах: відповідності навчального матеріалу реальним психофізіологічним і навчальним можливостям більшості студентів, за урахуванням їхнього віку і мотивації навчання; обов'язкового засвоєння на заняттях нового матеріалу і його різнопланового поєднання з раніше вивченим; рівних можливостей для всіх студентів, що запобігає появі відстаючих і прогалин в їхніх знаннях; регулярної зміни видів діяльності на заняттях, що запобігає втомлюваності студентів й одноманітності навчального процесу; переходу до вивчення наступного матеріалу за умови міцного засвоєння попереднього; активної асистенції «викладач → студент»; систематичного заохочення студентів до навчання й обговорення їхніх успіхів; об'єктивного і демократичного оцінювання результатів навчальної діяльності.

**ББК 81.2 Англ**  
**УДК 420+378.17**

© Мартинова Р. Ю., Михайлова Л. О., Ірхіна Ю. В., 2013

## ПЕРЕДМОВА

Навчальний посібник розраховано для студентів, які набувають спеціальність вихователів-викладачів англійської мови в закладах дошкільного виховання, а також для батьків, які самостійно навчають англійській мові дітей.

Комплексний підхід до вивчання іноземної мови, якій передбачає виробку у студентів автоматизованих граматичних і фонетичних навичок, навичок читання професійної літератури та розвиток усного і писемного мовлення, допомагає закласти фундамент правильної артикуляції англійських звуків та інтонаційного оформлення усного мовлення, розширити словниковий запас слухачів курсу в галузі професійної діяльності. Підготовчий етап роботи з текстом є аналізом граматичного коментарію та виконанням граматичних і фонетичних вправ. Граматичний курс організовано за принципом функціонування в усному мовленні з урахуванням ускладнення граматичних структур, а також типових помилок тих, хто навчається.

Посібник забезпечує засвоєння загальної та професійної лексики і має завдання ознайомити студентів з найбільш уживаними словами й словосполученнями в галузі виховання дітей дошкільного віку.

Матеріал, якій викладено в посібнику, розраховано на 144 годин роботи в аудиторії. Структура посібника передбачає 20 уроків, кожен з яких містить фонетичні й лексико-граматичні вправи, тексти для читання й комунікативні завдання. Лексичний матеріал підкріплено текстовим матеріалом. Після читання тексту рекомендовано переклад окремих речень і відповіді на запитання. До тексту додається список слів і висловлювань для їх опанування та використання в мовленні. Закріплення лексичного матеріалу здійснюється засобами комунікативних вправ.

В посібнику представлені креативні комунікативні завдання, за допомогою яких студенти мають можливість висловлювати свої міркування з вирішення питань, які обговорюються в текстах.

Автори сподіваються що, цей навчальний посібник допоможе учителям на практичних заняттях з англійської мови зі студентами, які навчаються за спеціальністю «Дошкільне виховання», та зробить заняття цікавішими та кориснішими для них.

## Lesson 1.

1. Открытый закрытый тип слога.
2. Немая гласная *e*.
3. Гласные буквы и звуки: Aa [æ] / [eɪ]; Yy [aɪ] / [ɔɪ], Ii [aɪ] / [ɔɪ], Oo [ɒ] / [ʊ] / [ɛɪ], Ee [e] / [i:], Uu [ʊ] / [ju:]; согласные буквы и звуки: Bb [b], Pp [p], Kk [k], Gg [g], Ll [l], Tt [t], Dd [d], Mm [m], Nn [n], Cc [k], Ss [s], Rr [r].
4. Глагол-связка **to be** (am/is/are): утвердительная, отрицательная, вопросительная формы. (Соответственное интонационное оформление Low Fall / Rise).
5. Диалоги для чтения и драматизации.

### 1. Озвучьте буквы и транскрипционные знаки:

- a) Aa, Ee, Bb, Dd, Gg, Ll, Mm, Ii, Cc, Tt, Nn, Pp, Ss, Uu, Oo, Yy, Rr, Kk.
- b) [æ], [b], [d], [e], [g], [s], [m], [t], [l], [n], [p], [i], [k], [ʊ], [ɒ], [ɛɪ], [r].

### 2. Произнесите звуки и напишите соответствующие им буквы.

Например, [b]- Bb

[æ], [b], [e], [m], [d], [n], [s], [t], [p], [g], [k], [l], [ɔɪ], [ʊ], [ɒ], [ɛɪ], [r].

### 3. Озвучьте буквы и напишите знаки, соответствующие произнесенным буквам.

Например: Pp-[p]

Aa, Mm, Nn, Ee, Ii, Dd, Gg, Cc, Ll, Ss, Bb, Uu, Oo, Yy, Rr, Tt, Kk.

## 1.1 Открытый закрытый тип слога.

### 1. В английском языке различают 2 типа ударных слогов:

**закрытый** и **открытый слог**. Слог, заканчивающийся согласной буквой, называется **закрытым**. В закрытом слоге гласные читаются следующим образом:

a-[æ], e-[e], y (i)- [ɪ], u-[ʊ] и o-[ɒ].

Например:

fat [fæt] - толстый                      bus [bʊs] - автобус

stepsister ['stepsɪstə] - сводная сестра

twins [twɪnz] - близнецы      toddler ['tɒdə] - младенец

### 2. Слог, заканчивающийся гласной буквой, называется **открытым**.

В открытом слоге гласные читаются так, как они звучат в алфавите: Aa-[eɪ], Ee-[i:], Oo-[ɔɪ], (Yy)Ii-[aɪ], Uu-[ju:]

Например:

baby ['beɪbɪ] - младенец      my [maɪ] - мой

she [ʃi:] - она

tulip ['tju:lɪp] - тюльпан

go [gəʊ] - идти



## 1.2. Немая гласная *e*.

Часто встречаются слова, в конце которых после согласных пишется буква *e*. Она обычно не читается, а способствует «открытию» предыдущему слогу. В этом случае мы называем гласную *e* немой.

Например: wife [waɪf]-жена, name [neɪm]-имя

### 4. Фонетическое упражнение: прочитайте слова и напишите их транскрипцию. Определите тип ударного слога.

[æ, ɪ, e, ʌ, ɒ]	[eɪ, aɪ, ɪ, jʌ, ɛ, ʊ]			
can-step	nut-desk	skate-kite	make-bed	bye-typ
big-dill	plot-grand	kebe-ryte	steve-stone	be-pen
dull-kyt	bed-nymt	prone-mune	slope-me	due-bus
dog-pit	lamp-stop	mike-brake	rate-crime	bone-rob
miss-god	risk-plump	tube-nine	time-date	nite-dig

### 5. Прочитайте слова с переводом и запишите их в словарь. Обратите внимание на правописание этих слов.

- parents['pɛərənts]- родители
- father['fɑ:ðə]- отец
- mother['mʌðə]- мама
- daughter['dɔ:tə]- дочь
- son[sʌn]- сын
- sister['sɪstə]- родная сестра
- brother['brʌðə]- родной брат
- grandparents- бабушка и дедушка
- grandson - внук
- granddaughter- внучка
- husband [ˈhʌzbænd]- муж
- wife[waɪf]- жена
- law [lɔ:]- закон
- twins- близнецы
- stepdaughter- падчерица
- niece[ni:s]- племянница
- nephew['nevju:]- племянник
- uncle[ˈʌŋkl]- дядя
- aunt[a:nt]- тетя
- cousin [ˈkʌzɪn]- двоюродный брат или сестра
- father-in-law- свекор, тесть
- mother-in-law - свекровь, теща
- sister-in-law-свояченица, золовка
- brother-in-law - деверь, шурин
- son-in-law - зять
- daughter-in-law - невестка
- stepfather - отчим
- stepmother- мачеха
- stepson- пасынок
- stepbrother- сводный брат
- stepsister- сводная сестра

## 1.3. Глагол-связка *to be*

В отличие от предложений в русском языке английские предложения не могут «существовать» без глагола. Когда в английском предложении отсутствует глагол, выражающий действие, мы используем глагол-связку *to be* (быть, являться, находиться) для связи слов в предложении. Глагол-связка на русский язык обычно не переводится. Английское предложение имеет строгий порядок слов: на первом месте находится подлежащее, а за ним сказуемое. В

настоящем времени глагол *to be* имеет следующие формы в положительных (утвердительных) предложениях. Повествовательные предложения произносятся низким нисходящим тоном (The Low Fall).

I	<b>am-</b>	я (есть)	I <b>am</b> a ↓pupil. –Я - ученик.
We	<b>are –</b>	мы (есть)	We <b>are</b> in the ↓garden.-Мы –в саду.
You	<b>are-</b>	ты, вы (есть)	You <b>are</b> ↓pretty.-Ты- симпатичная.
They	<b>are-</b>	они (есть)	They <b>are</b> at ↓school.-Они –в школе.
He	<b>is-</b>	он (есть)	Steve <b>is</b> a 'good ↓doctor.-Стив- хороший доктор.
She	<b>is-</b>	она (есть)	'Ann <b>is</b> her↓ mother-in-law.-Энн- ее свекровь.
It*	<b>is-</b>		It (the table) <b>is</b> in the↓ room. Он (стол)- в комнате.

\*Местоимением **it** мы заменяем неодушевленные предметы, животных, насекомых и т.п. В разговорной речи часто используется сокращенная форма:

I am = <b><i>I'm</i></b>	he is = <b><i>he's</i></b>
We are = <b><i>we're</i></b>	she is = <b><i>she's</i></b>
You are = <b><i>you're</i></b>	it is = <b><i>it's</i></b>
They are = <b><i>they're</i></b>	

Для образования отрицательной формы мы добавляем отрицательную частицу **not** после глагола-связки **to be**. Сокращения в таких структурах тоже имеет место:

I am <b>not</b>	I'm <b>not</b>	-----
We are <b>not</b>	We're <b>not</b>	We <b>aren't</b>
You are <b>not</b>	You're <b>not</b>	You <b>aren't</b>
They are <b>not</b>	They' <b>not</b>	или They <b>aren't</b>
He is <b>not</b>	He's <b>not</b>	He <b>isn't</b>
She is <b>not</b>	She's <b>not</b>	She <b>isn't</b>
It is <b>not</b>	It's <b>not</b>	It <b>isn't</b>

*Например:*

They ↓aren't twelve, they are eleven.	Им не двенадцать, им – одиннадцать.
I'm ↓not a student, I'm a teacher.	Я не студент, я учитель.
Nelly ↓isn't a nurse, she is a journalist.	Нелли не медсестра, она – журналист.

В вопросительных предложениях глагол **to be** выносится перед подлежащим.

*Например:*

→Are you a ↑dentist? -	Ты зубной врач?
↓No, I am ↓not. (Yes, I am.) -	Нет. (Да).
→Is Peter ↑25?-	Питеру 25?
↓Yes, he↓ is. (↓No, he ↓isn't).-	Нет. (Да).
→Am I a ↑pupil?-	Я ученик?
↓Yes, I↓ am. (↓No, I am↓ not.) -	Да. (Нет).

Такие вопросы называются «общими» и требуют ответа «да» или «нет». Они произносятся низким восходящим тоном (Low Rise).

Вопросы, начинающиеся с вопросительных слов типа Where? What? Why? When? и т.д., называются «специальными» и произносятся низким нисходящим тоном.

*Например:* ↓Where are you? - I am in the↓ kitchen. - Где вы? – Мы на кухне.  
↓What is she? - She is an ↓engineer.- Кто она по профессии? - Она инженер.  
↓Who are they? They are 'Mark and ↓Helen. - Как их зовут? Их зовут Марк и Хелен.  
'What ↓colour are her eyes? - They are grey. - Какого цвета у нее глаза? - Они серые.

**6. Прочитайте предложения, переведите их на русский язык. Составьте как можно больше аналогичных примеров.**

1. This is a girl. She is at school.  
This is a boy. He is at hospital.  
My parents are workers. They are nice people.  
Pete, you are my friend too. We are friends.  
My name is Kate. I am a good pupil.

2. It is not cold. I am at home.  
Betty isn't my mother-in-law. She is my cousin.  
The children aren't in the yard. They are at the sports ground.  
I and my niece aren't bad students. We are diligent (прилежные) students.

3. Are you a good engineer?-Yes, I am.  
What is your nephew?-He is a clever computer programmer.  
Who is this woman? –She is Mrs. Smith.  
Are they teenagers?-Yes. They are.  
Is Mr. Black handsome (красивый)? – No, he is not. He is ugly (некрасивый).

**7. Вставьте вместо пропусков am/is/are.**

1. I...a bus driver .My brother...an economist.
2. Greta ... at home. Her children ... at the institute.
3. My sister and I ... good tennis players.
4. Our grandparents ... in the garden (в саду).
5. The weather (погода) ... fine today (сегодня).
6. Billy, you ... a lazy (ленивый) boy.
7. This ... a green street. It ... in Kyiv. Kiev's streets ...wide (широкие) and long.
8. .... you an engineer?-No, I ... not. I ... a housewife (домохозяйка).
9. They ... from New-York. It...far away from here (очень далеко).
10. The pen ...on the desk, but the pencil ... in the bag (в сумке)

**8. Прочитайте предложения. Задайте вопросы и опровергните утверждения. Работа в парах.**



*Например:* Dave is a bad pupil.

- Is Dave a good pupil?

- No, he is not. He is a good pupil.

1. Mr. White is my husband.
2. Mrs. Brown is our grandmother.
3. I am an ugly boy.
4. Bred and Nick are twenty (20).
5. We are very tall.
6. You are from America.
7. Helen is an actress.
8. The children are in the street.
9. The cat is on the bed.
10. My cousin and I are happy.

**9. Закончите предложения, используя лексику упр. 5..**

1. My brother is my mother's ... .
2. My mother is my father's ... .
3. I am married (замужем). I am a ... for my husband's mother.
4. My parents have their parents. They are my ... .
5. Den is my mother's brother. He is my ... . Derrick has got a daughter. She is my...
6. My sister has a son. He is my ... .
7. My stepfather has a son. He is my ... .
8. My mother has a sister Alice. Alice is my ... . Her son is my ... .

**10. Прочтите диалоги и разыграйте их.**

A.

- This is my family. Father, mother, sister, brother – hand in hand with one another.

- Are you happy?

- Yes. We are. We are a friendly family, that's why we are happy

- Это моя семья. Папа, мама, сестра, брат - рука об руку друг с другом.

- Вы счастливы?

- Да. Мы - дружная семья, вот почему мы счастливы.

B.

- Is your husband interested in politics?

- No, he isn't. My husband isn't interested in politics.

- What's he fond of then?

- He is fond of football.

- Mine likes hunting.

- Твой муж

тикой?

- Нет, мой муж не

политикой.

– Чем же он тогда увлекается?

- Он увлекается футболом.

– Мой любит охоту.

C.

- . – How are you?
- Fine, thank you. And you?
- I'm all right, thanks.

- Как у тебя дела?
- Хорошо, спасибо. А у тебя?
- У меня всё нормально, спасибо.

D.

- What is her name? –
- Her name is Sally. –
- What's her address?
- Her address is Gogol Street, 12 (twelve).

- Как её зовут?
- Её зовут Сэлли.
- Какой у неё адрес?
- Её адрес: Улица Гоголя 12.

E.

- How old is Mr. Brick?
- He is forty (40).
- Is he intelligent [*in'telɪdʒənt*] and diligent [*dɪlɪdʒənt*]? –
- Yes, he is

- Сколько лет мистеру Брику?
- Ему 40.
- Он умный и старательный?
- Да.

F.

- My aunt is a splendid housewife. And my uncle is a good family man.
- Where are they from?
- They are from Ukraine.

- Моя тётя удивительная домохозяйка. А мой дядя хороший семейный человек (семьянин).
- Где они живут?
- На Украине.

**11. Прочитайте и переведите словосочетания на родной язык. Составьте с ними предложения (утвердительные, отрицательные и вопросительные) или маленькие ситуации, используя глагол-связку *to be*.**

1. a good daughter and a bad son;
2. a nice niece;
3. a lazy nephew;
4. a kind grandfather and a lovely grandmother;
5. an aggressive stepfather;
6. a good – natured [*'neɪtʃəd*].

## Lesson 2.

1. Словесное ударение.
2. Редукция звука.
3. Буквосочетания: qu [*kʷ*], (t)ch [*tʃ*], sh [*ʃ*], ck [*k*]; согласные буквы и звуки: Zz [*z*], Hh [*h*], Ff [*f*], Jj [*dʒ*], Vv [*v*], Ww [*w*], Q q; редуцированный гласный [*ə*].

4. Глагол *to have (has)*: утвердительная, отрицательная, вопросительная формы.  
5. Диалоги для чтения.

**1. Озвучьте буквы и транскрипционные знаки:**

- а) Z z, H h, F f, J j, V v, W w, X x, Q q.  
б) [z], [h], [f], [ʤ], [kw], [ks], [v], [w].

**2. Произнесите звуки и напишите соответствующие им буквы.**

Например: [z] – Z z

[h], [f], [ʤ], [kw], [ks], [v], [w], [æ], [g], [k], [t], [ʃ], [n], [p], [s], [r].

**3. Озвучьте буквы и напишите транскрипционные знаки, соответствующие произнесенным буквам.**

Например: Ss - [s].

Aa, Cc, Zz, Hh, Nn, Mm, Dd, Gg, Oo, Uu, Ww, Vv, Xx, Ee, Yy, Ii, Qq.

**2.1. Словесное ударение.**

В словах, состоящих из 2-х слогов, первый слог произносится, как правило, с большим ударением. В транскрипции ударение обозначается знаком [ ' ].

Например: 'husband ['hʌzbənd] – муж.

**2. Редукция звука.**

В безударном положении гласные звуки теряют свои качество и «коли-чество» (долготу) и произносятся как нейтральный звук [ə], реже [i]. Такое явление называется **редукцией** гласного звука. Таким образом, гласные буквы дают следующие варианты прочтения в безударном положении:

Например: Aa – [ə]: 'hospital ['hɒspɪtəl] больница

Oo – [ə]: 'handsome ['hænds(ə)səm] красивый

Uu – [ə]: album ['ælbəm] альбом

Yy (Ii)- [ɪ]: 'mummy ['mʌmɪ] мамочка, dentist ['dentɪst] дантист

[ə] перед буквами *r, l, n*

Ee           Например: elderly ['eldəli], parents [ˈpɛərənts]

[ɪ] в остальных случаях

Например: 'jacket ['dʒækɪt] пиджак

**3. Буквосочетания согласных.**

1. Буквосочетание **ck** читается как [k]

Например: clock ['klɒk] часы

**back** [bæk] назад

2. Буквосочетание **(t)ch** читается как [tʃ]

Например: **stretch** ['stretʃ] тянуться

**rich** ['rɪʃ] богатый

3. Буквосочетание **sh** читается как [ʃ]

Например: **short** [ʃɔ:t] низкий, короткий,

**bushy** ['bʊʃ] густые

4. Буква **q** употребляется только в сочетании с буквой **u** и читается как [kw].

Например: **quiet** ['kwaɪət]- тихий, спокойный;

**quick** ['kwɪk]- быстрый

#### 4. Фонетическое упражнение: прочитайте слова и напишите их транскрипцию.

[ʒ, æ, ʃ, q]      [k, ʒ, ʧ]      [kw]

'zippy – 'milky

shrim – cash

'quack – quod

'chicken – she – patch

'madam – 'album

'bucket – 'kitchen

quit – quid

kick – chump – shock

'animal – 'middle

'carrol – 'pocket

'quite – 'quiet

'battery – 'ketchup – 'syrup

'parrot – 'campus

shick – gosh

quiz – quell

'melon – dish – shelf

'hotty – 'pantom

'squirrel – 'cotton

'cactus – 'ballad

'venus – 'wettin

#### 5. Прочитайте диалоги и составьте свои на их основе.

**A.**

– Excuse, me, are you Kitty?

- No, I'm Jane.

- Oh, I'm sorry.

- You are welcome. .

**C**

- What's your name, please?

- It's Black

- That's your surname. What's your first name, please?

- It's Michael. [maɪkəl]

- How old are you?

- I'm thirty – one. (31)

- Where are you from?

- I'm from England.

**B.**

-Hello, Julia. How are you?

- Fine, thank you. And you?

- Quite well, thanks. How is your family?

- They are all right [raɪt]. And yours?

- Not bad.

#### 6. Заполните пропуски в предложениях. Используйте положительную или отрицательную форму глагола to be (is/am/are или isn't/am not/aren't). Напишите их.

1. ... your stepbrother afraid of dogs? – No, he ... . He ... a brave (храбрый) boy.
2. ... John single? – In my opinion, he ... .
3. My sister – in – law ... married to Mr. Jackson. He ... a banker.
4. Who ... on duty today? – Gordon and Richard ... .
5. Maria Carry ... a talented singer and she ... interested in music.
6. Diamonds ... cheap, but I and my cousin ... fond of them.
7. Russia ... a small country. It ... a big country.
8. The sky ... grey, that ... why we ... indoors.
9. Where ... your book? It ... on the desk. Your pen ... on the desk.
10. The sun ... green. It ... yellow.

single [ˈsɪŋɡl̩] неженат      diamond [ˈdaɪəmənd̩] бриллиант  
 married [ˈmæɪrɪd̩] замужем    cheap [tʃi:p] дешевый  
 on duty [ˈdʒu:tɪ] дежурный    the sun [sʌn] солнце

**7. Прочитайте слова с переводом и запишите их в словарь. Обратите внимание на правописание этих слов.**

- |   |   |
|---|---|
| 1. a baby [ˈbeɪbɪ] - младенец                                       | 11. (an) adult [ˈædʌlt] - взрослый                                      |
| 2. elderly [ˈelɪəli] - пожилой                                      | 12. to be (come) of age - стать совершеннолетним                        |
| 3. a toddler [ˈtɒdlə] - младенец                                    | 13. (a) grown up [ˈgrɒnʌp] - взрослый                                   |
| 4. old [ɔːld] - старый  | 14. to be over 20/30 - быть за 20/30                                    |
| 5. a teen-ager [ˈti:n'eɪʒə] - подросток в возрасте от 13 до 19 лет  | 15. to be in one's early / late teens - быть в возрасте от 13 до 19 лет |
| 6. elder-старший (брат...)  | 16. age [eɪʒ] возраст   |
| 7. at the age of - в возрасте                                       | 17. middle – aged [ˈmɪdl̩eɪʒd̩] - средних лет                           |
| 8. a youngster [ˈjʌŋstə] – юноша                                    | 18. to be in one's early (mid, late) 20s- быть двадцати с небольшим     |
| 9. to be twice [ˈtwɑːs] smb's age- быть в два раза старше кого-либо | 19. aged [ˈeɪʒd̩] – пожилой   |
| 10. young [jʌŋ] - молодой   |   |

**8. Прочитайте словосочетания и предложения и переведите их на родной язык. Составьте как можно больше словосочетаний и предложений с выделенными словами и напишите их.**

**baby, toddler;** A funny baby, a funny toddler, his and her baby, Marta's beautiful toddler, our lovely baby-girl, a baby and a toddler, babies and toddlers. Look, our friend's baby is in the yard. He is so cute (красивый). Steve and Nick are 5 (five) months old. They are toddlers.

**teenager, youngster;** A clever teenager, a silly teenager, a nice youngster, a bad youngster, teenagers and youngsters. Children at the age of 13 (thirteen), 14

(fourteen), 15 (fifteen), 16 (sixteen), 17 (seventeen), 18 (eighteen), 19 (nineteen) are teenagers. Teenagers are fond of computers and music. My friend is a youngster. He is young and intelligent.

**adult, grown-up;** An adult, a grown-up, a lazy adult, a lazy grown up, a diligent adult, a diligent grown-up. We are 25 (twenty-five). We are grown ups. Kate and Tim are adults. They are students of the Pedagogical Institute. Are you an adult? – No, I'm not. I'm only seven.

**age, old, elder;** Aged parents, elderly people, middle-aged women; an old man, an old woman; middle-aged worker, an elderly turner (токарь); an aged teacher, an old nurse. Who are those elderly people? – They are my grandparents. Is Tom your younger brother? – No, he is my elder brother. How old are these women? – They are middle-aged. Is your granny aged? – Yes, she is. How old are you? – I am at the age of thirty (30). My elder brother is twice my cousin's age. She is six. Jane is at her early teens. She is only thirteen. Are your friends over 20 (twenty), - No, they aren't. They are in their 20s. Our son is eighteen today. He is already of age.

### 9. Опровергните данные ниже высказывания, используйте слова в скобках.

Например: It's my grandmother (дедушка).

It's not my grandmother. It's my grandfather.

1. It's an old man (молодой).
2. It's a dull (скучная) woman (забавная).
3. It's a grown-up (младенец).
4. My son is in his late teens. (в подростковом возрасте-13 лет).
5. His nephew is in his mid 40 (forty). (тридцать с небольшим).
6. Our grandparents are elderly (средних лет).
7. Mary is 16 (вдвое старше Нелли)
8. Denis is my younger brother (старший).
9. Kitty is a little girl (взрослая).
10. I am over 40 (юноша).

### 2.4 Глагол *to have (has) got*.

1. Для выражения идеи владения, обладания используется разговорный оборот *have got (has got)*. На русский язык он обычно переводится *есть (имею)*. В 1л., 2л. и 3л. множественного числа употребляется форма *have got*, в 3л. единственного числа – *has got*.

I        **have got**  
We      **have got**  
You     **have got**

They    **have got**

Mr. and Mrs. White **have got** a child – У  
 I **have got** a dress on – На мне (одею)  
 платье.  
 The girl **has got** a parrot. – У девочки есть  
 попугай.  
 She **has got**  
 It **has got**  
 He **has got**

My father and I **have got** a car – У  
 моего отца и у меня есть машина.  
 You **have got** a nice house – У тебя есть  
 хороший дом.  
 мистера и миссис Уайт есть один  
 ребёнок.  
 The flat **has got** 3 rooms. – В квартире  
 3 комнаты.  
 Mike **has got** a bike. – У Майка есть  
 велосипед.

2. Отрицательная форма образуется с помощью частицы **not**, которая ставится  
 после глагола **have/has**. *Например:*

I  
 We **have not got**.  
 You  
 They

I **have not got** a niece.  
 The children **have not got** toys – У  
 детей нет игрушек.  
 Nat **has not got** a pet – У Нэт нет  
 домашнего животного.

В разговорной речи в утвердительной (1) и отрицательной формах (2-5)  
 употребляются следующие сокращения:

1) I I've got  
 We **have got** = We've got  
 You you've got  
 They they've got

2) I've not got  
**Have not got** = We've not got  
 You've not got  
 They've not got

Или:

3) I  
 We **haven't got**  
 You  
 They

4) He  
**Has not got** = She **hasn't**  
**got**  
 It

Или:

5) He's  
 She's **not got**  
 It's

3. В вопросительной форме **have/has** ставится перед подлежащим.

*Например:*

**Have** you got a cat? - Yes, I **have**/No, **have** not. У тебя есть кошка? – Да. / Нет.

**Has** Ann got a coat on? – Yes, she **has**. / No, she **hasn't**. На Энн есть пальто? –  
 Да. / Нет.

**Have** your sisters got books? – Yes, they **have**. / No, they **haven't**. У твоих сес-  
 тёр есть книги? – Да. / Нет.

What **have** the girls got on? – The girls **have** got costumes on. Что на девушках?

**10. а) Прочитайте предложения и переведите их на родной язык**

**б) Составьте как можно больше аналогичных примеров.**

1. Liz has got a cat. It is black – and – white. Charly and Meggy have got a little house in the village ([ˈvɪlɪdʒ] деревня). It is far from here. I have got a big family.

We are friendly. Dick has got jeans and a sweater on.

2. We haven't got a garage behind\* the house. It is near the house. You haven't got interesting books. I'm sorry. The actor has got make-up\* on. The girl hasn't got a pen. She has got only a pencil. Dave hasn't got a brother. Only a sister.

3. Have you got a son or a daughter? – I've got two daughters. They are twins. What has Dolly got on? – She's got a white blouse and a black skirt\* on. Where have they got their flat? – In Shevchenko Street. Has Din got fair hair\*? – No, he hasn't. His hair is dark.

*behind* [bɪˈhaɪnd] позади, за

*skirt* [skɜ:t] юбка

*make up* грим

*fair hair* [ˈfeəˈheə] светлые волосы

**11. Отгадайте о ком идет речь. Загадайте одну/одного однокурсницу/однокурсника. Пусть студенты ответят на вопросы и догадаются, кто это.**

- I) 1. Is this a youngster?  
2. How old is he?  
3. Is he handsome?  
4. Has he got a jacket and trousers on?  
5. What colour are they?  
6. Has he got a tie on?  
7. What has he got on his desk?  
8. Where is he?

- II) 1. Is this a girl?  
2. Is she pretty?  
3. What has she got on?  
4. Is her jacket black or red?  
5. Where is she?  
6. What has she got on her desk?  
7. Has she got a mobile [məʊbaɪl] telephone?

---

tie [taɪ] галстук

mobile telephone [məʊbaɪl] мобильный телефон

**12\*. Переведите предложения на английский язык и напишите их.**

1. Сью – 32 года. Она замужем. У неё двое детей: дочь и сын. Она работает доктором.  
2. Джону 39 лет, но он выглядит (looks) старше. Он женат. Он увлекается спортом. У него большой дом в центре города (in the centre of the city).  
3. Джек пожилой человек. У него нет детей. Он очень больной (sick). Он



вдвое старше своего племянника.

4. У Анны трое детей. Её муж, свекровь имеют большую и светлую (light – ['laɪt]) квартиру на улице Зеленая. Они очень дружная семья.
5. Кто это? – Марк и Мэй. – Сколько им лет? – Они совершеннолетние. На Марке тёмный костюм (suit [sju: t]), а на Мэй – прекрасное платье.

### 13\*. Прочитайте слова и напишите их транскрипцию.

Laddle, lampas, piggy, empty, habit, primitive, jammy, shake, dines, chestnut, bee, coca-cola, trust, blossom, роxy, vest, wine, finish, feme, mute, scotch, click, datum, rate, spendent, event, bye, tie, sky, drive, doke.

## Lesson 3.

1. Буквосочетания гласных: (ou) oi [ɔɪ], eu [eɪ] / [jɪ]; буквосочетания согласных: th [θ] / [ð]; буквосочетания гласных и согласных: у перед гласными, ild [aɪld], ind [aɪnd].
2. Неопределенный артикль **a (an)**.
3. Определенный артикль **the**.
4. Диалоги для фонетического чтения.

### 1. Озвучьте пары букв и транскрипционных знаков.

а) Aa - Ee, Cc - Ss, Zz - Oo, Yy - Ii, Ll - Qq, Nn - Pp, Hh - Kk, Tt - Mm, Bb - Dd, Rr - Gg.

б) [m-p], [r-s], [t-d], [s-z], [f-v], [k-g], [v-w], [æ-e], [o-ʌ], [eɪ], [aɪ], [ou], [i:], [ju:].

### 3.1. Буквосочетания гласных и согласных.

1) Буквосочетания **oi**, **ou** в безударном и ударном слоге сочетаются как [ɔɪ].

*Например:* boil [bɔɪl] варить, кипятить      a toy [tɔɪ] игрушка

2) Буква **у** перед гласной читается как [j].

*Например:* yet [jet] ещё

empty ['emptɪ] пустой

3) Буквосочетание **th** передает 2 звука [θ] и [ð].

[ð] 1) в местоимениях и служебных словах.

*Например:* this [ðɪs] этот, эта, это; with [wɪð] с

2) в знаменательных словах между гласными.

*Например:* together [tə'geðə] вместе

to bother ['bɒðə] беспокоить

[θ] 1) в начале знаменательных слов.

*Например:* thin [θɪn] худой

thick [θɪk] толстый

2) в конце знаменательных слов и производных от них слов.

*Например:* blacksmith ['blæksmɪθ] кузнец

3) В середине интернациональных слов между гласными.

*Например:* method ['meθəd] метод

4) Буквосочетание *eu* в ударном слоге читается [eʃ], в безударном как ослабленный звук [ə].

*Например:* grey [greɪ] серый

volley-ball ['vɒlə'beɪl] волейбол

5) Буква *i* перед *ld* и *nd* читается [aɪ].

*Например:* wild [waɪld] дикий

to find [faɪnd] находить

## 2. Фонетическое упражнение: прочитайте слова и напишите их транскрипцию.

mind – vɪld	myth – θrone	oil – boɪl	yelp – 'dɪɡgi
find – tʃɪld	wɪ'thɪn – bɔθ	coin – boɪ	yet – 'stɒki
be'hɪnd – wɪld	'pɪθɒn – mɔðə	soil – soɪ	yell – 'fɒɡgi
kind – wɪnd	'ɡæθə – brɔθ	toy – roɪəl	yeld – 'rændi
'tʃɪldrɪʃ – mɪnd	'θʌndə – ðɪs	spɔɪl – hoɪ	yelk – 'pɪtɪ
o'beɪ – 'æli	Mæθs – 'bɒðə – fɪfθ		
preɪ – 'dʒɪmni	ðɪs – θʌmb – brɔθ		
kleɪ – 'dʒɒki	'stɪmɪ – reɪ – brɔɪd		
ɡreɪ – 'trɒli	be'hɪnd – de'strɔɪ – o'keɪ		
sleɪ – 'mɒki	fɔɪl – jest – 'deɪli		

### 3.2. Неопределенный артикль *a (an)*.

В английском языке имена существительные употребляются с артиклями, которые являются служебными словами и на русский язык не переводятся. Неопределенный артикль *a (an)* употребляется перед исчисляемыми существительными в единственном числе. Он обозначает “один”, “любой” (из тысячи, миллиона и т.д.) и используя при первичном упоминании о предмете. Он также указывает на принадлежность предмета, к какому либо классу предметов, но не выделяет его конкретно.

*Например:* a cook [kʊk] повар

a doctor – доктор

Перед именами существительными, начинающихся с гласного звука, употребляется форма *an*.

*Например:* an engineer – инженер

an actor – актер

Если перед исчисляемыми существительными в единственном числе стоит прилагательное, то артикль ставится перед прилагательным.

*Например:* a tall ↓ clerk – высокий служащий

an experienced ↓ worker – опытный рабочий .

### 3.3. Определенный артикль *the*.

В английском языке наряду с неопределенным артиклем *a (an)* существует определенный артикль *the*, который произносится как [ðə] перед словами, начинающихся с согласного звука, [ði] – с гласного.

*Например:* the 'teacher [ði'ti:tʃə] учитель

the engineer [ði'ɛnʤɪnɪə] инженер

Определенный артикль указывает на то, что речь идет о конкретном лице (или предмете), о котором упоминалось ранее, мы знаем, о чем идет речь. Он близок по значению к указательным местоимениям *this* (это) и *that* (тот). *The* употребляется перед существительными как в единственном, так и во множественном числе.

*Например:* This is **a** boy. **The** boy is clever – Это-мальчик. Мальчик умный.

This is **a** woman. **The** woman is at work - Это-женщина. Женщина на работе.

Перед именами собственными определенный и неопределенный артикли не употребляются за исключением упоминания семейства в целом. В случае если фамилия употребляется в форме множественного числа, перед ней ставится определенный артикль *the*.

*Например:* The Blacks - Блэки (Семья Блэков)

The Petrenkos - семья Петренко

The Sidorovs – Сидоровы.

### 3. Прочитайте слова с переводом и запишите их в словарь. Обратите внимание на правописание этих слов.

1. a journalist ['ʤɜːnlɪst] журналист

2. an architect [ˌɑːkɪ'tekt] архитектор

3. a doctor доктор

4. a nurse ['nɜːs] медсестра, няня

5. a surgeon ['sɜː ʤɜːn] хирург

6. a dentist- зубной врач

7. a secretary- секретарь

8. a teacher ['ti:tʃə]- учитель

9. a waiter ['weɪtə]- официант

10. a waitress ['weɪtrɪs]- официантка

11. a cook 'kuk]- повар

12. an engineer 'enʤɪniə] инженер

13. a driver ['draɪvə]- водитель

14. a worker ['wɜːkə]- рабочий

15. a shop assistant [ə'sɪstənt]-

продавец

16. an actor ['æktə]- актер

17. an actress ['æktɪs]- актриса

18. a clerk [kɜːk]- клерк, служащий

19. a librarian [laɪbrɪərɪən] -  
библиотекарь

20. a library ['laɪbrərɪ] - библиотека  
(in the ~ - в библиотеке)

21. an office ['ɒfɪs]- офис ( at the  
~  
- в офисе )

22. a hospital ['hɒspɪtəl]- больница  
(to be in hospital –лежать в  
больнице. At (in) the~ в  
больни-це)

23. school [sku:l]- школа (at ~ - в  
школе (учиться) in the ~ в

школе (находиться)).

24. a restaurant [*'restɹɹnt*] - ресторан ( at(in) а~ - в ресторане)

25. a factory [*'fæktɹɹ*] - фабрика ( at (in) а ~ - на фабрике)

26. a garage [*'gæra:Z*] - гараж (in а ~ - в гараже)

27. a department – store [*dɹɹpa: t mɹnt 'stɹ:*] универмаг ( at (in) the ~ - в универмаге)

28. a theatre [*'θɹtɹ*] – театр (at the ~ - в театре)

29. what kind of – какой

30. experienced [*'ɹks'pɹɹɹnst*] - опытный

31. diligent [*'dɹɹɹnt*] – прилежный, старательный.

32. reliable [*'raɹəbəl*] - надежный

33. intelligent [*'ɹntelɹɹnt*] - умный,

интеллигентный

34. clever [*'klevɹ*]-умный

35. silly [*'sɹɹ*] - глупый

**4. Прочитайте и переведите предложения на родной язык. Обратите внимание на употребление определенного и неопределенного артикля.**

1. This is a girl. The girl is nice. The girl has a white dress on. The girl is happy.

2. That is a boy. The boy is ugly. The boy is in the yard. The boy has a dirty ([*'dɹ:tɹ*] – грязный ) suit on.

3. This is a man. The man is handsome (красивый). The man is thin. The man isn't married.

4. That is a cat. The cat is big. The cat is under (под) the bed. The cat is quiet (тихий).

**5. Прочитайте словосочетания и предложения; переведите их на родной язык. Составьте как можно больше словосочетаний и предложений с выделенными словами; обратите внимание на употребление артиклей.**

**doctor, dentist** A good doctor, a good dentist, a good nurse; an experienced  
**nurse; engineer,** doctor, an experienced nurse, an experienced dentist; a clever  
**secretary, worker** engineer, a clever secretary, a clever clerk; a reliable journalist,  
**student, journalist,** a reliable worker, a reliable student; a very experienced  
**clerk, experienced,** engineer and a clever nurse; a reliable doctor and a good  
**clever, reliable,** journalist. Where is Tom? – He is at work. What is he? – He  
**hospital, school** is an experienced doctor. He is at the *hospital*. Is Nick a  
reliable person? – Yes, he is. *What kind of* engineer is he?  
He is a clever engineer. What has this nurse got on? The  
nurse has got a white dress on. Where is Dick? – He is in the  
school.

**teacher, librarian** An intelligent teacher, an intelligent librarian, an intelligent  
**architect, surgeon** architect; a diligent actor, a diligent actress, a diligent  
**actor, actress, cook** surgeon; an experienced shop-assistant, an experienced  
**shop-assistant,** journalist; a clever librarian and a diligent surgeon; a silly  
**secretary, driver** secretary, a silly waiter, a silly waitress; a silly shop-assistant,  
**intelligent, diligent,** a silly student – a silly worker. Are you a driver? – Yes, I  
**silly, garage** am. I'm in the garage now. Jack's friend is a surgeon. He has

got many friends. – What kind of surgeon is he? He is a diligent surgeon. He is fond of his work. Why are you sad (грустный)? – The cook is silly. He isn't experienced. He has no meat (мясо). Have you got an intelligent architect?  
- Yes, I have. His name is Mr. Brown.

**office, library, restaurant, bank, factory, theatre, department-store** A large office, a large school, a large hospital; a small restaurant, a small library, a small bank; an old factory, an old department-store; in hospital, at school, in a garage; in the restaurant, at the department-store, at the theatre; in an office, at the library. Nat is a diligent student. She is in the library. Where are Nick and Bill? They are in the bank. They have got a lot of money (много денег). Is Roger at the restaurant or at school? He is at the hospital. Hi, Nat! - Hello, Jane. You have a nice dress on. – Thank you. It's my evening dress. We are at the theatre tonight (сегодня вечером).

**6. Представьте, что перед вами незнакомые мужчина и женщина. Расспросите друг друга о них (имя, фамилия, возраст, профессия, одежда и т.п.), используя изученную лексику.**

*Например:*

- Is it a man?
- Yes, it is.
- Is he old or young? How old is he?
- He is middle aged. He is 55 (fifty - five).
- What is his name?
- His name is Mr. Jackson.
- What has he got on?
- He has got a black suit on.
- What is Mr. Black?
- What kind of architect is he?
- He is an intelligent architect.

**7. Распределите реплики в диалоге в логической последовательности.**

- Sue, how old are you?
- 37.
- 17.
- Have you got any children?
- And you?
- Lucy and Robert.
- One is 11, the other is nine.
- Two.
- What are their names?
- I'm going an A level course at the pedagogical university.
- What are their names?

- Are 20 or 17?

**8. Прочитайте словосочетания и составьте с ними мини ситуации.**

- |  |  |
|--|--|
| 1. an aged nurse.                        | 5. at a big department – store.                  |
| 2. an experienced driver                 | 6. in a light ([ <i>laʃt</i> ]- светлый) office. |
| 3. a clever and diligent secretary.      | 7. an intelligent journalist.                    |
| 4. an elderly actor and a young actress. |  |

**9. Прочтите диалоги на английском языке с соответствующим интонационным оформлением.**

- |   |   |
|---|---|
| 1. - Hello, My name is Robert Dune.<br>I am from England.<br>- What are you?<br>- I am an experienced driver.<br>But my car is in the garage.         | 1. - Привет, меня зовут Роберт Дьюн.<br>Я из Англии.<br>– Кто вы по профессии?<br>– Я опытный водитель. Но моя машина в гараже. |
| 2. - Who is this girl?<br>– The girl is my sister-in law.<br>She is married<br>and has a family: a husband, a daughter and a son. She is a housewife. | 2. - Кто эта девушка?<br>– Эта девушка - моя свояченица. Она замужем и у неё есть семья: муж, дочь и сын.<br>Она домохозяйка.   |
| 3. - Where is Betty?<br>– I have no idea. ([ <i>'aidiə</i> ])<br>– She is a good waitress.<br>She is at the restaurant.                               | 3. - Где Бетти?<br>– Понятия не имею.<br>- Она хорошая официантка.<br>Она в ресторане.  |
| 4. - What is Ben?<br>– He is an experienced cook.<br>He is from Spain ([ <i>speɪn</i> ])<br>- Why is he here?<br>- He is fond of Ukraine.             | 4. - Кто Бен по профессии?<br>– Он опытный повар. Он из Испании.<br>- Почему он здесь?<br>– Он любит Украину.                   |
| 5. - Where are the surgeon,<br>the nurse and the clerk?<br>- They are at home already [ <i>ʌsredʒ</i> ]   | 5. - Где хирург, медсестра и служащий?<br>- Они уже дома.   |
| 6. - Has our librarian got many books?<br>– Yes, she has.<br>- Where is she?<br>– She is in the library now.  | 6.- У нашего библиотекаря много книг?<br>– Да.<br>– Где она?<br>– Она сейчас в библиотеке.                                      |

- What kind of librarian is she?
- She is a diligent and clever librarian.

- Какой она библиотекарь?
- Она старательный и умный библиотекарь.

7. Mike is in mid 20s. He has got a wife, a daughter and a brother. They have got a big house in the **БОЛЬШОЙ ДОМ** в centre of the town near [nʃə] the factory. Mike is a reliable family man.

7. Майку где-то 25 – 26 лет. У него есть жена, дочь, теща и брат. У **НИХ** центре города около фабрики. Майк - надежный семьянин.

**10\* Опишите людей согласно данной ниже информации.**

*Например:* a woman, Ann Brown, 25, a doctor, experienced, children, married.

This is a woman. Her name is Ann Brown. She is 25. She is an experienced doctor. Ann is married. She has got children. She is at hospital now.

1. a man, Sam Grick, an engineer, experienced, factory, single, no children.
2. A boy, Peter White, a student, diligent, Pedagogical Institute, a girl-friend.
3. a girl, Nat Dandy, married, twins, a housewife, a husband, a journalist, office.
4. a woman, Ricky Nelson, 65, elderly, a pensioner ([ˈpenʃənə] – пенсионер ) 2 grandchildren, department- store.
5. a teenager, 19, Bob Simon, a pupil, clever, a car, friends, theatre, his mother, librarian.

## Lesson 4

1. Буквосочетания: ir / ur / er [ə:]; ar [ɑ:]; or [ɔ:]; ow [əʊ] / [aʊ]; ou [aʊ].
2. Множественное число существительных.
3. Текст для чтения “*Susie*”.
4. **Reading for fun.**

**1. Озвучьте буквы:**

Aa, Cc, Ee, Ww, Vv, Ee, Pp, Kk, Nn, Mm, Jj, Zz, Yy, Oo, Ii, Rr, Dd, Uu, Ll, Tt, Bb, Hh, Ff, Gg, Xx.

**2. Напишите буквы, соответствующие транскрипционным знакам:**

[t], [n], [ou], [ju:], [j], [v], [aʃ], [æ], [b], [s], [d], [i:], [ʃ], [e], [ə], [z], [f], [g], [m], [l], [p], [ks], [dʒ], [ʌ], [h], [h], [r]

### 4.1. Буквосочетания.

1. Буквосочетание **a+r** читается как [ɑ:]

*Например:* car [kɑ:]- машина  
bar [bɑ:]- бар

2. Буквосочетания *ir*, *ur*, *er* читаются как [ə:]

Например: dirty ['dɜ:tɪ]- грязный

curly ['kɜ:lɪ]- кучерявый

her [hɜ:]- её

3. Буквосочетание *or* даёт звук [ɔ]

Например: short [ʃɔ:t]- низкий, короткий.

storm [stɔ:m]- буря, шторм.

Сочетания гласных с буквой *r* относятся к 3-му типу ударного слога.

4. Буквосочетания *ow* часто читается [aʊ], когда находится в середине слова или под ударением, и [ɔʊ] – в конце слова.

Например: brown [braʊn]- коричневый

low [laʊ]- низкий

5. Буквосочетания *ou* читается [aʊ], *oa* – [ɔʊ].

Например: stout [staʊt]- плотный

boat [bəʊt]- лодка

### 3. Прочитайте и напишите транскрипцию слов.

[a:], [ɔ], [ə:]

[ɔʊ], [aʊ]

park – car

cowboy – town

foam – trout

hern – birth – turner

birch – church

coat – mouth

round- boat

mark – fork – rod

turn – march

throw – down

bow – towel

stone – sir – perl

corn – born

grow – crown

proud – soap

moan – clout – blow

her – nerve

low – shower

goal – cloud

### 4. Прочитайте слова с переводом и запишите их в словарь. Обратите внимание на правописание этих слов.

1. pretty ['prɪtɪ]- симпатичная

2. handsome ['hænds(ə)sm]- красивый

3. good – looking ['gʊd'lu:kɪŋ] -  
красивый

4. ugly ['ʌɡli]- уродливый, некрасивый

5. slim- стройный

6. thin – худой

7. fat [fæt]- жирный

8. thick [θɪk]- толстый

9. stout [staʊt]- плотный, тучный

10. plump ['plʌmp]- пухлый

11. stooping ['stʊpɪŋ]- сутулый

12. erect [ɪ'rekt]- прямой

13. graceful ['ɡreɪsfʊl]- грациозный

14. eyes [aɪz]- глаза

15. eyelashes ['aɪʃæʃz]- ресницы

16. eyebrows ['aɪbrəʊz]- брови

17. hazel ['hæzəl]- карие

18. blue [blu:]- голубые

19. grey [ɡreɪ]- серые

20. wide set ['waɪd'set]- широко  
посаженные

21. close set ['kloʊz'set]- близко  
посаженные

22. curving ['kɜ:vɪŋ]-  
завивающиеся

23. bushy ['bʊʃɪ]- густые (брови)

24. penciled ['pensɪld]- тонкие (о  
бровях)

25. tall [tɔ:l]- высокий



- |  |   |
|--|---|
| 26. short [ʃɔ:t]- низкий                   | 33. curly ['kɜ:li]- кучерявый               |
| 27. complexion [kəm'pleksən]- цвет<br>лица | 34. straight [streɪt]- прямой               |
| 28. hair [heə]- волосы                     | 35. nose [nəʊs]- нос                        |
| 29. dark [dɑ:k]- темный                    | 36. turned – up ['tə:nd'ʌp] –<br>вздернутый |
| 30. fair [feə]- светлый                    | 37. aquiline ['ækwɪlaɪn]- орлиный           |
| 31. chestnut [tʃestnʌt]- каштановые        | 38. snub [snʌb]- курносый                   |
| 32. blonde – блондинка                     | 39. hooked [hʊkt]- с горбинкой              |

#### 4.2. Множественное число существительных

1. Множественное число существительных образуется путём добавления окончания **-s** к основе исчисляемых существительных в единственном числе. Неопределенный артикль **a (an)** перед существительными во множественном числе не употребляется. Неисчисляемые существительные не имеют формы множественного числа.

---S читается [z] после звонких согласных и гласных  
[s] после глухих согласных

*Например:* a cat – cats [kæts] кот – коты  
a toy – toys [tɔɪz] игрушка – игрушки  
a son - sons [sʌnz] сын – сыновья

*Но:* black coffee – черный кофе  
green tea – зеленый чай  
good news - хорошая новость  
thick hair – густые волосы

weather - плохая погода

money – деньги (не moneys)  
интересная работа

bad

interesting work -

2. Существительные, оканчивающиеся на **-s (ss)**, **-sh**, **-(t)ch**, **-z** и **-x** во множественном числе принимают окончание **-es**, которое читается [ɪz].

*Например :* a dress – dresses ['dresɪz] - платье – платья  
a bush – bushes ['bʊʃɪz] - куст – кусты  
a coach – coaches ['kəʊtʃɪz] - вагон – вагоны  
a box – boxes ['bɒksɪz] - коробка – коробки  
a buzz – buzzes ['bʌzɪz] - гудок – гудки (жужжание)

3. Существительные, оканчивающиеся на немую **-e** с предшествующими **-s**, **-z**, **-c**, **-g** во множественном числе принимают окончание **-s** и читаются [ɪz].

*Например:* a stage – stages ['steɪʒɪz] - сцена –сцены

a dose – doses [ˈdɒzɪz] - доза – дозы  
a piece – pieces [ˈpiːsiːz] - кусочек – кусочки

4. К существительным, оканчивающимся на –у с предшествующим согласным, во множественном числе прибавляется –es, а у меняется на i.

Например: a baby – babies [ˈbeɪbiːz] - ребенок – дети  
a city – cities [ˈsɪtiːz] - город- города

Если перед у стоит гласный, то множественное число образуется по общему правилу.

Например: a boy – boys [bɔɪz] - мальчик – мальчики  
a day – days [deɪz] - день – дни.

5. К существительным, оканчивающимся на f, добавляется es во множественном числе, а f меняется на v и читается [vz].

Например: a leaf – leaves [li:vz] - лист – листья  
a shelf – shelves [ʃelvz] - полка - полки

Существительные на –fe образуют множественное число путем изменения f на v и прибавления окончания -s, которое читается [vz].

Например: a wife – wives [waɪvz] - жена – жены.  
a life – lives [laɪvz] - жизнь – жизни.

6. Множественное число существительных на –o образуется путем добавления окончания –es [ɪuz].

Например: a potato – potatoes [pəˈteɪtəʊvz] - картофелина – картофель  
(собирает.)

a tomato – tomatoes [təˈmɑːtəʊvz] - помидор – помидоры

**Но:** a photo – photos [ˈfəʊtəʊvz] - фотография – фотографии

a piano – pianos [ˈpiːnəʊvz] - 1 пианино – много ...

an auto – autos [ˈɔːtəʊvz] - автомобиль –автомобили

( Это сокращенные варианты интернациональных слов – a photograph, a fortepiano, an automobile).

7. Множественное число некоторых существительных образуется не по правилам. Эти существительные следует запомнить.

a man – men - мужчина –  
мужчины

a woman – women [ˈwɪmɪn] –

женщина – женщины.

a child [tʃɪldrən] - children [ˈtʃɪldrən] –  
ребенок – дети.

a mouse – mice - мышь – мыши

a goose – geese - гусь – гуси

a tooth – teeth - зуб - зубы

a foot – feet - ступня – ступни

an ox – oxen - бык – быки.

8. Запомните следующие существительные, имеющие во множественном числе ту же форму, что и в единственном.

- a sheep – sheep - овца – овцы
- a deer – deer [dɛə] - олень – олени
- a swine – swine - свинья – свиньи

**5. Прочитайте существительные в единственном и множественном числе с переводом. Объясните правила образования их множественного числа и фонетического прочтения.**

[s]

- |   |  |
|---|--|
| 1. a parent – parents                     | 1. родитель – родители                 |
| 2. an aunt – aunts                        | 2. тётя - тётки                        |
| 3. a clock – clocks                       | 3. часы – несколько часов (настенных)  |
| 4. an adult – adults                      | 4. совершеннолетний - совершеннолетние |
| 5. a grown-up – grown-ups                 | 5. взрослый - взрослые                 |
| 6. a journalist – journalists             | 6. журналист - журналисты              |
| 7. an architect – architects              | 7. архитектор - архитекторы            |
| 8. a dentist – dentists                   | 8. дантист - дантисты                  |
| 9. a cook – cooks                         | 9. повар - повара                      |
| 10. a shop-assistant -<br>shop-assistants | 10. продавец - продавцы                |
| 11. a clerk – clerks                      | 11. клерк – клерки                     |
| 12. a restaurant – restaurants            | 12. ресторан – рестораны               |
| 13. a bank – banks                        | 13. банк - банки.                      |

[z]

- |   |  |
|---|--|
| 14. a mother – mothers                  | 14. мама - мамы  |
| 15. a father – fathers                  | 15. папа - папы  |
| 16. a son – sons                        | 16. сын - сыновья  |
| 17. a daughter – daughters              | 17. дочь - дочери  |
| 18. a brother – brothers                | 18. брат – братья  |
| 19. a sister – sisters                  | 19. сестра - сестры  |
| 20. an uncle – uncles                   | 20. дядя - дяди  |
| 21. a nephew – nephews                  | 21. племянник - племянники                                 |
| 22. a cousin – cousins                  | 22. двоюродный брат (сестра)<br>двоюродные братья (сестры) |
| 23. a husband – husbands                | 23. муж - мужья  |
| 24. a father-in-law –<br>fathers-in-law | 24. тесть (свёкор) – тестя (свёкры)                        |
| 25. a mother-in-law –<br>mothers-in-law | 25. тётя (свекровь) – тётки (свекрови)                     |
| 26. a teenager – teenagers              | 26. тинэйджер - тинэйджеры                                 |
| 27. a toddler – toddlers                | 27. младенец - младенцы                                    |
| 28. a doctor – doctors                  | 28. доктор - доктора                                       |
| 29. a surgeon – surgeons                | 29. хирург - хирурги                                       |
| 30. a teacher – teachers                | 30. учитель учителя  |

31. a waiter – waiters
32. an engineer – engineers
33. a driver – drivers
34. a worker – workers
35. a librarian – librarians
36. a hospital – hospitals
37. a school – schools
38. a department – store – department – stores
39. a theatre – theatres
40. a cinema – cinemas

**[iz]**

41. an actress – actresses
42. a miss – misses
43. an eyelash – eyelashes
44. a niece – nieces
45. nurse – nurses
46. a garage – garages
47. a watch – watches
48. a baby – babies
49. a secretary – secretaries
50. a factory – factories
51. a library – libraries

**[vz]**

52. a wife – wives
53. a housewife – housewives
54. a life – lives
55. a shelf – shelves

**[əuz]**

56. a potato – potatoes
57. a tomato – tomatoes
58. an auto - autos
59. a piano – pianos
60. a photo – photos

31. официант - официанты
32. инженер - инженеры
33. водитель - водители
34. рабочий – рабочие
35. библиотекарь - библиотекари
36. больница - больницы
37. школа - школы
38. универсам - универсамы
39. театр - театры
40. кинотеатр - кинотеатры

41. актриса - актрисы
42. мисс – незамужние девушки
43. ресничка - ресницы
44. племянница – племянницы
45. медсестра - медсестры
46. гараж - гаражи
47. часы – несколько часов
48. ребенок - дети
49. секретарь - секретари
50. фабрика - фабрики
51. библиотека – библиотеки

52. жена - жены
53. домохозяйка – домохозяйки
54. жизнь – жизни
55. полка - полки

56. картофелина - картофель
57. помидор – помидоры
58. авто – автомобили
59. пианино – много ...
60. фотография - фотографии

\* \* \* \* \*

61. a tooth – teeth
62. a goose – geese
63. a foot – feet
64. an ox- oxen
65. a child – children
66. a mouse – mice
67. a man – men

\* \* \* \* \*

61. зуб - зубы
62. гусь - гуси
63. ступня - ступни
64. бык - быки
65. ребенок - дети
66. мышь - мыши
67. мужчина - мужчины

## 6. Изучите таблицу. Переведите и запомните.

<i>Country</i>	<i>Language</i>	<i>Nationality (sg.)</i>	<i>Nationality (pl.)</i>
England	English	an English (man)	the English
America	American	an American	Americans
Canada	English/French	a Canadian	Canadians
Australia	English	an Australian	Australians
France	French	a French (man)	the French Frenchmen
Italy	Italian	an Italian	Italians
Spain	Spanish	a Spaniard	Spaniards
Norway	Norwegian	a Norwegian	Norwegians
Sweden	Swedish	a Swede	Swedes
Holland	Dutch	a Dutchman	the Dutch
Netherlands			
Denmark	Danish	a Dane	Danes
Germany	German	a German	Germans

## 7. Читайте словосочетания и предложения и переведите их на родной язык. Составьте как можно больше аналогичных словосочетаний и предложений с выделенными словами.

**pretty, handsome, good – looking, ugly, graceful, thin, slim, fat, thick plump, stout** A pretty girl, a handsome boy, a good-looking nurse; handsome boys, pretty sisters, good-looking cousins; an ugly son, handsome sons; graceful Americans, pretty wives and ugly husbands, good-looking *Canadians* and handsome *English*. Where are you from? – I am from *Australia*. I'm *Australian*. How many daughters have you got? – We've got two. They are twins. Is your secretary in? – No, she is away (уехала). She is in *Spain*. A thin dentist, a slim librarian, a graceful teacher; a fat driver, a thick architect, a plump cook, a stout journalist; slim *Italians*, graceful *French*, thin women; thick cats, thick dogs, big countries, big garages; plump nieces, stout misses, fat actresses. This is a boy. He has got a lot of friends. They are from different (разные) countries: *Germany, Sweden, England* and *Holland*. Have you got nieces or nephews? – We have got two nieces and three cousins? What are their names? Their names are: Ann, Patty, Paul, Peter and Robert. - How old are they? – They are eight, ten, twelve, thirteen and fifteen.

**tall, short, erect, stooping** Tall uncles, short aunts, erect women; a stooping adult, a graceful surgeon; erect teenagers, stooping grandparents; a

tall waiter, short waitresses. Who is it? – This is Ann. What is she? She is a shop assistant. – What kind of girl is she? – She is a tall pretty girl. Besides (кроме того) she is a diligent worker. Is your father-in-law stooping or erect? He is erect. He is middle – aged. Where are the *Spaniards*? They are at the department store. They are fond of shopping.

**hazel, wide- set,  
close-set, eyelashes  
dark, fair, hair,  
curly, blond,  
complexion  
chestnut, snub,  
turned-up, bushy,  
eyebrows, penciled**

Hazel eyes, blue eyes, grey eyes; wide-set eyes, close- set, eyes; long eyelashes, curving eyelashes; dark hair, fair hair straight hair, curly hair, blond hair, chestnut hair; a good complexion, a dark complexion, a fair complexion; a small nose, a long nose, a straight nose, an aquiline nose, a snub nose, a turned-up nose; bushy eyebrows, penciled eyebrows. This is Mary. She is a young slim woman. Mary is married. She has got a husband and a child. Mary is pretty. Her hair is blond, her eyes are blue. She has a good complexion. Her face is oval. She has penciled eyebrows and curving eye- lashes. Her hair is long and straight; her nose is small and a bit (немного) turned-up. Bred Smith is a middle-aged man. He is a pensioner. His children are grown up. Bred has a granddaughter. Bred is stout and short. He is stooping because of (из-за) his age. He has a dark complexion. His face is round. His eyes are hazel, his eyebrows are bushy. He has got an aquiline nose. He is an ugly, but very good-natured man.

**8. Прочитайте и переведите текст. Затем ответьте на вопросы.**

**Susie**

Susie is one and a half years old. She is a little girl. There are some things she says: “ball, milk, daddy, mummy, granny, grandpa, home”.

Susie is very funny but witty. Susie has got a lot of toys. She has a red dress on. Susie is plump. Her face is round. Her eyes are big and blue. She has got long curving eyelashes. Her hair is chestnut. It is long and curly. Her cheeks and lips are pink. Her nose is snub but lovely. Susie is at home now. She is with toys. Susie is an only child, of course, she is a bit spoiled as she has a large family of loving relatives.

---

some things [*sqm* 'θɪŋgz]-несколько вещей      lips-губы      pink - розовые  
a bit spoiled[*sp* 'ɔɪld]-немного разбалована      only-единственный      cheeks -щеки  
of course [*qf* 'kɔ:rs]-конечно      says [*sez*]-говорит

1. What is the girl’s name? How old is she? Is she a little girl?
2. What words does she say? What kind of girl is she? Has she got many toys? What has she got on?

3. Is Susie plump or slim? Is her face round or oval? What colour eyes has she got? Are her eyelashes long and curving?
4. What colour is her hair? Is it long or short? What are her cheeks, lips and nose like?
5. Where is Susie now? Why is Susie a bit spoiled? Has she got a big family?

**9. Опишите своего одноклассника, не называя его. Пусть другие отгадают, кто это.**

**10. Расспросите друг друга о ваших семьях (их имя, возраст, профессия, внешность, семейное положение, и т.п.)**

**11.\* Ответьте на вопросы. Расскажите о себе и о вашей семье, используя вопросы в качестве плана.**

1. What is your name?
2. Are you Ukrainian? Where are you from?
3. Is your town (or village) large or small?
4. What street is your flat (house) in? What is your flat number?
5. How old are you? Are you tall or short? Are you slim or plump?
6. What kind of hair have you got? What colour is it? Is it long or short?
7. Is your face round or oval? What is your complexion?
8. What kind of nose have you got? Is it turned-up or straight?
9. Are your eyes large or small? What colour are they? What kind of eyelashes have you got?
10. What are you? What kind of person are you? What are you fond of?
11. Have you got a big family? Have you got any brothers or sisters? Grandparents?
12. What are your parents' names? How old are they? What are they? Are they good-looking?
13. Have you got any aunts or uncles, nieces or nephews? What are they? What kind of people are they?
14. Are you a diligent student? Are you sociable? Have you got many friends? Are they merry and witty?
15. Are you married or single? Are you fond of your family?

**12\*. Прочитайте слова и напишите их транскрипцию.**

'chamber, joy, strength, 'further, 'bottom, cloak, con'ductor, 'elbow, hatch, 'difficult, grown, avoid, 'parlor, crown, 'lackey, 'baby, bark, 'capable, bone, flirt, dry, wipe, quirk, yoke.

**13\*. Напишите сочинение о себе и о своей семье, используя упр. 11 в качестве плана и дополнительную лексику:**

charming [tʃɑːmɪŋ] - очаровательны  
proud - гордый

stocky - крепкий  
a widow [wɪdɔː] - вдова

a baby-sitter - няня  
 quick-minded [*'kwɪk'maɪndɪd*] -  
 сообразительный  
 weak - слабый  
 a widower - вдовец  
 strong - сильный  
 well-made - хорошо сложен  
 a barber - мужской парикмахер  
 well-read - начитанный  
 a haircut - стрижка  
 a hairdresser - женский мастер  
 sluggish - медлительный  
 a hairdo - прическа  
 a mouth - рот  
 easy-going - легкомысленный  
 simple-minded - простодушный

lips - губы  
 smart - умный  
 serious [*'sɪəriəs*] - серьезный  
 obstinate - упрямый  
 awkward [*'ɔːkwəd*] - неуклюжий  
 always - всегда  
 stubborn [*'stʌbɔːn*] - упертый  
 boastful - хвастливый  
 beloved [*'bi:ləvəd*] - любящей  
 a nickname - прозвище  
 a countryman - земляк  
 a pet- любимое домашнее  
 животное  
 a gardener - садовник

	son		сын
a god	daughter	--- крестные	дочь
	father		отец
	mother		мать

### *Reading for fun:*

1. *Teacher:* John, why should we eat carrots?

*John:* Because they are good for our eyes.

*Teacher:* How do we know?

*John:* Did you ever see a rabbit wearing glasses?

should [*'ʃʊd*] - следует      wearing glasses [*'weərɪŋ'gɪzləz*] - который  
 ever [*'evə*] - когда-либо      НОСИТ ОЧКИ

\* \* \*

2. *Little Mary:* What is your brother's name?

*Little Sally:* I don't know yet. I can't understand a word he says.

can't [*'kɑːnt*] - не могу

\* \* \*

3. *Father:* You know that mother is very angry when you get bad marks at school.

*Son:* Well, it's not me who is to blame for, it's the teacher who gives bad marks.

is angry [*'ɪŋgrɪ*] - злится      who is to blame for – кто виноват в этом  
 mark [*'mɑːk*] - оценка

\* \* \*

4. *Mother:* Why is your dress so dirty, Mary? And your face and your hands are



dirty, too! Did you see me in a dirty dress and with dirty hands?

Mary: I didn't see you when you were a little girl.

Did you see me ... ? – Видела ты меня ... ?

\* \* \*

5. *Tom*: What's your father, *Bobby*?

*Bobby*: My father's a school teacher.

*Tom*: That's a good profession. Does he like it?

*Bobby*: He has only one thing to complain about.

*Tom*: What's that?

*Bobby*: The children.

to complain about [kqm'pleɪn] – жаловаться на что-либо.

\* \* \*

## Lesson 5

1. Буквосочетания: *ee* и *ea* [i:], *oo* [ʊ] / [ʊ], *igh* [aɪ], *al* перед *k* [lɪk], *al* перед *f*, *m*, *ve* + согласный [R], *air* [ɛə].
- 2.оборот *there is/are* (положительные, отрицательные и вопросительные формы).

1. Прочитайте слова упражнения 12 урока 4 .

2. Прочитайте слова в транскрипции и переведите их на русский язык; запишите слова на английском языке.

[p'fɪrɪnts]

['nevju (:)]

['ɛdʒɪz]

[f'ɪdʒ]

[Rnt]

['nɪz]

[d'ɪtʃ]

['æŋk]

['sɪŋg]

[nɪz]

['ɒl]

['weɪtɪz]

[k'ɒzn]

['ædʒɪst]

['ɛnʒɪnɪz]

['ɪbrɪʃn]

['kɒm'plekʃn]

[rɪ'laɪz]

['hɪns]

[kqm'plekʃn]

['kɒlɪz]

['æbrɪʃn]

['ɪvɪz]

['ækwɪzɪʃn]

['stæʃn]

[streɪt]

['pensɪl]

### 5.1. Буквосочетания

1. Буквосочетания *ee* и *ea* в ударном слоге читаются [i:]:

Например: *green* [gr.ɹɪn] – зеленый  
*read* [r.ɹɪd] – читать

2. Буквосочетание *oo* перед буквой *k* и некоторыми другими взрывными согласными читается [ʊ].

Например: *book* [bʊk] – книга

В остальных случаях - [ɜ].

Например: *stool* [stɜl] – табурет

3. Буквосочетания *igh* дают звук [aɪ].

Например: *lightshade* ['laɪtʃeɪd] – абажур  
*highchair* ['haɪtʃɜr] – высокий стул

4. Буквосочетание *al* – перед *k* читается как [ɹ], *al* перед *f*, *m*, *ve* и последующий согласный как [ɹ], в остальных случаях как [ɹ].

Например: *wall paper* ['wɹpeɪpɹ] – обои  
*talk* [tɹk] – говорить  
*calm* [kɹm] – спокойный  
*halves* [hɹvz] – половинки  
*half* [hɹf] – половина

5. Буквосочетание *air* дает звук [ɜr].

Например: *pushchair* [pʊʃtʃɜr] – ходунки

### 3. Прочитайте слова и затранскрибируйте их.

[i:]	[ʊ] - [ɜ]	[aɪ] - [ɜr]
free – tree	groom – broom	night – right
mean – cream	good – book	fight – high
beetle – meals	stood – fool	air – fair
dream – see	wood – look	stairs – hair

[ɹ], [aɪ], [i:], [ɜr], [ɜ]	[ɹ] - [ɹ]
staff – bright – cair	call – calm
meat – airy – wool	half – salt
rasft – mairs – seen	walk – calves
	smalt – all
	bald – balm
	stalve – falk

## Оборот *there is/there are*

1. В английском языке широко распространены предложения, начинающиеся с оборота *there is/there are*. Он показывает наличие или отсутствие какого-либо лица или предмета в определенном месте (где-то). Этот оборот переводится «*имеется*», «*есть*», «*находится*». При этом оборот *there is/are* стоит в начале предложения, за ним следует подлежащее, а затем обстоятельство места (или времени).

Перевод предложения на русский язык начинается с конца предложения, т.е. с обстоятельства места.

*Например: There is a dressing table near my bed.*

Около моей кровати находится туалетный столик.

*There are dolls, toy-cars and a teddy bear on her storage unit.*

На ее полке для игрушек находятся куклы, игрушечные машинки и плюшевый медвежонок.

2. Как видно из примеров, оборот *there is* употребляется перед исчисляемыми существительным в единственном числе или неисчисляемыми существительными, перед исчисляемыми существительными мы используем неопределенный артикль. Оборот *there are* употребляется перед существительными во множественном числе, причем после него часто следуют количественные существительные, слова *a lot of, many, some, any* и другие.

*Например: There is a gas stove, a fridge, a sink, a kitchen table, four stools and a cupboard in the kitchen. –*

В кухне есть газовая плита, холодильник, раковина, кухонный стол, 4 табуретки и сервант.

*There are beautiful curtains at the window.*

На окне прекрасные занавески.

3. Если в предложении после оборота *there is (are)* следует существительное в единственном числе, то глагол согласуется с ним в числе, независимо от того, сколько следует за первым существительным однородных существительных.

*Например: There is a telephone, modern furniture, two armchairs, a suite and a journal table in our living room.*

В нашей гостиной есть телефон, современная мебель, два кресла, мягкий уголок и журнальный столик.

4. Отрицательная форма с оборотом *there is/are* может быть построена двумя способами:

- а) при помощи отрицательного местоимения *no*, после которого существительное употребляется без артикля или какого-либо определителя.

*Например: There is* no 'central 'heating in our 'house. –

В нашем доме нет центрального отопления.

*There are* no tiled walls in our bathroom or toilet. –

В нашей ванной комнате и туалете нет кафельных стен.

- б) при помощи отрицательной частицы **not** и последующим неопределенным артиклем **a/an** перед существительным в единственном числе и неопределенным местоимением **any** перед существительным во множительном числе.

*Например: There isn't* a 'music centre in our 'bedroom. – В нашей спальне нет музыкального центра.

*There aren't* any upper lights on the ceiling [*s* *ʃiːn*]. – На потолке нет никакого верхнего света (люстры).

5. Вопросительные предложения с оборотом **there is/are** образуются путем перенесения **is/are** на первое место в общих вопросах и в положение перед перечисляемыми объектами в специальных вопросах.

*Например: → Are there* any 'prams in this 'shop? – No, there aren't. –

В этом магазине есть коляски? Нет.

*Is there* 'electricity in this flat? – Yes, there is . –

В этой квартире есть электричество? Да, есть.

→ *What is there* on the 'bedside 'cabinet? –

There are → 5 'flowers in the 'vase on it. –

Что находится на тумбочке? – На ней в вазе 5 цветов.

#### 4. Прочтите предложения с переводом и сравните их. Обратите внимание на интонационное оформление предложений (*The Low Fall / Low Rise*).

- |   |  |
|---|--|
| 1. There is a chamber pot under the bed.              | 1. Под кроватью находится ночной горшок.                                       |
| The playpen is in the nursery.                        | Манеж в детской комнате.   |
| There isn't a rocking horse in the living room.       | В гостиной нет лошадки-качалки.  |
| There is no stroller in the corridor.                 | В коридоре нет прогулочной коляски.  |
| Is there a baby carrier on the hook? – Yes, there is. | На вешалках есть приспособление для ношения младенца на груди (спине)? – Есть. |
| 2. There are four stools at the kitchen table.        | 2. За кухонным столом четыре табуретки.  |
| The mirror and the bookcase are in my study.          | Зеркало и книжный шкаф в моем кабинете.  |
| Are the carpet, the rug and the                       | Ковер, дорожка и детский коврик в  |

playmat in your flat? – No, they aren't. They're in yours.

There aren't any water basins in the bathroom.

There are no bricks or tops in the children's room.

твоей квартире? – Нет. Они в твоей (квартире).

В ванной комнате нет никаких тазиков.

В детской комнате нет кубиков и волчков.

**5. Прочитайте предложения и переведите их на русский язык. Составьте как можно больше аналогичных предложений.**

1. **There is** a rag doll on the storage unit.

There is a pink standard lamp in the bedroom.

There is a lift in our house.

There is central heating in this new district.

There are five light coats in the room.

There are some tape recorders in this shop.

There are two armchairs in the study.

2. **Is there** cupboard in the kitchen?

Are there yellow curtains at the windows?

Is there a radio set in your parents' house?

Are there many people in the cinema?

3. **There is not** a park in our village.

There is no running water in this building [*'bʃɪləʃn*].

There are not any children in the kinder garden.

There are no pictures in this classroom.

4. What **is there** on the stove? – **There is** a pan on it.

How many pupils are there in the classroom? – There are 30 pupils.

Whose book is there on the desk? – My mother's.

How much sugar ([*'ʃʊʃq*] – сахар) is there in the tea ([*'tɪ*] – чай)? –

There's a little sugar in it.

Who is there at school? – My teachers are.

**6. Прочитайте слова с переводом и запишите их в словарь. Обратите внимание на правописание этих слов.**

1. a block of flats – многоквартирный дом

2. a floor – этаж

3. a balcony [*'bʌlkənɪ*] – балкон

4. a living room – гостиная

5. a bed-room – спальня

6. a children's room – детская комната

7. a kitchen – кухня

in the kitchen – на кухне

8. modern conveniences [*'mɒdɪn*]

9. toilet (lavatory) [*'tɔɪlət*] – туалет

10. in front of [*'ɪn frʌnt*] – перед, впереди

11. in the middle – посередине

12. above [*'ʌbʌv*] – над

13. under [*'ʌndə*] – под

14. on – на

15. in – в

16. near [*'nɪə*] – около

<p><i>кqn'v Jn Jqns Jz</i>] – современные удобства</p> <p>18. electricity [<i>J'lekt'rɪsɪtɪ</i>] – электричество</p> <p>19. gas – газ</p> <p>20. lift – лифт</p> <p>21. 'telephone – телефон</p> <p>22. running water [<i>'wɔ:tɪŋ</i>] – водопровод</p> <p>23. central heating – центральное отопление</p>	<p>17. left – левый on (to) the left – слева от</p> <p>24. right [<i>rʌɪt</i>] – правый on (to) the right – справа</p> <p>25. centre [<i>'sentə</i>] – центр in the centre – в центре</p> <p>26. light [<i>laɪt</i>] – светлый</p> <p>27. dark [<i>dɑ:k</i>] – темный</p> <p>28. between [<i>bɪ'twi:n</i>] – между</p>
--	--

**7. Прочитайте словосочетания и предложения, переведите их на родной язык; составьте связанные высказывания с выделенными словами и напишите их.**

**living-room, bedroom,** A big light living-room, a small dark bedroom; in the centre  
**kitchen, nursery,** of my room, to the left of the kitchen; in the middle of the  
**children's room,** children's room. – Near the nursery. We live in a block of  
**block of flats, floor,** flats. How many rooms have you got? – We have got 3 rooms  
**light, dark, middle** Is your house high [*haɪ*] –высокий)? – Yes, it is. There are  
**centre, to the left,** 16 floors in it.

**modern conveniences,** All modern conveniences, no conveniences; gas and  
**running water, gas,** running water; a lift and a telephone; electricity, no  
**electricity, telephone,** electricity; hot water, cold water; heating, central heating;  
**central heating, cold,** on the desk, in front of the desk; under the desk, above the  
**hot, in front of, above,** desk; between the window, between the sofas(диваны);  
**under, between, balcony** on the balcony – in the toilet. What is your address? – My  
**toilet** address is Main Street, house number 5. Is there a  
telephone in your house? – Yes, there is. We also have all  
modern conveniences:

gas and electricity, central heating and hot and cold  
running water. But we have no lift.

Where is my book? – It is on the bookshelf (книжная  
полка) in front of the TV set. Where is the clock? – It  
is above the desk between the pictures. There is no  
cat. Where is it? – Oh, your cat is on the balcony.

Who is in the toilet? – My child is.

**8. Закончите предложение, используя новую лексику. Запишите их.**

1. I live in a ... in ... street.
2. We have got 9 ... in our house.
3. There are 3 rooms in my flat: ... ..
4. Is your kitchen big or ... ? – It is very big and ... .
5. There are all modern ... in our flat. They are: ... .
6. There is also a ... in the flat. Our ... number is 555143.

7. To the left of the nursery there is a ... . We've got two large... where we like to breathe [*br*, *ʃD*] in fresh air (вдохнуть свежего воздуха).

9. **Образуйте утвердительные, отрицательные и вопросительные предложения от данных ниже слов и словосочетаний, используя оборот *there is/are*.**

*Например:* children / at school.

*There are many children at school.*

*There are no children at school.*

*There aren't any children at school.*

*Are there many children at school?*

*How many children are there at school?*

Students / at the university, cups / in the cupboard, flats / in the block of flats, rooms / in my house, a picture / above the clock, a cat / under the table, modern furniture / in the living room, a big mirror / between the bookshelves, shops / in the centre of our city.

10\*. **Переведите на английский язык предложения и запишите их.**

1. Наш город (city) очень большой и красивый. В нем есть много (a lot of) улиц.
2. Сколько домов на твоей улице? – 20. Где твой дом? – Он перед магазином.
3. У вас есть все современные удобства? – Да. Это – центральное отопление, водопровод, газ, лифт, электричество.
4. Ваша гостиная светлая или темная? Наша гостиная большая и светлая. В центре комнаты находится круглый стол и ваза с цветами.
5. На каком этаже квартира Сэма? – На втором. Сколько у него комнат? – Три. У него есть гостиная, спальня, детская, а также 2 балкона, кухня, ванная и туалет.

11\*. **Задайте вопросы своему партнеру о том, какую он имеет квартиру (дом), где он живет, имеет ли телефон, газ, лифт и т.д.**

## Lesson 6

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Неопределенные местоимения <i>some / (not) any</i>.</li><li>2. Обороты <i>a lot of, lots of, plenty of; many / much</i>.</li><li>3. <i>few / a few, little / a little</i>.</li><li>4. Текст для чтения "<i>Peter Grey's house</i>".</li></ol> |
|--|

1. **Прочитайте слова и затранскрибируйте их.**

Crawl, duster, right, talking, palm, kidney, duke, capable, calves, mair, feed, crook, deal, stool, fall, cowboy, below, find, crazy, vital, dene, stir, pork, chop, boar, army, burden, germ, groin, destroy, thunder, clothes, type, pitch, cause, bishop, stock, quit.

**2. Прочитайте слова в транскрипции, напишите их.**

[hʌʃ]	['prɪtɪ]	[nɪʃ]
[fɪl]	['mɪdɪ]	[kɪn'vɪʃnɪz]
[nɪʃ]	['ɛnʃɪ]	[q'ɒʃ]
[ɪn'frʌnt]	['sent]	['kɪʃn]
['brʌʃm]	['bɪkɪ]	['ʃɪ]

**3. Преобразуйте предложения, употребляя оборот *there is / there are*, и напишите их.**

*Например:* This flat has got a balcony.  
***There is a balcony in this flat.***

1. This room has got two big windows (окна).
2. Our city hasn't got a library.
3. A dirty (грязный) dress and jeans are on the floor.
4. We have got a round table in the middle of the living room.
5. He's got a beautiful picture between the bookshelves.
6. The Browns have got 3 rooms in their flat.
7. My parents are not in the bedroom.
8. The girl has got a clock above her desk.
9. The factory isn't to the right of the office.
10. Nancy has got a telephone in the corridor (коридор).

**4. Поставьте вопросы к данным ниже предложениям, употребляя вопросительные слова в скобках, и попросите однокурсника ответить на них.**

*Например:* There are three shops in our street. (How many?)  
 – ***How many shops are there in our street?***  
 – *There are three.*

1. There is a funny dog on the mat (коврик). (What?)
2. There is my niece at the door. (Whose?)
3. There is a nice portrait ['pɔ:trɪt] between the windows. (What?)
4. There are many toys on the storage unit (на полке для игрушек). (What?)
5. There is a teacher at the desk. (Who?)
6. There are nine floors in our block of flats. (How many?)
7. There are pupils to the left of the door [dɔ:ə] (дверь). (Who?)
8. There is a garage behind [bɪ'hɪnd] (позади) the house. (What?)
9. There are two married students in our group. (How many?)
10. There *is* a shop-assistant at the counter ['kʌntə] (прилавок). (Who?)



5. Прочитайте слова с переводом и запишите их в словарь. Обратите внимание на правописание этих слов.

- |   |   |
|---|---|
| 1. wall paper – обои                          | 13. a mirror ['mɪrə] – зеркало                          |
| 2. a carpet ['kæpɪt] – ковер                  | 14. a chair [tʃeə] – стул                               |
| 3. a rug – коврик, дорожка                    | 15. an armchair ['ɑːmʃeə] – кресло                      |
| 4. 'curtains ['kɜːtnz] – шторы                | 16. a dressing table – туалетный столик                 |
| 5. furniture ['fɜːnɪtʃə] – мебель             | 17. a standard lamp – торшер                            |
| 6. a bed – кровать                            | 18. a TV set – телевизор                                |
| 7. a single bed – односпальная кровать        | 19. a music centre – музыкальная система                |
| 8. a double ['dʌbl] bed – двуспальная кровать | 20. a tape-re'corder – магнитофон                       |
| 9. a wardrobe ['wɜːdrɔʊ] – платяной шкаф      | 21. 'comfortable ['kɒmfɔːtəbl] – удобный, комфортный    |
| 10. a door [dɔː] – дверь                      | 22. convenient [kən'venjuənt] – удобный в использовании |
| 11. a bookcase – книжный шкаф                 | 23. some/any – несколько, сколько-нибудь                |
| 12. a suite ['suːt] – мебельный гарнитур      |   |

6.1. Неопределенное местоимение *some* / (*not*)*any*.

Местоимение *some* обозначает – неопределенное количество чего-либо или кого-либо. В утвердительных предложениях употребляется местоимение *some*, в отрицательных и вопросительных – *any*.

Например: There are *some* chairs and armchairs in the room.

В комнате есть несколько (какие-то) стульев и кресел.

–We have *not* got *any* standard lamp in the bed room.

В спальне нет никакого торшера.

Have you got *any* books in the bookcase? Yes, I have *some*.

У тебя есть какие-то книги в книжном шкафу? Да, есть немного.

6.2. Обороты *a lot of*, *lots of*, *plenty of*; *many* / *much*.

Для обозначения большого количества чего-либо или кого-либо используются обороты *a lot of*, *lots of*, *plenty of* в разговорной речи в утвердительных предложениях как перед исчисляемыми, так и неисчисляемыми существительными.

Например: There's *a lot of* furniture in our flat.

В нашей квартире много мебели.

There are *lots of* wardrobes, dressing tables and comfortable suits in this shop.

В этом магазине много шкафов, туалетных тумбочек и удобных мебельных гарнитуров.

There's *plenty of* fresh air in the 'orchard.

Во фруктовом саду много свежего воздуха.

Местоимение **many** употребляется перед исчисляемыми, а **much** – перед неисчисляемыми существительными в отрицательных и вопросительных предложениях.

*Например:* There aren't **many** cups in the cupboard.

В буфете (посудном шкафу) не много чашек.

Is there **much** money in your bag? Yes, there is.

У тебя в сумке много денег? Да.

**Much** и **many** могут употребляться в утвердительных предложениях, если перед ними стоят слова **too, so, very**.

*Например:* There's **so much** milk in the pail.

В ведре так много молока.

There are **too many** people in the bus.

В автобусе слишком много людей.

### 6.3. *few / a few, little / a little*

Местоимения **few** (мало) и **a few** (несколько, но достаточно) употребляются перед исчисляемыми, а **little** (мало) и **a little** (немного, но достаточно) – перед неисчисляемыми существительными.

*Например:* Jack has got **few** friends. He is dull.

У Джека мало друзей. Он скучный.

There are **a few** windows on this floor.

На этом этаже несколько окон.

There's very **little** water in the jar.

В банке очень мало воды.

There's **a little** coffee in the cup. But it's enough [*ɪnʌf*] for me

В чашке есть немного кофе. Но этого мне будет достаточно.

#### 6. а) Прочтите предложения с переводом. Закройте левую часть упражнения и переведите их на английский язык.

1. There are some tape-recorders on the table.

There is some furniture in the children's room.

Is there any tea in the tea pot? – Yes, there is some.

Are there any rugs in the corridor? – No, there aren't any.

There isn't any salt [*sɒlt*] in the box.

1. На столе несколько магнитофонов.

В детской есть немного мебели.

В заварнике есть чай? – Да, есть немного.

В коридоре есть какие-то коврики? – Нет ни одного.

В коробке нет соли.

На полу нет ковра.

There is no carpet on the floor.  
 There aren't any double beds in the bedroom.  
 There are no comfortable chairs in this classroom.

2. There are plenty of wall papers on the shelf.  
 There is lots of fresh air on the balcony.  
 There is a lot of convenient time for you.  
 There isn't much jam in the jar.  
 There aren't many TV sets in our department store.  
 Are there many doors in this building ['bʌɪdɔːz]? – No, not many.  
 Is there much sugar ['ʃʊɡə] in the tea? – Yes, there is.

3. How many friends have you got? – I've got a few friends, but they are true friends.  
 Are all the sofas and suites comfortable? – No, very few.

There's very little mineral water in the bottle. I am thirsty ['θɜːstɪ]. I am hungry. There's so little soup in the pan!

В спальне нет двуспальных кроватей.  
 В этой классной комнате нет удобных стульев.

2. На полке множество обоев.

На балконе много свежего воздуха.  
 Для тебя есть много удобного времени.  
 В банке немного варенья.  
 В нашем универмаге немного телевизоров.  
 В этом здании много дверей? – Нет, не много.  
 В чае много сахара? – Да.

3. Сколько у тебя друзей? – У меня несколько друзей, но они настоящие друзья.  
 Все диваны и мебельные гарнитуры удобные? – Нет, очень мало.  
 В бутылке очень мало минеральной воды. Я очень хочу пить. Я голодна. В кастрюле так мало супа!

**7. Раскройте скобки, заменяя слова их английскими эквивалентами.**

1. There are (так мало) comfortable suites in this shop.
2. There isn't (много) furniture in the nursery.
3. Are there (хоть какие-то) doors here? They are to the left of the window.
4. There are (несколько, какие-то) jars of jam on the balcony.
5. There are (немного) experienced workers here.
6. There is (очень мало) milk in the jug (кувшин).
7. Is there (немного) sugar in your tea? Yes, (немного, но достаточно).
8. His hair is thick. There is (так много) hair on his head.

**8. Прочитайте текст и ответьте на вопросы. Перескажите текст, используя вопросы в качестве плана.**

***Peter Grey's house.***

Peter Grey is American. He is from New-York. He is a student at the pedagogical university. He is a very amiable<sup>1</sup>, sociable<sup>2</sup> and witty young man. He is 20. He is fond of his study<sup>3</sup>. He is a would-to-be<sup>4</sup> lawyer. He is married. He has got a family: his wife Laura and his charming daughter Lizzy.

They have a big flat in the centre of the city. It is very comfortable and cosy<sup>5</sup>. There are all modern conveniences in it: gas and electricity, central heating and running water, a telephone, a lift and a 'refuse chute. Besides, the ceiling<sup>6</sup> is high and the floor is wonderful<sup>7</sup>. The wall paper is light green in his living room. He has got 3 rooms: a living room, a bedroom, a nursery, a kitchen, 2 balconies, a tiled<sup>8</sup> bathroom and a toilet.

He hasn't got much furniture. He's got a suite, a small table, a unit 2 armchairs and a music centre in the living room. The window in this room is big and the room is light.

There is a double-bed, a desk and a wardrobe in their bedroom. To the left and to the right of the bed there are dressing tables. His desk is between a mirror & a bookcase. His rug is soft and thick. Peter has got a modern computer on his desk. There are a lot of books in his bookcase. He is fond of reading<sup>9</sup>. They are Spanish, English, American and Russian books.

His daughter's nursery is very cosy and clean. In the middle of the room there is a play mat where Lizzy plays<sup>10</sup> with her toys.

Lizzy is a baby. She has got a pushchair<sup>11</sup>, and she is often in her pram<sup>12</sup>.

Laura's favourite place is the kitchen. She is a good cook. All the electric equipment<sup>13</sup> is very convenient. She's got a gas stove<sup>14</sup>, a fridge<sup>15</sup>, a sink<sup>16</sup>. There is a kitchen table and four stools in it. The Greys' flat is not very big, but it is cosy and light. They often have a lot of guests. They are happy.

<sup>1</sup> amiable ['eɪmiəbəl] – любезный

<sup>2</sup> sociable ['səʊʃiəbəl] – общительный  
study – учеба

<sup>4</sup> would-to-be ['wʊd-tə-beɪ] – будущий

<sup>5</sup> cosy ['kɒzi] – уютный

<sup>6</sup> ceiling ['siːlɪŋ] – потолок

<sup>7</sup> wonderful ['wʊndəfʊl] – удивительный

<sup>8</sup> tiled [tɪlɪd] – кафельный

<sup>9</sup> reading – чтение

<sup>10</sup> plays – играет

<sup>11</sup> a pushchair – ходунки

<sup>12</sup> a pram – коляска

<sup>13</sup> equipment [ɪˈkwɪpmənt] – оборудование

<sup>14</sup> a stove ['stəʊv] – плита

<sup>15</sup> a fridge – холодильник

<sup>16</sup> a sink – раковина

1. What is the young man's name? Where is he from? What is he?
2. What kind of person is he? How old is he? Is he married or single? Is his family big?
3. Where is his flat? Has he got all modern conveniences? How many rooms has he got?
4. What have they got in their living room? What kind of room is it?

5. What is there in his bedroom? Where is his desk? Why is his bookcase full of (полон) books?
6. Has his daughter got a room? What is it? What has she got in her nursery?
7. What is Laura's favourite place? Why?
8. Are they fond of their flat? Have they got many friends?

**9\*. Составьте аналогичный рассказ о своей квартире (комнате), используя вопросы упражнения 10 занятия 5.**

## Lesson 7.

1. Буквосочетание *ng, nk*.
2. *s* в положении между двумя гласными, *c* перед *e, i, y*.
3. Буквосочетание *ew*.
4. Буква *o* перед *t, n, v*, и *th*.
5. **Простое настоящее время (The Present Simple Tense)**. Значение и образование.

1. **Расскажите о своей комнате и предложите однокурсникам пересказать его.**

2. **Прочитайте предложения и переведите их на русский язык.**

1. There is a modern unit and a sofa in our living-room. 2. There is a cassette-recorder and a red vase on the table. 3. There are a lot of pictures and portraits on the walls. 4. There is no gas, lift or electricity in our house. 5. There are not any Italian or German textbooks on the desk. 6. Are there two or three rooms in your flat? There is only one room in my flat. 7. There is not any school near our block of flats. 8. There are some bottles of perfume [*ˈpʁʊffɪm*] (духи) on the dressing table. 9. Who is there at the front [*frʌnt*] (входная) door? – There's our assistant there. 10. What is there in the middle of the room? – There is an oval table and four chairs there. 11. How many windows are there in your bedroom? There are two big windows in it. 12. There is a large two-door wardrobe between the bed and the bookshelves. 13. Are there any toys in the nursery? – Yes, there are many. 14. There is little water in the kettle (чайник). 15. Have you got many tops on the storage unit? – Only a few. 16. Any salt [*sɒlt*] (соль) or pepper (перец). – Just, a little bit. 17. There is very little sugar in my tea. It is not sweet (сладкий) at all. 18. There are so few chairs in the hall. The guests [*ˈgests*] (гости) have no place to sit (сидеть).

3. **Заполните пропуски подходящими по смыслу словосочетаниями *many, much, (very) few, a few, (very) little, a lot of, lots of, plenty of, quite a few*.**

1. There are ... English books in the bookcase.
2. Are there ... or ... windows in this building? – There are ..., because the building is very large.
3. He's got ... lemonade in the bottle.
4. There are ... apples in the tree.
5. There's ... milk in the jug (кувшин), but there's ... milk on the carpet.
6. Are there ... buses in the street? – Yes, ... .
7. There aren't ... green leaves (листья), but there are ... yellow and brown leaves there. It is autumn [*ˈɒtəm*] (осень) now.
8. Have the Blacks got ... furniture in their new flat? – No, very ... .
9. Have you got ... money [*mʌni*] (деньги)? Yes, ... . My father is a millionaire.
10. Kate has got ... relatives in Kyiv. But I have only ... . We are from Odessa.

11. Bill and Pat have got so ... English books. They are good at English.  
There are ... people at the theatre today. There is a 'concert there.

### 7.1. Буквосочетание *ng, nk*.

Буквосочетание *ng* в конце слова читается [ $\mathcal{N}$ ], а в середине слова как [ $\mathcal{N}g$ ].

*Например:* long [ $l\circ\mathcal{N}$ ] – длинный  
single [ $'s\mathcal{I}\mathcal{N}g\mathcal{I}$ ] – одинокий  
singing [ $'s\mathcal{I}\mathcal{N}g\mathcal{I}\mathcal{N}$ ] – пение

Буквосочетание *nk* тоже дает носовой звук [ $\mathcal{N}k$ ].

*Например:* a sink [ $s\mathcal{I}\mathcal{N}k$ ] – раковина  
a bank [ $b\alpha\mathcal{N}k$ ] – банк

### 7.2. *s* в положении между двумя гласными, *c* перед *e, i, u*.

Буква *s* в положении между двумя гласными читается как [z].

*Например:* because [ $b\mathcal{I}k\mathcal{L}z$ ] – потому что  
busy [ $'b\mathcal{I}z\mathcal{I}$ ] – занят

Буква *c* перед *e, i, u* читается как [s], а в остальных случаях как [k].

*Например:* 'city [ $'s\mathcal{I}t\mathcal{I}$ ] – город  
'icy [ $'\mathcal{C}\mathcal{I}s\mathcal{I}$ ] – ледяной  
place [ $p\mathcal{I}e\mathcal{I}s$ ] – место  
vacuum cleaner [ $'v\alpha kju\alpha m\ 'k\mathcal{I} \mathcal{I}n\alpha$ ] – пылесос  
'curtains [ $'k\mathcal{E}:t\alpha n z$ ] – шторы

### 7.3. Буквосочетание *ew*

Буквосочетание *ew* и буква *u* в позиции после *r, l* и *шипящих* читается [ $\mathcal{Ff}$ ], в остальных случаях – как [ $j\mathcal{Ff}$ ].

*Например:* blue [ $b\mathcal{I}\mathcal{Ff}$ ] – голубой  
duty [ $'d\mathcal{I}\mathcal{Ff}t\mathcal{I}$ ] – обязанность  
new [ $n\mathcal{I}j\mathcal{Ff}$ ] – новый  
mute [ $m\mathcal{I}j\mathcal{Ff}t$ ] – немой, тихий  
chew [ $\mathcal{C}\mathcal{Ff}$ ] – жевать  
clue [ $k\mathcal{I}\mathcal{Ff}$ ] – ключ, разгадка  
prune [ $p\mathcal{r}\mathcal{Ff}n$ ] – чернослив  
crew [ $k\mathcal{r}\mathcal{Ff}$ ] – команда

### 7.4. Буква *o* перед *m, n, v*, и *th*.

Буква *o* перед *m*, *n*, *v*, и *th*, как в открытом, так и в закрытом слоге часто читается [ʌ].

Например: mother [ˈmʌðə] – мама  
 son [sʌn] – сын  
 gloves [gʌvz] – перчатки

#### 4. Прочитайте и напишите транскрипцию слов.

<i>jʃf, ʃf</i>	<i>jʃf, ʃf</i>	<i>z; s</i>
glue – due	few – threw	nose – stair
tune – jute	dew – flew	rose – 'bookcase
shute – 'stupid	new – strew	'reason – boss
'prune – 'numeral	'nephew – crew	cause – bus
influence – 'pupil	mew – 'jewel	'music – lost
<i>ŋ, ŋg, ŋk</i>	<i>ʃ, s, k</i>	<i>ʃ</i>
rank – bang	cyme – site	some – 'mother
sink – song	'bicycle – crime	dove – glove
'thinking – 'dinging	grace – cont'rol	'brother – none
'rankam – tangle	'cinema – cock	'donkey – 'monkey
'bonky – ringing	Nancy – ra'coon	'nothing – come

#### 5. Прочитайте слова с переводом и запишите их в словарь. Обратите внимание на правописание этих слов.

- |   |  |
|---|--|
| 1. to wake up – 1) просыпаться;<br>2) будить    | 14. a comb [ˈkɒm] – однорядная расческа        |
| 2. to get up – вставать                         | 15. to brush one's hair – расчесываться щеткой |
| 3. an alarm clock [ˈɑːlɑːm ˌklɒk] – будильник   | 16. a brush – щетка                            |
| 4. to do [dʊ] – делать                          | 17. to dress – одеваться                       |
| 5. to help – помогать                           | 18. breakfast [ˈbreɪkfst] – завтрак            |
| 6. to leave – уходить, покидать, уезжать        | 19. to have breakfast – завтракать             |
| 7. to leave home – уходить из дома              | 20. to take – брать                            |
| 8. to begin [bɪˈɡɪn] – начать                   | 21. a shower [ˈʃaʊə] – душ                     |
| 9. to do morning exercises – делать зарядку     | 22. to take a shower – принимать душ           |
| 10. to make one's bed – заправлять свою постель | 23. tea [ti] – чай                             |
| 11. to wash one's face – умываться              | 24. coffee [ˈkɒfi] – кофе                      |
| 12. to clean (brush) one's teeth – чистить зубы | 25. to drink – пить                            |
|   | 26. to eat – кушать                            |
|   | 27. a sandwich – бутерброд                     |



13. to comb one's hair – расчесываться  
однорядной расческой

28. juice [dʒuːs] – сок

### 6. Составьте расписание вашего утра. Используйте слова упражнения 8.

**Например:** 6.30 – (I) wake up  
6.40 – (I) get up  
6.42 – (I) make my bed  
6.45 - (I) go to the bathroom  
6.55 – (I) have breakfast и т.д.

### 7.5. Простое настоящее время (*The Present Simple Tense*). Значение и образование.

В английском языке для выражения действия, совершающегося с разным интервалом времени (обычно, регулярно, часто, редко и т.д.), как правило, употребляется **настоящее простое время** (*The Present Simple Tense*), которое образуется от инфинитива смыслового глагола без частицы *to*.

*Например:* We always play basketball after classes.  
Мы всегда играем в баскетбол после занятий.  
They speak only English at the lesson.  
Они говорят только по-английски на уроке.

Для Present Simple характерно употребление следующих слов: **usually** [ˈjuːz(ə)li] – обычно; **always** – всегда; **often** [ɒfn] – часто; **regularly** – регулярно; **seldom** (= **rarely**) [ˈrɛəli] – редко; **every day** [ˈevri deɪ] – каждый день; **once a month** [wʌns ə mʌnθ] – раз в месяц; **twice a week** – 2 раза в неделю; **three times a year** – 3 раза в год; **sometimes** – иногда.

В 3-м лице единственного числа (he, she, it) к глаголу прибавляется окончание *s* или *es* (по тем же правилам, что и окончания множественного числа существительных).

*Например:* My mother works at the public library.  
Моя мама работает в библиотеке.  
Fred helps his parents.

Фред помогает своим родителям.

**Исключения** составляют формы следующих глаголов:

to go – goes [gəʊz]  
to do – does [dʌz]

*Например:* Sue **does** morning exercises every day.

Сью делает зарядку каждый день.

Sandy **goes** to school number 5.

Сэнди ходит в школу № 5.

Слова, характерные для Present Simple, обычно стоят перед смысловым глаголом. Но они могут стоять в начале или в конце предложения.

*Например:* I **usually** get up at 7 o'clock.

Я обычно встаю в 7 часов.

We **seldom** go to the theatre.

Мы редко ходим в театр.

**Every day** pupils read interesting books.

Каждый день ученики читают интересные книги.

He visits his grandparents **once a month**.

Он навещает своих бабушку и дедушку раз в месяц.

### 7. Прочитай предложения с переводом.

- |  |  |
|--|--|
| 1. I do. – He does.                                | 1. Я делаю. – Он делает.                       |
| 2. We make. – She makes.                           | 2. Мы производим. – Она производит.            |
| 3. You go. – He goes.                              | 3. Ты идешь. – Он идет.                        |
| 4. They come. – She comes.                         | 4. Они приходят. – Она приходит.               |
| 5. I wake up. – She wakes up.                      | 5. Я просыпаюсь. – Она просыпается.            |
| 6. They get up. – He gets up.                      | 6. Они встают. – Он встает.                    |
| 7. We wash. – She washes.                          | 7. Мы моем. – Она моет (стирает).              |
| 8. You clean. – He cleans.                         | 8. Ты чистишь. – Он чистит.                    |
| 9. I cook. – She cooks.                            | 9. Я готовлю. – Она готовит.                   |
| 10. We comb our hair. – He combs his hair.         | 10. Мы причесываем волосы. – Он причесывается. |
| 11. You brush your teeth. – She brushes her teeth. | 11. Ты чистишь зубы. – Она чистит зубы.        |
| 12. I dress. – He dresses.                         | 12. Я одеваюсь. – Он одевается.                |
| 13. We live. – She lives.                          | 13. Мы живем. – Она живет.                     |
| 14. You leave. – He leaves.                        | 14. Ты уходишь. – Он уходит.                   |
| 15. I sit. – He sits.                              | 15. Я сижу. – Он сидит.                        |
| 16. We play. – It (котенок) plays.                 | 16. Мы играем. – Он играет.                    |
| 17. You take. – He takes.                          | 17. Ты берешь. – Он берет.                     |
| 18. I stand. – She stands.                         | 18. Я стою. – Она стоит.                       |
| 19. We give. – He gives.                           | 19. Мы даем. – Он дает.                        |
| 20. You speak. – She speaks.                       | 20. Ты говоришь. – Она говорит.                |
| 21. I work. – He works.                            | 21. Я работаю. – Он работает.                  |

**8. Прочтите предложения и переведите их на родной язык. Составьте аналогичные предложения и напишите их.**

**I.** I take a dog for a walk every day.

You cook breakfast in the morning.

We usually get up at 7 o'clock.

They do morning exercises every day.

I always make my bed.

Sometimes we take a shower.

My husband and I rarely have breakfast at home.

You never brush your hair.

We dress and leave home.

Usually I go to the bathroom and wash my face.

They drink tea very seldom. They like coffee.

For breakfast I usually eat a sandwich and drink a cup of coffee.

Once a week our classes begin at 10.

Every morning we clean our teeth.

I wake my brother up.

**II.** Mary wakes up at 6 o'clock.

He usually brushes his teeth in the bathroom.

Angela plays tennis every day.

My English lesson finishes at 11 o'clock.

Sometimes our cat drinks water.

Steve does morning exercises once a week.

Tracy rarely helps her mother clean the flat.

Boris never takes a shower in the morning.

Bill usually leaves home at 9 o'clock.

The alarm clock wakes me up.

She always goes to school on foot (пешком).

Denis rarely goes to the institute by tram.

Kate regularly does her homework.

The baby sits on the rocking-horse (лошадка качалка).

Jane often plays with bricks (кубики).

Nil walks with a baby-carrier.

**9. Раскройте скобки, добавьте окончания s (es), где нужно, и расставьте слова в предложении в правильном порядке.**

*Например:* He (to go, always) to the cinema.

*He always goes to the cinema.*

1. I (to wake up, usually) at 6 o'clock in the morning.
2. My father (to take, seldom) me to the university by car.
3. Children (to play, often) in the yard.
4. Richard (to cook breakfast, never) in the morning.
5. We (to wash our faces, usually) before breakfast.

6. I (to clean, usually) my teeth after breakfast.
7. Nat (to drink, often) coffee at work.
8. Jane (to brush, always) her hair in front of the mirror.
9. They (to dress, usually) before they (to leave) home.
10. Randy (to eat, never) meat (мясо) for breakfast. She (to have, sometimes) a sandwich and a cup of tea.

**10. Прочитайте предложения и преобразуйте их в 3-е лицо ед.числа. Напишите их.**

*Например: Their children often read books.  
My child often reads books.*

1. I often help mum about the house.
2. Sometimes they phone me late at night.
3. Ronald and Betty live not far from the restaurant.
4. We seldom make our beds in the morning.
5. James and Ann wake their children up early in the morning.
6. We often take a shower in the morning.
7. Sally and Helen rarely walk their dog.
8. Sometimes we dance at the disco.
9. My parents dress fashionably (модно).
10. Once a day I drink coffee.

**11. Переведите предложения на английский язык и напишите их.**

1. Виктор очень умный. Его тетя работает в библиотеке.
2. Моя сестра и я ходим в одну и ту же (one and the same) школу. Мы любим её.
3. Дэна нет дома. Он обычно ходит за покупками (shopping) в это время.
4. Мы редко ездим в горы (to the mountains) летом. Мы обычно ездим к морю (to the sea).
5. Нэнси обычно пьет много кофе. А её муж пьет только чай.
6. Грэг – опытный спортсмен. Он хорошо играет в теннис.
7. Рита моет голову дважды в неделю, потому что (because) её волосы очень густые и красивые.
8. Водители приходят на работу в 6 утра. Их работа – тяжелая (difficult).
9. Мы просыпаемся в 8, а встаем в 10 утра на выходных (at the weekends).
10. Утром я иду в ванную, умываюсь, чищу зубы, расчесываюсь и одеваюсь.

**12. Напишите сочинение о своей квартире. Используя дополнительный словарь:**

1. a play mat – детский коврик
2. curtains [*kʷt(q)nz*] – шторы
3. to draw [*drɔ*] curtains – задерживать шторы
4. lightshade – абажур

13. a vacuum cleaner [*'vʌkjʷqm*] – пылесос
14. a radio set – радио
15. an electric stove – электрическая плита
16. a chamber pot – ночной горшок

- |  |   |
|--|---|
| 5. a sink – раковина   | 17. a playpen – манеж                             |
| 6. a bath – ванная   | 18. a pram – коляска                              |
| 7. a water-basin [ <i>'wɔtə'beɪzɪn</i> ] – тазик                             | 19. a pushchair [ <i>'pʊʃtʃaɪə</i> ] –<br>ходунки |
| 8. a cot – детская кровать; раскладушка                                      | 20. a stroller – прогулочная коляска              |
| 9. a bouncing cradle [ <i>'baʊnsɪŋ'krædl̩</i> ] – детская<br>кровать-качалка | 21. a doll (a rag doll) – (тряпичная)<br>кукла    |
| 10. a bedside cabinet – тумбочка   | 22. the floor [ <i>'flɔː</i> ] – пол              |
| 11. a dresser – кухонный шкаф  | 23. the ceiling [ <i>'siːlɪŋ</i> ] – потолок      |
| 12. a storage unit [ <i>'stɔːrɪdʒ'juːt</i> ] – полки<br>(для игрушек)        |   |

## Lesson 8

1. Буквосочетание *ear; aw, au; eer, ere*.
2. Суффиксы существительных *tion, (s)sion; ture*.
3. Буква *a* перед *th*; *o* перед *ld*.
4. **The Present Simple**. Отрицательные и вопросительные предложения (общий, альтернативный, специальный и разделительный вопросы).
5. Текст для чтения *“Mr. Widdle’s day”*.

### 1. Прочитайте слова в транскрипции, напишите их и переведите на родной язык.

- |                           |                            |                        |
|---------------------------|----------------------------|------------------------|
| [ <i>'kæmfəqtəbəl</i> ]   | [ <i>'teɪp rɪ'kɒldɪŋ</i> ] | [ <i>'fʊnɪʃtə</i> ]    |
| [ <i>tʃɪ</i> ]            | [ <i>'bɪʃtɪ'fɪm</i> ]      | [ <i>'kæbɪd</i> ]      |
| [ <i>kən'vɪnɪʃnt</i> ]    | [ <i>'stændɪd'ɪkmp</i> ]   | [ <i>'mɪrə</i> ]       |
| [ <i>kə'vɪn</i> ]         | [ <i>'kɒntɪ'fɪ</i> ]       | [ <i>'telɪ'fɒn</i> ]   |
| [ <i>'dresɪŋ'teɪbəl</i> ] | [ <i>'wɪ'fpeɪp</i> ]       | [ <i>'sɪk'trɪstɪ</i> ] |

#### 8.1. Буквосочетание *ear; aw, au; eer, ere*.

Буквосочетание *ear* в середине слова читается [*ɪə*], а в конце слова – [*ɪr*].

*Например:* near [*nɪə*] – около  
to earn [*ɪərn*] – зарабатывать

#### **Исключение составляют:**

pear [*pɪə*] – груша  
bear [*bɪə*] – медведь  
wear [*wɪə*] – носить одежду

Буквосочетание *aw; au* читаются [*ɔː*].

Например: strawberry ['strɒbɹɪ] – клубника  
autumn ['ɒtəm] – осень

**Исключение:**

aunt [aʊnt] – тётя

Буквосочетание *eer, ere* дают звук [ɪq].

Например: deer [dɪə] – олень  
here [hɪə] – здесь

**8.2. Суффиксы существительных *tion, (s)sion; ture.***

Суффиксы существительных **tion, (s)sion** читаются [ʃ(q)n].

Например: pollution [pɒləʃən] – загрязнение  
profession [prəʃən] – профессия  
im'pression [ɪm'preʃən] – впечатление

Суффикс существительных **-ture** читается [tʃə].

Например: picture ['pɪktʃə] – картина.

**8.3. Буква *a* перед *th*; *o* перед *ld*.**

Буква *a* перед *th*, а также перед *n, s, f* с последующей согласной читается как [ʌ].

Например: glance [glɑns] – взгляд  
task [tɑsk] – задание  
craft [krɑft] – умение  
path [pɑθ] – тропинка

Буква *o* перед *ld* часто читается [ɔ].

Например: cold [kɔld] – холодный  
hold [hɔld] – держать

**2. Прочитайте слова и напишите их транскрипцию.**

$\mathcal{R}$	$\mathcal{W}^o$	$\mathcal{I}q$ ,	$\mathcal{F}q$
draft – after	dear – here		wear – search
cast – past	heard – mere		fere – early
chance – 'rather	near – steer		jeer – beer
'raskal – 'basket			peer – pearl

father – branch

re'searcher – 'cheerful

lere – rear

bear – pear

*L, q V*

paw – aunt

crawl – told

paul – scold

lawn – fold

mauld – old

*[Cq, S(q)n]*

mixture – 'revo'lution

'structure – "consti'tution

'nature – con'dition

'sculpture – im'pression

dis'cussion – ad'mission

**3. Прочитайте слова с переводом и запишите их в словарь. Обратите внимание на правописание слов.**

1. a double period [*'dʌbəl'pɪərɪədl*] – пара (учебная)
2. to have dinner – обедать
3. to have supper – ужинать
4. to help about the house – помогать по дому
5. to clean the flat – убирать квартиру
6. to wash up [*'wɒʃ'ʌp*] – мыть посуду
7. wet – мокрый, влажный
8. to wet the dust – вытирать пыль
9. water – вода
10. to water [*'wɔ:tə*] the flowers [*'flaʊəz*] – поливать цветы
11. to phone [*'fəʊn*] – звонить
12. to vacuum [*'vækjʊm*] – пылесос
13. to sweep [*'swi:p*] – подметать
14. to write [*'raɪt*] – писать
15. to read [*'ri:d*] – читать
16. a magazine [*'mæɡəzɪn*] – журнал
17. to have a rest – отдыхать
18. to be hungry [*'hʌŋɡrɪ*] – быть голодным
19. to watch TV [*'wɒtʃ'ti:vi*] – смотреть ТВ
20. to listen (to) [*'lɪsn*] – слушать
21. to play the computer – играть на компьютере
22. a telephone [*'telɪfəʊn*] – телефон
23. to go to bed – идти спать
24. to gather [*'ɡæθə*] – собирать(ся)
25. together [*'təɡeðə*] – вместе

**4. Прочитайте словосочетания и предложения; переведите их на родной язык. Составьте короткие ситуации с выделенными словами.**

**dinner, supper,** To have dinner at home, to have dinner at the university; to have  
**double periods,** three double periods, to have four double periods; to have supper  
**about the house,** at work, to have supper at the restaurant; to help mum – to help  
**to clean** about the house, to help mum about the house; to clean the flat, to clean the floor, to clean the room once a week, to clean the black-board. We have dinner at home every day. How many double periods have you got today? – I have got four double periods every day. Do you have supper at home or at work? – At home of course. My daughter is a di'ligent girl. She always helps me about the

house. She cleans her room at the weekend.

**water, read,  
telephone,  
a vacuum  
cleaner, wet**

To wash the dishes, to wash up, to wash the linen [*'ʃɪnʃɪn*] (бельё), to wash one's hair; clean water, deep (глубокий) water; to water the flowers – to water the trees – to water the bushes [*'bʊʃɪz*] (кусты). A telephone number, a wrong telephone number, a new telephone, an old telephone; to telephone somebody, to phone mum twice a day; to read books, to read newspapers (газеты) to read magazines; a vacuum cleaner – to vacuum rugs, to vacuum carpets, to vacuum play mats, to vacuum every day; to sweep the floor, to sweep a room, to sweep the carpet, to sweep the rug; wet weather [*'weðə*] (погода), a wet room, a wet duster; to wet the furniture, to wet the dust, to wet the door, to wet the blackboard. What is your telephone number? – My telephone number is 7146219. Phone me in the evening. I like to read newspapers and you? I like to read magazines. My husband vacuums the carpets every day, and I cook and wash up. We have a new vacuum cleaner. It is very convenient. The weather is wet. Stay at home. Our children like to wet the furniture and water the flowers.

**write, rest,  
hungry, listen to,  
watch, computer,**

To write a book, to write an exercise, to write a composition; to have a rest, to rest, to rest at home, to have a rest at the seaside [*'si:saɪd*] (морское побережье); hungry, to be hungry, a hungry dog, a hungry boy; to watch a film, to watch TV, to watch TV 'programmes; to listen to elderly people, to listen to mum, to listen to music; a computer, a modern computer, to play the computer; to go to bed, to go to bed early; to gather at home, to gather together in the evening. Who is this man? – He is my nephew. What is his occupation? – He is a journalist. He writes articles [*'ɹtɪkls*] (статьи) in newspapers. He is very busy and has a rest only on Sunday. We are hungry. We have dinner at this time. My father watches TV, my mother cooks supper and I play the computer every evening. All my family gather together at a big table at 8 o'clock in the evening.

**8.4. The Present Simple.** Отрицательные и вопросительные предложения (общий, альтернативный, специальный и разделительный вопросы).

1. Отрицательные предложения (negative) в Present Simple образуются с помощью вспомогательного глагола *do* и отрицательной частицы *not* (*do not = don't* - сокращенная форма) и инфинитива без частицы *to*, следующего после них.



В 3-м лице единственного числа используется форма **does not** (= **doesn't**).

*Например:* I watch TV in the evening. – I **don't** watch TV in the evening.  
Я смотрю телевизор вечером. – Я не смотрю телевизор вечером.  
She waters the flowers. – She **doesn't** water the flowers.  
Она поливает цветы. – Она не поливает цветы.

2. При образовании **общих** (general) вопросов **альтернативных** (alternative) вспомогательные глаголы **do/does** ставятся перед подлежащими. Смысловый глагол теряет окончание **s (es)**.

*Например:* **Do** you like tea or coffee? – I like tea.  
Ты любишь чай или кофе? – Я люблю чай.  
**Does** she read or write in the afternoon? – She writes.  
Она читает или пишет днем? – Она пишет.  
**Do** they often phone your parents? – Yes, they **do**. (No, they **don't**.)  
Они часто звонят родителям? – Да. (Нет).  
**Does** he help mum about the house? – Yes, he **does**. (No, he **doesn't**.)  
Он помогает маме по дому? – Да. (Нет).

3. В специальных вопросах на первое место выносится вопросительное слово (when, where, what, why, how и т.д.), за ним следует порядок слов как при общем вопросе.

*Например:* **When do** you get up? – I get up at 7.  
Когда ты встаешь? – Я встаю в 7.  
**Where does** she live? – She lives in London.  
Где она живет? – Она живет в Лондоне.

4. При образовании вопроса к подлежащему (to the subject) на первое место выносится вопросительное слово **Who?** или **What?**, после которого употребляется смысловый глагол в 3-м лице единственного числа, т. е. с окончанием **s (es)**. (Кроме **How many?**)

*Например:* **Who listens** to music in your class? – We **do**. (Nick **does**.)  
Кто слушает музыку в вашем классе? – Мы. (Ник).  
**What makes** noise [nɪʒz] (шум)? – The cars do. (The fridge does).  
Что шумит? – Машины. (Холодильник).  
**How many students** want to have a rest? – All do.  
Сколько студентов хотят отдохнуть? – Все.

5. Разделительный вопрос (Disjunctive) состоит из 2-х частей: первая часть – само предложение, вторая часть – «хвостик». Если первая часть представляет собой утвердительное (положительное) предложение, то «хвостик» становится отрицательным и наоборот. Во второй части становится вспомогательный глагол (в соответствующей форме) и за ним местоимение, заменяющее подлежащее.

*Например:* We go to school every day, don't we? – Yes, we do. (No, we don't).

Мы ходим в школу каждый день, не так ли? – Да. (Нет).  
 Sally walks with her friends in the yard, doesn't she? – Yes, she does. (No, she doesn't).  
 Салли гуляет со своими друзьями во дворе, не правда ли? – Да. (Нет).  
 You don't play the computer, do you? – No, I don't. (Yes (But), I do).  
 Ты не играешь на компьютере, не так ли? – Да, не играю. (Нет (Но), я играю).  
 Bill doesn't do his homework, does he? – No, he doesn't. (Yes (But), he does).  
 Билл не делает домашнее задание, не правда ли? – Да, не делает. (Нет (Но), делает).

**5. Прочитайте предложения, переведите их на родной язык. Составьте свои примеры и запишите их.**

**I. Women don't make houses, they make homes.**

People don't walk dogs in such terrible weather.

Our children don't help us about the house.

Americans don't eat borscht.

Kate doesn't read books.

Steve doesn't write any compositions.

Stacy doesn't watch cartoons (мультфильмы).

Dick doesn't drink coffee.

**II. Do they vacuum their carpets? – Yes, of course.**

Do Mr. and Mrs. Smith work at school? – No, they don't.

Do you do your lessons? – Yes, every day.

Do we speak English at our lessons? – Sure.

Does Nat come home at 6? – No, she comes at 7.

Does Peter clean his teeth in the evening? – No, he doesn't.

Does Peggy cook breakfast? – Never, her mother does.

Does Nancy wash her hair twice a week? – Yes, she does.

**III. Do you go to bed at 10 or at 11? – At 12.**

Do they gather together at home or at work? – At work.

Do we read magazines or newspapers?

Do you phone your friends or parents?

Does she wet the dust or the blackboard?

Does he have dinner or supper? – He has lunch.

Does Olga drink milk or water? – She drinks coca-cola.

Does Nastya have 2 or 3 double periods? – She has 4 double periods every day.

**IV. What do you do in the evening? – I watch TV.**

When do we leave home? – We leave home at 8.

Why do you sit here? – It is comfortable.  
Where do they study? - They study at the institute.  
How often does she visit her grandparents? - Once a week.  
When does Nelly brush her hair? – In the morning.  
Where does my father work? – At the airport.  
Why does he clean his room? – It is very dirty.

V. We don't water the flowers, do we? – No, we don't.  
You listen to rock music, don't you? – Yes, I do.  
I don't sweep the floor, do I? – No, I don't.  
We wash up after dinner, don't we? – Yes, we do.  
The boy doesn't write exercises, does he? – But, he does.  
The girl watches cartoons, doesn't she? – Yes, she does.  
Mr. Brown doesn't make his bed, does he? – Never.  
Mrs. White does morning exercises, doesn't she? – No, she doesn't.

VI. Who has supper at 7? – I do.  
What makes so much noise? – My vacuum cleaner does.  
Who has a rest at the hotel? – My friends do.  
What begins at 8? – Our lessons do.  
Who wets the furniture? – Nick's granny does.  
What has three rooms? – Our flat does.  
Who teaches you English? – Miss Blur does.

**6. Сделайте данные ниже предложения отрицательными, а затем задайте к ним общий вопрос.**

*Например:* You always help your mum about the house.

*That's wrong. I don't help my mum about the house. I am busy. – Do you help you mum about the house? – Yes, I do. (No, I don't).*

1. She cleans her flat twice a week.
2. He listens to pop music.
3. My grandparents watch TV in the evening.
4. Our teacher speaks three foreign [*fʌrɪn*] (иностранный) languages.
5. My fellow students (однокурсники) have dinner at the canteen [*kæn'tɪn*] (студенческая столовая).
6. Bruce dresses very quickly.
7. Our parents leave home at 8.
8. Kirk goes to the bathroom to wash his face and hands.
9. Greg does the same things every day.
10. Pat washes up after supper.

**7. Составьте вопросительные предложения из слов. Используйте вспомогательные глаголы do/does, где необходимо.**

*Например:* Peter/in the morning/ at 7 get up?

*Does Peter get up at 7 in the morning?*

1. Steve /when/ come/ from school?
2. do morning exercises /Marta/ every day?
3. or /Maths/ English /study/ my sisters/ at the courses [kʌrsɪz] (курсы)?
4. who /books/ read/ very often?
5. Nelly /in summer/ have/ a rest? – разделительный вопрос.
6. they /what/ listen to/ every morning?
7. Clean /teeth/ I/ have breakfast/ or / at 8?
8. She /a lot of/ eat/ fruit?
9. Your relatives / where/ work?
10. Why /gather/ they/ together?

**8. Прочитайте текст о необычном распорядке дня Мистера Уидла. Переведите и ответьте на вопросы. Перескажите текст, используя вопросы в качестве плана.**

### *Mr. Widdle's day.*

Mr. Widdle plans his day in a very special way<sup>1</sup>. He has a schedule<sup>2</sup>. At 6 o'clock in the morning Mr. Widdle wakes up. He slips out<sup>3</sup> of bed and waits<sup>4</sup> only two seconds to become more awake<sup>5</sup>. Then he gets dressed. At 7 o'clock he makes his own<sup>6</sup> breakfast and eats it. At 8 o'clock he washes his dishes.

At 9 he sits on his front steps<sup>7</sup> and reads a newspaper. He does it every morning. He reads his newspaper when the sun shines<sup>8</sup>, he reads it when it rains<sup>9</sup>.

“The most important thing<sup>10</sup>”, he says, “is that I keep<sup>11</sup> my schedule.” At 10 o'clock he does his laundry<sup>12</sup>. He washes his socks<sup>13</sup>, underwear<sup>14</sup> and his shirts<sup>15</sup>. Then he hangs<sup>16</sup> them in the backyard, rain, shine, snow or wind<sup>17</sup>. At 11 Mr. Widdle cooks his lunch and eats it. At 12 he feeds<sup>18</sup> his dog. At 1 o'clock he goes shopping<sup>19</sup>. If he has time, he visits his friends.

At 3 o'clock Mr. Widdle does the ironing<sup>20</sup>. When he finishes ironing his clothes<sup>21</sup>, he irons his shoelaces<sup>22</sup> on his ironing board. At 4 he cleans his house from top to bottom<sup>23</sup>. If there is dust, he dusts it, if there is no dust, he dusts it all the same.

At 5 o'clock he has tea. At 6 he has only one hour<sup>24</sup> when he allows<sup>25</sup> visiting his house. He goes to bed at 7. So you see Mr. Widdle really keeps his schedule. And you?

<sup>1</sup> in a special way [ˈspeʃ(ə)l] – по-особенному

<sup>2</sup> schedule [ˈʃedʒ(ə)l] – расписание

<sup>3</sup> slips out – здесь «выскальзывает из»

<sup>4</sup> waits – ждет

<sup>5</sup> to become more a'wake – быстрее

проснуться

<sup>13</sup> socks – носки

<sup>14</sup> 'underwear [ˈʌndəweɪə] – нижнее белье

<sup>15</sup> shirt – рубашка

<sup>16</sup> hangs – вешает

<sup>17</sup> wind – ветер

<sup>18</sup> feeds – кормит

<sup>19</sup> goes shopping – ходит за покупками

<sup>6</sup> own [ <i>qV<sup>2</sup>n</i> ] – собственный	<sup>20</sup> does the ironing [ <i>'aIqnI<sup>2</sup>N</i> ] – гладит
<sup>7</sup> steps – ступеньки	<sup>21</sup> clothes [ <i>kqV<sup>2</sup>Dz</i> ] – одежда
<sup>8</sup> the sun shines – солнце светит	<sup>22</sup> shoelaces [ <i>'S<sup>2</sup>HeIsIz</i> ] – шнурки
<sup>9</sup> it rains – идет дождь	<sup>23</sup> from top to bottom – сверху донизу (повсюду)
<sup>10</sup> the most important [ <i>I<sup>2</sup>m'pL<sup>2</sup>tqnt</i> ] thing – самое важное	<sup>24</sup> hour [ <i>aV<sup>2</sup>q</i> ] – час
<sup>11</sup> keep – придерживаться	<sup>25</sup> allow [ <i>q'laV</i> ] – позволять
<sup>12</sup> does his laundry [ <i>'L<sup>2</sup>ndrI</i> ] – стирает	

1. Does Mr. Widdle plan his day in a special way? He has a schedule, doesn't he?
2. When does he wake up? How long does he wait to become more awake? Who cooks breakfast? When does he wash dishes?
3. What does he do at 9 o'clock? Does he read every morning? What is the most important thing for Mr. Widdle?
4. When does he do his laundry? What does he wash? Where does he hang his clothes?
5. Does Mr. Widdle have lunch? What does he do at 12? Does he do the ironing or shopping at 3? What does he iron?
6. When does Mr. Widdle clean his house? How does he do it? Does he dust if there is no dust?
7. What does he have at 3? When does he allow his friends to come? When does Mr. Widdle go to bed?
8. Does he keep a schedule? And do you?

### 9. Ответьте на вопросы.

- |  |   |
|--|---|
| 1. When do you get up?   | 1. Когда ты встаешь?  |
| 2. Who wakes you up?   | 2. Кто тебя будит?  |
| 3. What do you do when you get up?   | 3. Что ты делаешь, когда встаешь?   |
| 4. Do you go to the bathroom to clean your teeth, wash your face and comb (brush) your hair?     | 4. Ты идешь в ванную, чтобы почистить зубы, умыться и расчесаться (щеткой)?           |
| 5. Who cooks breakfast in your family? What do you usually eat for breakfast?                    | 5. Кто готовит завтрак в твоей семье? Что ты обычно ешь на завтрак?                   |
| 6. When do you get dressed? When do you leave home?  | 6. Когда ты одеваешься? Когда ты уходишь из дома?                                     |
| 7. How do you get to the university?   | 7. Как ты добираешься до университета?  |
| 8. How long does it take you to get to the university?   | 8. Сколько тебе требуется времени, чтобы добраться до института?                      |
| 9. How many double periods do you usually have? When do your classes begin? When do they finish? | 9. Сколько у тебя обычно пар? Когда начинаются твои занятия? Когда они заканчиваются? |

- |   |   |
|---|---|
| <p>10. Where do you have dinner at home or at the canteen [kæn'teɪn]?</p> <p>11. Where do you go after classes? Do you go to the library?</p> <p>12. When do you come home? How often do you clean the flat?</p> <p>13. Do you help your mum about the house? What household work do you fulfill?</p> <p>14. Do you go for a walk in the evening? When do you do your lessons? What do you do in the evening?</p> <p>15. When do you go to bed?</p> | <p>10. Где ты обедаешь – дома или в студенческой столовой?</p> <p>11. Куда ты идешь после занятий? Ты ходишь в библиотеку?</p> <p>12. Когда ты приходишь домой? Как часто ты убираешь квартиру?</p> <p>13. Ты помогаешь маме по дому? Какую работу по дому ты выполняешь?</p> <p>14. Ты ходишь гулять вечером? Когда ты делаешь уроки? Что ты делаешь вечером?</p> <p>15. Когда ты идешь спать?</p> |
|---|---|

**10. Напишите сочинение о своем рабочем дне, используя вопросы упражнения 9 занятия 8 в качестве плана и дополнительную лексику по данной теме (Supplementary vocabulary).**

**Supplementary vocabulary:**

- |   |   |
|---|---|
| <p>1. to do the laundry – стирать</p> <p>2. to iron [aɪrən] – гладить</p> <p>3. to wash the linen [ˈlɪnən] – стирать белье</p> <p>4. to go shopping – ходить за покупками</p> <p>5. disco (discoteque) [ˈdɪskəʊ] – дискотека</p> <p>6. to stay at home – оставаться дома</p> <p>7. to change [tʃeɪnʒ] clothes – переодеваться</p> <p>to keep a schedule – придерживаться расписания</p> | <p>8. to get to – добираться до</p> <p>9. by bus – автобусом</p> <p>10. by trolleybus – троллейбусом</p> <p>11. by tram – на трамвае</p> <p>12. by taxi – на такси</p> <p>13. to be tired [taɪəd] – уставать</p> <p>14. to feed a pet – кормить домашнего любимчика</p> <p>15. to walk a dog – выгуливать собаку</p> <p>16. to empty a refuse [ˈrefjuːz] bin – выносить мусор</p> |
|---|---|

**A joke:**

Little Billy went to school for the first time in his life. When he returned home, his mother asked him about his first lessons.

*Mother:* Billy, what did you learn today?

*Billy:* I learned to write.

*Mother:* Oh, what did you write?

*Billy:* Oh, I don't know. I haven't learned to read yet.

## Lesson 9

1. Буквосочетания *ai, ay; ea* перед *d* и *th*.
2. Буквосочетания *wh* в начале слова перед *o*; *wor* перед согласной; *w* перед *r*.
3. Буква *k* перед *n*.
4. Повелительное наклонение (*The Imperative Mood*).
5. Побудительные предложения с глаголом *to let*.
6. Тексты для чтения “*First school*” и “*At the English lesson*”.
7. *Reading for fun*.

1. **Выучи рифмовку:** Early to bed,  
Early to rise. –  
Makes people  
healthy, wealthy and bright.

2. **Расскажи о своем рабочем дне однокурсникам и предложи им пересказать его.**

3. **Расспросите друг друга о вашем рабочем дне. Что в нем есть необычного?**

4. **Прочитайте текст, переведите его. Перескажите текст, используя задание после текста.**

### *First School*

Arnold is five now. Every morning his mother makes him go to First School, Down Realy Hill not far from their house. Arnold has a good time there and he also learns a lot of interesting things at school.

The school is really very good. It provides<sup>1</sup> work in Mathematics, spelling<sup>2</sup>, reading, physical activity<sup>3</sup> such as music and movement games. Seven-year-olds have a swimming instruction<sup>4</sup> every week.

When the weather<sup>5</sup> is fine the children play on the playground<sup>6</sup>. In nasty<sup>7</sup> weather they play indoors<sup>8</sup>.

When Arnold goes to school. He wears<sup>9</sup> his uniform: a red pull-over and grey trousers. He takes pride<sup>10</sup> in it. Arnold's parents often consult his teachers to discuss<sup>11</sup> his progress. The staff<sup>12</sup> encourage<sup>13</sup> the parents to take an active part in helping their children.

<sup>1</sup> provide [ˈprɒvɪd] – обеспечивать

<sup>2</sup> spelling – орфография, по буквам

<sup>3</sup> physical [ˈfɪzɪkəl] activity [ˌæktɪvɪti] – физическая активность

<sup>7</sup> nasty [ˈnæsti] – мерзкая

<sup>8</sup> indoors [ˈɪndɔːs] – в помещении

<sup>9</sup> wear [weɪə] – носить одежду

<sup>10</sup> to take pride in – гордиться

- <sup>4</sup> a swimming instruction – правила безопасности на воде  
<sup>5</sup> weather [ˈweɪðə] – погода  
<sup>6</sup> playground – игровая площадка

- <sup>11</sup> to dis'cuss – обсуждать  
<sup>12</sup> the staff – штат (учителя)  
<sup>13</sup> encourage [ɪnˈkʌrɪdʒ] – поощрять

1. Say what school Arnold studies at and what he does in the morning.
2. Explain what activities and subjects the school provides.
3. Retell what the children do when the weather is fine or nasty.
4. Say a few words about their uniform.
5. Speak how the teachers help parents to bring up (воспитывать) their children.
6. When do you think it's high time for a child to start going to school?
7. What must a child be able to do by the age of 6?
8. How long is a child's working day?

### 9.1. Буквосочетания *ai*, *ay*; *ea* перед *d* и *th*.

Буквосочетания *ai*, *ay* читаются [eɪ].

*Например:* explain [ɪkˈspleɪn] – объяснять  
 delay [dɪˈleɪ] – откладывать

Буквосочетание *ea* перед *d* и *th* часто дает звук [e].

*Например:* ready [ˈredɪ] – готов  
 breath [breɪθ] – вздох

### 9.2. Буквосочетания с *w*.

Буквосочетание *wh* в начале слова перед *o* читается [h], в остальных случаях – [w].

*Например:* whose [hʊz] – чей?  
 when [wen] – когда?

Буква *w* перед *r* в начале слова не читается.

*Например:* write [raɪt] – писать  
 wrong [rɒŋ] – неправильно

Буквосочетание *wor* перед согласной дает звук [wɜː].

*Например:* word [wɜːd] – слово  
 world [wɜːld] – мир

### 9.3. Буква *k* перед *n*.

Буква *k* перед *n* в начале слова не произносится.

*Например:* to know [nəʊ] – знать  
 knowledge [ˈnɒlɪdʒ] – знания



**5. Прочитайте слова и напишите их транскрипцию.**

<b>[ei]</b>	<b>[h], [w]</b>	<b>[wɜː], [ɪ]</b>
pain – clay	who – whiskey	worm – knight
gain – stay	whose – whey	worst – kneel
main – play	whole – wheeler	worthy – knitted
rainbow – delay	whom – while	worship – knackey
stain – may	who'd – wheat	worktable – knock
<b>[e]</b>	<b>[ʊ]</b>	
dead – feather	creature – feature	
bread – leather	picture – lecture	
head – heather	moisture – fracture	
ready – weather	adventure – torture	

**6. Повторите изученные фонетические правила. Прочитайте слова и напишите их транскрипцию.**

Stay, description, possession, taper, kiss, wheat, whom, wrong, wrinkle, gain, working, knelt, meat, feather, dead, bear, fear, pearl, after, path, casting, can't, strawberry, caution, fold, mere, questioner, feature, future.

**7. Прочитайте слова с переводом и запишите их в словарь.**

- |   |  |
|---|--|
| 1. to translate [trɪnsl'eɪt] – переводить                   | 15. to be 'absent from – отсутствовать                 |
| 2. to ask [ɹɔːsk] – спрашивать, просить                     | 16. to miss classes – прогуливать, пропускать занятия  |
| to ask a question [kɹɔːs tʃɛstʃən] – задавать вопрос        | 17. to attend [q'tend] – посещать                      |
| 3. a lecture ['lektʃə] – лекция                             | 18. to make a mistake [m'ɪs'teɪk] – сделать ошибку     |
| to give a lecture – дать лекцию                             | 19. to co'rrect [kɹ'ɹekt] a mistake – исправить ошибку |
| 4. to answer ['ɹɔːnsə] – ответить                           | 20. to get a mark – получить оценку                    |
| an answer – ответ   | 21. to give sb. a mark – поставить оценку              |
| to answer a question – ответить на вопрос                   | 22. to take an exam [tʃ'ɛkəm] – сдавать экзамен        |
| 5. to know [nəʊ] – знать                                    | to pass an exam [pɹɔːs] – сдать экзамен                |
| 6. to learn [lɜːn] – 1) узнавать; 2) учить                  | to fail an exam – провалить экзамен                    |
| to learn by heart – учить наизусть                          | 23. su'ccessfully [sʌk'sesfʃlɪ] – успешно              |
| to learn rules [r'ɹʌlz] – учить правила                     | 24. an article ['ɹtɪkəl] – статья                      |
| 7. to explain [ɪks'pleɪn] – объяснять                       | 25. to retell [rɪ'tel] – пересказывать                 |
| 8. difficult ['dɪfɪkəlt] – трудный                          | 26. to describe [dɪ'skrɪb] – описывать                 |
| 9. a word combination ['wɜːd kəm'bɪneɪʃən] – словосочетание | 27. as a rule – как правило                            |
| 10. a sentence ['sentəns] – предложение                     | 28. a lesson – урок                                    |
| 11. to study ['stʌdi] – учить, учиться                      | at the lesson – на уроке                               |
| to study at school – учиться в школе                        |  |

12. to work hard (at) – работать усердно над  
 13. pronunciation [ˈprɒnʌnsɪəˈʃən] – произношение  
 14. to be present at [ˈprezənt] – присутствовать  
 29. a break [breɪk] – перемена  
 30. 'during a break – во время перемены  
 to make up – составлять.

**8. Прочтите словосочетания и предложения. Составьте как можно больше аналогичных примеров с выделенными словами.**

**lesson, break, present, absent lecture, as a rule** A long lesson, a short break; an interesting lesson; a dull lesson, during a break, before a break; before / after lessons, to be present at the lesson, to be absent from the lesson; a useful (полезная) break; lecture a very important lecture. Where is Mack? – He is at the lecture. He is fond of lectures on the History of language. – Have you got short or long breaks? – We have got both short and long breaks. – Are you often absent from Maths. – As a rule, I am never absent from Maths. Is Nick present at the lesson? – Yes, he is. He is a diligent pupil.

**question, ask, answer, know, knowledge, make, correct, mistake, ready** To ask a question, to answer a question; very simple questions, very difficult questions; to know the answer, a brilliant answer; to have a good knowledge of spelling and 'grammar rules; to make a mistake, to correct a mistake; a bad mistake, grammar mistakes; not to make mistakes. You ask too (слишком) many questions! I know your father.- It is interesting for me. – Answer my question, pupils. – But we don't know the answer. We are not ready for the lesson. Your knowledge is poor, that's why you make a lot of mistakes. I always correct your spelling mistakes.

**read, retell, translate, article** To read a book, to read a text, to read an article; to translate a text, to translate an article, to translate a book; to retell a text, to retell an article, to retell a book; Do you like to read books? - Of course I do. What do you do at your English lessons? - We read, translate and retell texts. What kind of article is it? It is a scientific [saɪn'tɪfɪk] (научная) article. We retell not only texts, we also retell books. A translator translates from one language to the other one.

**learn, study, make up,** To learn a poem [ˈpɒɪm] (стихотворение), to learn rules by heart; to study at school, to study well; to make up sentences, to

**sentence, hard** make up word-combinations, to make up dialogues [*'dʒɪfɪqgɜz*]  
**word-combination**, (диалоги); to explain the rule, to explain the task (задание);  
**explain, work,** to work hard, to work hard at pronunciation, to work hard at  
**pronunciation,** the university. What school do you study at? – I study at  
 school number 15. What do you like to do? – I like to learn  
 poems. Nancy makes up sentences; Dolly makes up word  
 combinations. The teacher explains us the rules. What is our  
 home task? - Your home task is to learn the poem by heart, to  
 make up short dialogues and sentences with the new words. We  
 work hard at our pronunciation. It is very necessary [*'nɒsqsqɜɪ*]  
 (необходимо).

**miss, attend,** To miss classes, to attend classes, to get a good mark, to get a  
**get, describe,** bad mark; to give an 'excellent [*'ɛksqɪqnt*] (отличный) mark,  
**mark** to give an unsatisfactory [*'ʌnsɪsɪfɪkɪqɜɪ*] (неудовлетвори-  
 тельная) mark, to give students only good marks, to give stu-  
 dents only bad marks; to describe a boy, to describe a girl, to  
 describe a picture. Is Dan present? – No, he isn't, he often  
 misses classes. He is a bad pupil. The students of our group  
 attend classes regularly. My brother gets only excellent marks.  
 We like to describe pictures and discuss interesting topics (те-  
 мы). Our teacher gives us good marks because we work  
 hard. She is happy.

**take an exam,** To take an exam, to take an exam in English Literature; to pass  
**pass, fail,** an exam, to pass an exam successfully; to fail an exam, to miss  
**successfully** an exam. We usually take our exams twice a year, in winter and  
 in summer. Who fails exams in your group? Nobody (никто)  
 does. All my classmates always pass exams successfully. My  
 congratulations [*'kɒŋgrɪtʃju'leɪʒɪnz*] (поздравления).

**9. Прочитайте предложения, заменяя слова в скобках английскими эквивалентами.**

1. (Как правило) our lessons begin at 8 o'clock. We usually have 3-4 (пары).
2. It is necessary not only (исправлять ошибки), but not (делать их).
3. (Во время перемены) we talk, discuss problems and have a bite. (На уроках) we (работаем усердно над) our pronunciation. We (читаем) articles, (переводим) texts, (слушаем) tapes.
4. Our task is (выучить) the poem (наизусть), (составить) sentences and (словосочетания) with the new (вокабуляр), (пересказать) the story.

5. (На уроке) the teacher (объясняет) us (трудные грамматические правила), (задает) questions and we (отвечаем) them. After that she (ставит) us good (оценки).
6. We like (описывать) pictures and (читать) books. (Лекции) usually are very interesting and we (посещаем их) with great pleasure. We (не пропускаем) them. Natalie (не отсутствует на) lesson, she (присутствует).
7. We (не сдаем экзамены) in autumn, we (сдаем их) in summer and in winter. Those who (имеет плохие) marks, (проваливают) exams, those who (имеет хорошие) marks, (сдают их успешно), the teacher is proud of our (знания).
8. This (вопрос) is very (трудный). Мы (не отвечаем на) it. Kate (знает) this rule, but she (не знает) the topic "My family".

**10. Скажите, что кто-то не выполняет действия, о которых говорится в предыдущих предложениях. Почему?**

*Например:* I read this book. (Paul)

*Paul doesn't read this book. He reads that article.*

1. The students translate texts. (the teachers)
2. My aunt asks many questions. (my uncle)
3. Henry knows this rule perfectly well. (Richard)
4. Our fellow students (однокурсники) learn English poems by heart. (Engineers)
5. Mark explains the task to his pupils. (Mrs. White)
6. Denis studies at school number 69. (Kelly)
7. At the English lesson we make up word combinations and sentences. (at the History lesson)
8. They work hard at pronunciation, spelling and punctuation on Monday. (on Tuesday)
9. Susie is present at Maths. (at Russian)
10. Stacy is absent from Ukrainian. (from English)
11. Rose misses classes very often. (Martin)
12. As a rule the students of our university attend all lectures. (the students of the technical school)
13. Phil and Victor make mistakes in their compositions. (I)
14. Mrs. Black corrects our mistakes in dialogues. (Mr. Nelson)
15. We always get excellent marks in literature. (in Biology)
16. The teacher of Ukrainian gives us bad marks (the teacher of Geography)
17. They take exams in French in April (in June)
18. I pass exams successfully. (Jim)
19. Terry fails his exams when he is not ready. (Steward)
20. Gerry retells texts very well. (Olga)
21. Pupils describe pictures at the lesson (during a break).

**11. Задайте общие и альтернативные вопросы друг другу, используя слова в скобках, и ответьте на них.**

*Например:* We make up dialogues at the English lesson (monologues).

1. *Do you make up dialogues at the English lesson?*
2. *Yes, we do. And do you make up dialogues or monologues at the English lesson.*
3. *We make up both dialogues and monologues.*

1. During a break we discuss problems (to talk).
2. Steve answers a lot of questions (to ask).
3. Lily has a good knowledge of phonetics (grammar).
4. The teacher explains easy rules (difficult).
5. They pass exams successfully at the end of every term (to fail).
6. We always work hard at our pronunciation (spelling).
7. Peter always attends lectures on the History of language (miss).
8. Our students read articles, texts, dialogues (to translate).
9. Melanie describes pictures very well (to retell texts).
10. Tony is often absent from Psychology [*saʃkɒlɒʒi*] (to be present at).

**12. Составьте специальные вопросы, начиная с вопросительных слов в скобках.**

*Например:* She translates texts well (who, what, how).

*Who translates texts well?*

*What does she translate well?*

*How does she translate texts?*

1. Nick calls his parents once a week (who, how often, who (m)).
2. Sandra writes compositions with great pleasure (who, what, how).
3. We have a rest during breaks (when, what, who).
4. You read a very interesting book in the evening (what, what kind of, who, when).
5. Richey listens to pop-music at the weekend (who, what, when, what kind of).
6. Every evening my family gathers together at the table (who, how often, when, where, whose family).
7. Ken studies badly at the institute (who, how, where).
8. Ann misses classes, because she is ill (why, what, who).
9. You make a lot of mistakes in your dictation, because you are not ready for the lesson (what, where, why).
10. The tape-recorder has a loud sound (громкий звук) (what, what kind of).

**13. Составьте диалоги о том, что вы а) делаете на уроках английского языка; б) что вам нравится делать; в) что вам не нравится делать.**

**9.4. Повелительное наклонение (*The Imperative Mood*).**

Для выражения побуждения к действию с помощью приказа, просьбы, команды, совета и т. п. используется повелительное наклонение (**The Imperative Mood**). В английском языке оно образуется следующим образом:

1) в утвердительной форме – от инфинитива без частицы **to**.

*Например: to listen* – слушать.

Listen to me! – Послушайте меня.

*to translate* – переводить

Translate the text! – Переведите текст.

2) в отрицательной форме – на первое место ставить вспомогательный глагол **do** и отрицательная частица **not** (или сокращенная форма – **don't**). Далее следует инфинитив без частицы **to**.

*Например: Talk!* – Говорите.

**Don't** talk! – Не говорите.

Open your books. – Откройте книги.

**Don't** open your books. – Не открывайте книги.

### 9.5. Побудительные предложения с глаголом **to let**.

Особую группу представляют **побудительные предложения** с глаголом **to let** (позволить, дать что-то совершить).

**Let** с существительными, с личными местоимениями в объектном падеже, т.е. **me, you, them, him, her, it** имеет следующие значения:

*Например: Let me* drink. I'm thirsty. –

Позвольте (дайте) мне попить. Я испытываю жажду.

**Let him** do it. – 1. Позвольте ему сделать это.

2. Пусть он это сделает.

**Let her** help Dick. – 1. Разрешите ей помочь Дикю.

2. Пусть она поможет Дикю.

**Let the children** play. – 1. Пусть дети играют.

2. Разрешите детям поиграть.

В сочетании глагола **let** со словом **us** мы можем использовать сокращенную форму **let's**.

*Например: Let us* go to the cinema (= **let's** go to the cinema).

Давайте пойдем в кино.

Отрицательные предложения образуются по общему правилу.

*Например: Don't let* them spend all the money.

Не позволяй им тратить все деньги.

**Let us not (let's not)** play tennis. (= **Don't let's** play tennis).

Давайте не будем играть в теннис.

**14. Прочитайте предложения, переведите их на родной язык. Составьте свои аналогичные примеры.**

- I.** Look at me, Peter.  
Learn this poem by heart.  
Answer difficult questions.  
Study well, guys ([gəʒ] – ребята).  
Work hard at your pronunciation.
- II.** Don't be silly.  
Don't open the door.  
Don't look up in your text books.  
Don't be absent from the lectures!  
Don't ask easy questions!
- III.** Let him translate text A.  
Let her speak Russian.  
Let Jim study the rule.  
Let's listen to the tape.  
Let me help you.
- IV.** Don't let the child be present here.  
Don't let them explain the task.  
Don't let us retell the story.  
Let us not make any mistakes.  
Don't let it happen. ([ˈhɪʃpən] – случаться).

**15. Попросите своих одногруппников а) выполнить действия; б) не выполнять действия.**

- исправить ошибку
- получить хорошую оценку
- сдавать экзамены летом
- описать картинку
- быть внимательным (attentive [q'tentivʃ])
- быть серьезным (serious ['sɪrɪəs])
- отвечать на вопросы учителя
- пересказать статью
- составить словосочетания
- быть готовым на уроке

**16. Предложите своим однокурсникам а) выполнить; б) не выполнять действия вместе и проаргументируйте их.**

*For example:* выпить чашку чая в студенческой столовой (холодно – устала)  
*Let's drink a cup of tea the canteen. It's cold, I'm tired.*

1. пропустить урок (не готовы – плохая оценка).
2. посетить лекцию профессора Смита (интересная – скоро экзамен).
3. прочитать статью (полезная – отвечать на уроке).
4. посмотреть ТВ (образовательная программа (educative ['edʒukeɪtɪv] programme) – узнать последние новости – the latest news).
5. остаться дома – (сделать уроки – произносить новые слова).

**17. Прочтите предложения, заменяя слова в скобках их английскими эквивалентами.**

1. The weather is fine. (Давай) go for a walk.
2. I'm short of time. (Пусть) Max come tomorrow.
3. (Не позволяйте ему) miss his Pedagogics classes.
4. It's very cold today. (Давай не) go to the university.
5. The text is difficult. (Пусть она) translate it.
6. (Пусть они) write a composition.
7. (Пусть это) be interesting for everyone.

**18. Прочитайте и переведите диалог. Ответьте на вопросы после диалога. Прескажите его.**

*At the English lesson*

Teacher: Good morning children.

Pupils: Good morning Marina Nikolaevna.

Teacher: How are you?

Pupils: We are fine, thank you. And you?

Teacher: I am O.K., thanks. Let's begin our lesson. We speak today about our school.  
Who is on duty<sup>1</sup> today?

Mark: I am.

Teacher: What date is it today?

Mark: It is the third of December.

Teacher: Who is absent from the lesson?

Mark: Tanya Petrova is absent today, because she is ill.

Teacher: Pupils, what season is it now?

Pupils: It's winter now.

Teacher: We are going<sup>2</sup> to read a text about winter today. Open your books page 75 exercise 13. Vanya, begin please. Read the new words after the text.

Vanya: Marina Nikolaevna, I don't know the pronunciation of the word "figure skating".

Teacher: Masha, go to the blackboard, write down the word and spell it.

Masha: f – i – g – u – r – e s – k – a – t – i – n – g. The transcription is ['fɪgə'skeɪtɪŋ].

Teacher: It is correct. Thank you Masha, take your seat. Go on Vasya.



Vasya: (*reads*). Maria Nikolaevna, explain me the meaning<sup>3</sup> of the word combination “to decorate a New Year’s tree.”

Teacher: Children, help him.

Nadya: It is “украшать новогоднюю елку”.

Teacher: Right you are<sup>4</sup>, Nadya. Sonya, continue<sup>5</sup> reading, please.

Sonya: It’s a difficult word.

Teacher: Sonya, you should<sup>6</sup> work hard at your pronunciation. Learn the new words and make up more<sup>7</sup> sentences.

Sonya: O.K.

Teacher: Oleg, translate the text.

Oleg: (*translates*). I know all the words because I am ready.

Teacher: How clever of you<sup>8</sup>! You are my right-hand man<sup>9</sup>. It’s time to answer the questions. Kate, do please.

Kate: I don’t know the answer.

Teacher: Pupils, no helping. Kate, look up<sup>10</sup> in the vocabulary the meaning of the word “congratulate” and carry on<sup>cm.5</sup>.

Kate: It means “поздравлять”. Well done<sup>11</sup>. (*somebody is laughing*). We don’t laugh<sup>12</sup> at each other’s mistakes, Kolya. You often miss classes, you study badly, you get bad marks and make many mistakes in you dictations.

Kolya: I am ready today. I want to have excellent marks, to pass exams successfully.

Teacher: Very nice, Kolya. Those, who don’t attend classes or work hard, fail their exams.

Tanya: Marina Nikolaevna, may<sup>13</sup> I describe Father Frost.

Teacher: Of course, you may. I like it. Children, give her a clap<sup>14</sup>. (*children are clapping*). Nat, retell the beginning of the text.

Nat: (*retells*). Olga retells the second part<sup>15</sup>.

Teacher: That’ll do. Make up short dialogues. Ask each other how you celebrate New Year’s Day.

Peter: Are we writing a test today? What is it about?

Teacher: We aren’t writing a test at the lesson. It’s a break now. Have a rest.

Pupils: Hurra!

---

<sup>1</sup> on duty – дежурный

<sup>2</sup> we are going – мы собираемся

<sup>3</sup> meaning – значение

<sup>4</sup> Right you are – правильно

<sup>5</sup> continue [kən'tɪnjuː] (=carry on) –  
продолжать

<sup>6</sup> should [ʃʊd] – следует

<sup>7</sup> more [mɔ:] – больше

<sup>8</sup> How clever of you! – Какой ты молодец!

<sup>9</sup> right-hand man – правая рука

<sup>10</sup> look up – найди

<sup>11</sup> Well done [dʌn] – Хорошо

<sup>12</sup> laugh [lɑːf] – смеяться

<sup>13</sup> may [meɪ] – можно (мне)

<sup>14</sup> give her a clap – похлопайте ей

<sup>15</sup> the second part – вторая часть

1. What is the teacher's name? Is she fine? What do they speak at the lesson about?
2. Who is on duty? Who is absent from the lesson? Why?
3. What are they going to read? Do they read the new words before reading? Does Vanya know the pronunciation of all the words? Who helps him? What does Masha do?
4. Who explains the meaning of the word combination "to decorate a New Year's tree?"
5. Is there any difficult word for Sonya in the text? What should she do?
6. Who translates the text? Is he ready? He is the teacher's right-hand man, isn't he?
7. Who answers the questions? Does she know the answers?
8. What kind of pupil is Kolya? How does he study? Does he often miss classes? What kind of marks does he get? How many mistakes does he make in his dictations?
9. What does Kolya want? Who usually fails exams?
10. Does the teacher like Tanya's description of Father Frost? What does she ask pupils to do?
11. Who retells the beginning of the text and the second part? What is the pupils' next task?
12. Are the pupils writing any test at the lesson? What do they usually do during a break?

**19. *Переведите предложения на английский язык и напишите их.***

1. Все наши друзья интересуются иностранными (foreign ['fɔ:rn]) языками. Кто обучает их английскому языку? – Мистер Браун. А они каждый день учат новые слова и словосочетания.
2. Вы знаете правильный ответ на вопрос? – Да. - Тогда не смейся над ошибками других. Объясни правило Нику. Он его не понимает.
3. Лиза усердно работает над вокабуляром, произношением и грамматикой, поэтому она получает отличные оценки и успешно сдает экзамены.
4. На уроке отсутствующих нет. Все присутствуют. Учитель доволен и ставит нам хорошие оценки. Мы читаем и переводим статьи и тексты. Это трудно, но полезно (useful).
5. Таня и Аня составляют короткие диалоги, Тоня описывает картинку, Петя пересказывает текст, а Мария задает вопросы к тексту.
6. На уроке мы немного (a bit) устаем, а на перемене отдыхаем, разговариваем и кушаем сэндвичи.

**20. *Напишите сочинение «At the English lesson» и расскажите его, используя дополнительную лексику по теме.***

***Supplementary Vocabulary:***

- |  |  |
|--|--|
| 1. a subject ['sʌbʤekt] – предмет                      | 10. a first – year student – первокурсник                |
| 2. to be late for – опаздывать на                      | 11. dean – декан   |
| 3. to pronounce [prɒ'naʊns] – произносить              | 12. a fellow-student – однокурсник                       |
| 4. sing songs – петь песни                             | 13. at the Dean's office – в деканате                    |
| 5. to be on duty ['dʒu:tɪ] – быть дежурным             | 14. dictionary ['dɪkʃənəri] – словарь                    |
| 6. to be going to do smth. – собираться сделать что-то | 15. foreign ['fɔrɪn] – иностранный                       |
| 7. a gym [dʒɪm] – спортзал                             | 16. be careful ['keəfəl] – быть внимательным, осторожным |
| 8. department [dɪ'pɑ:tmənt] – отделение, факультет     | 17. attentive [ə'tentɪv] – внимательный                  |
| 9. reading-room – читальный зал                        | 18. to collect exercise-books – собирать тетради         |
|  | 19. to hand out – раздавать                              |

### *Reading for fun.*

**I.** During vacation time a schoolboy made up his mind to write a letter to his friend. He sat down at his writing table and wrote: “Dear Bill!” He thought a bit and continued: “I am writing to you because I have nothing to do.” After that he thought a great deal and added at last, “I am afraid I must stop writing because I have nothing to say. Yours truly, Tom Brown.”

---



---



---



---

made up his mind – решил      to add - добавлять  
a bit – немного                      yours truly ['tru:li] – преданный тебе  
a great deal – много

\* \* \*

**II.** *Son:* Oh, Mummy, must I learn music?  
*Mother:* Yes, my boy. Every nice boy must learn music. But you can choose what instrument, if you like.  
*Son:* Well, I choose the tape-recorder.  
choose [tʃu:z] – выбрать

## Lesson 10

1. Буквосочетания *ph, sc, qua, are*.
2. Суффиксы прилагательных *cian, cial*.
3. Личные и притяжательные местоимения.

4. Притяжательный падеж имен существительных (*the Possessive Case*).

5. Текст для чтения “*Our University*”.

**1. Learn the rhyme; say how many hours on sleep you need.**

Nature needs five,  
Custom takes seven,  
Laziness takes nine,  
And wickedness eleven.

**10.1. Буквосочетания *ph, sc, qua, are*.**

Буквосочетание *ph* читается [f].

*Например:* ear-phones ['ɪə'fəʊnz] – наушники  
philology [fɪ'lɒlədʒi] – филология

Буквосочетания *sc* читается [s] перед *e, y, i*, а *sch* – [sk].

*Например:* scholarship ['skɒləʃɪp] – стипендия  
science ['sɪəns] – наука.

Буквосочетания *qua* читается [kwɔ:] перед *r*, [kwɒ] перед *rr* и в остальных случаях.

*Например:* quarter ['kwɔ:tə] – четверть  
quality ['kwɒlətɪ] – качество  
quarrel ['kwɒrəl] – ссора

Буквосочетание *are* читается [ɛə].

*Например:* to take care [tə'keɪk'keɪ] – заботиться  
hare [hɛə] – заяц

**Исключение:** are [ɛ] – есть

**10.2. Суффиксы прилагательных *cian, cial*.**

Суффиксы прилагательных *cian, cial* читаются соответственно [ʃn] и [ʃl].

*Например:* official [ɒfɪʃl] – официальный  
musician [mju:zɪʃn] – музыкант

**2. Read the words and write their transcription.**

[f].	[ɛə], [ɛ]	[ʃn], [ʃl]
photo – phone	mare – care	'poli'tician – 'crucial
'phonetics – phi'losopher	dare – fare	mu'sician – pre'judicial
'graphic – phi'losophy	pre'pare – stare	ma'gician – social
	are – be'ware	

'physics – phi'lology

scheme – scene – quadro

'schedule – 'scientific – 'quarter

scho'lastic – 'scythe – 'quarreling

**3. Read the words, write their transcription. Pay attention to the phonetic rules.**

'Pho'tography, scent, 'quantity, 'quarting, pre'pare, care, fi'nancial, phy'sician, 'signature, are, scho'lastic, scheme, rag, steme, brutal, stuck, calm, trans'lator, mighty, path, 'government, be'low, what, en'joy, a'nounce, soap, 'skyline, mercy, stood, stool, wild, badge, wrong, scotch, pinky, 'shelter, o'bey.

**4. Read the words and write them down into your vocabularies.**

- |   |  |
|---|--|
| 1. to be angry with smb [x'ŋgrɪ] –<br>злиться на кого-то                            | 12. winter ['wɪntɪ] – зима                                     |
| 2. nowadays ['naʊədeɪz] – в наши дни,<br>сейчас                                     | 13. spring [sprɪŋ] – весна                                     |
| 3. a higher education ['haɪə'edʒu'keɪʃn] –<br>– высшее образование                  | 14. summer ['sʌmə] – лето                                      |
| 4. educational [ˌedʒu'keɪʃnəl] –<br>образовательный                                 | 15. autumn [ˈɒ:təm] – осень                                    |
| 5. establishment [ɪs'tæblɪʃmənt] –<br>заведение, учреждение,<br>основание, введение | 16. month [mʌnθ] – месяц                                       |
| 6. to enter smth ['entɪ] – поступать<br>куда-либо, входить                          | 17. January [ˈdʒænjuəri] – январь                              |
| 7. to be eager to do smth ['ɪgɪ] –<br>страстно хотеть что-то<br>сделать             | 18. February [ˈfebruəri] – февраль                             |
| 8. noble ['nəʊbl] – благородный   | 19. March [mɑ:ʃ] – март  |
| 9. it goes without [wɪ'ðaʊt] saying –<br>само собой разумеется                      | 20. April [ˈeɪprəl] – апрель                                   |
| 10. to be proud of smb/smith [tə'praʊd'ɒv] –<br>– гордиться чем-то, кем-то          | 21. May [meɪ] – май  |
| 11. to last [lɑ:st] – длиться<br>last – последний                                   | 22. June [dʒu:n] – июнь  |
| year [jɪə] – год  | 23. July [dʒu:'laɪ] – июль                                     |
|   | 24. August [ˈɒ:gəst] – август                                  |
|   | 25. September [sep'tembɜ:] – сентябрь                          |
|   | 26. October [ˌɒktə'vi:bɜ:] – октябрь                           |
|   | 27. November [nə'vembɜ:] – ноябрь                              |
|   | 28. December [dɪ'sembɜ:] – декабрь                             |
|   | 29. term [tɜ:m] – семестр                                      |
|   | 30. to have a bite [ˈbaɪt] – перекусить                        |
|   | 31. to be tired of smth/smb [tə'baɪə'ɒv] –<br>– устать от...   |
|   | 32. in spite of [ɪn'spaɪt'ɒv] – несмотря на                    |
|   | 33. to make good progress in [ˈprɒgrɛs] –<br>– делать успехи в |
|   | 34. best regards to [rɪ'gɑ:dz] – мой                           |

**5. Read and translate the word combinations and the sentences with the new vocabulary and make your own examples.**

**angry, tired,  
proud, in spite of  
regards, to be eager,** To be angry with her, to be tired of him, to be proud of the university, in spite of the fact that, our best regards to Mr. Smith, to be eager to enter the institute. Don't be angry with the teacher. He wants to give you good knowledge of his subject. Our timetable (расписание) is tense [*'tens*] (напряженное), that's why I'm very tired. But in spite of it, we try to do our best to get excellent marks in Philosophy. Doctor Prest is far away. Give our best regards to him and tell him that we are eager to see him as soon as possible.

**education, higher,  
year, term,  
nowadays** A secondary education, a higher education, a good education; educational programmes, educational establishments; an academic year, an academic term; to get a higher education, to study at educational institutions. It is necessary to get a higher education nowadays. School leavers (выпускники) study at various [*v'fqr'fqs*] (различные) educational establishments. An academic year consists of 2 terms.

**winter, spring,  
summer, autumn** There are four seasons ([*'s'zqns*] – сезоны) in a year: winter, spring, summer, autumn. Winter months are December, January and February. Spring months are March, April and May. Summer months are June, July and August. Autumn months are September, October and November. We have holidays twice a year: in winter and in summer.

**enter, last,  
progress,  
noble,  
to have a bite** To enter the room, to enter a university; to last long, to last little; to make great progress in language study, to make no progress in Mathematics; a noble man, a noble profession; to have a bite at the canteen, to have a bite at home.

**It goes without  
saying** I want to enter the Pedagogical University. It goes without saying, "teacher" is a noble profession. Ben is eager to make progress in History, but he is lazy. This lecture doesn't last long, besides it's very educative ([*'ed'ju'kqt'f'v*] – образовательная).

**6. Open the brackets. Use the essential vocabulary.**

1. There are four seasons in a year (зима, весна, лето, осень).
2. (Само собой разумеется), it is important nowadays (получить высшее образование).

3. There are a lot of (образовательных учреждений) in our city: academies, institutes, (университеты), colleges.
4. The students of our group are clever. They (делают успехи) in Ukrainian and get a scholarship for it.
5. This documentary film (длится) 20 minutes, it's very dull.
6. Betty (страстно желает поступить в государственный педагогический институт) in autumn.

**7. Complete the sentences.**

1. Teacher is a ... profession.
2. There are twelve months in a year: ... .
3. The four seasons of the year are: ... .
4. All our workers have got a higher...
5. A university is an educational ... .
6. I'm hungry it's high time to ... .

**10.3. Личные и притяжательные местоимения.**

**1. Личные местоимения** в английском языке имеют 2 падежа: именительный (*The Nominative Case*) и объектный (*The Objective Case*). Объектный падеж соответствует винительному, дательному, творительному и предложному падежам в русском языке и отвечает на вопросы: кого? что?; кому? чему?; кем? чем?; о ком? о чем? Личные местоимения в объектном падеже являются в предложениях дополнением и обстоятельством.

**Изучите таблицу:**

<i>Nominative Case</i>	<i>Objective Case</i>
I – я	me – мне, меня, со мной, обо мне
We – мы	us – нам, нас, с нами, о нас
You – ты, вы	тебе, тебя, с тобой, о тебе
They – они	вам, вас, с вами, о вас
He – он	them – им, их, с ними, о них
She – она	him – ему, его, с ним, о нем
It* – он, она, оно (неодушевленные предметы, животные)	her – ей, её, с ней, о ней ему, его, с ним, о нем ей, её, с ней, о ней.

*Например:* I don't wake up in the morning, my mother usually wakes **me** up.  
Я не просыпаюсь утром, моя мама будит меня.

She is an excellent student, but the boys of her group-don't like **her**.  
Она – отличница, но мальчики из ее группы не любят ее.

I am glad to see **you**.  
Я рад вас видеть.

Steve is a handsome man, but Lizzy doesn't even look at **him**.  
 Стив симпатичный мужчина, но Лизи даже не смотрит на него.

Sally doesn't know a story about **them**.  
 Сэлли не знает рассказ о них.

It's all about **us**.  
 Это все о нас.

2. В английском языке притяжательные местоимения имеют две формы – простую (*conjoint*) и абсолютную (*absolute*) и отвечают на вопрос чей? чья? чьё? чьи? Притяжательные местоимения в простой форме находятся в положении перед существительными, а в абсолютной форме они употребляются самостоятельно (без последующего существительного) во избежание повторения существительного. Притяжательные местоимения в простой и абсолютной форме переводятся одинаково на русский язык.

**Сравните их формы:**

<i>Личные местоимения</i>	<i>Притяжательные местоимения</i>		
	<i>простая форма</i>	<i>абсолютная форма</i>	<i>перевод</i>
I	my	mine	мой
we	our [aʊə]	ours	наш
you	your [jʊ:]	yours	твой, ваш
they	their [ðeɪə]	theirs	их
he	his	his	его
she	her	hers	её
it*	its	its	–

*Например:* Where is your pen? – Mine is on the table.

Где твой карандаш? – Мой на столе.

Their university is very pre'stigious.

Их университет очень престижный.

Whose car is this? – Ours.

Чья это машина? – Наша.

Притяжательный падеж имен существительных (*the Possessive Case*)

Существительные в английском языке имеют два падежа: *общий (the Common Case)* и *притяжательный (the Possessive Case)*.

1. Существительное в *притяжательном падеже* обозначает принадлежность предмета (или лица) или его отношение к другому предмету (или лицу), отвечает на вопрос Whose? [hʊz] – чей?



В форме притяжательного падежа могут использоваться существительные одушевленные, имена собственные, некоторые неодушевленные существительные.

2. Притяжательный падеж образуется путем добавления окончания *-’s* (знак апострофа и буква *s*) к основе существительного в единственном числе и к основе существительных во множительном числе, образующихся не по общему правилу множественного числа (т.е. не оканчивающиеся на *-s (es)*). *’s* читается по общим правилам окончания множественного числа существительных – [s], [z], [iz].

*Например:* the woman’s hat – шляпа женщины  
Kate’s cousin – двоюродная сестра Кати.  
the children’s room – детская комната.  
the group’s decision [dʒrʌp̩z dɪˈzɪʒn] – решение группы

3. Притяжательный падеж существительных во множественном числе, образующихся по правилу, т.е. с окончанием *s (es)*, обозначается только знаком апострофа в конце слова.

*Например:* the students’ room – комната студентов  
my parents’ names – имена моих родителей.

4. Когда два лица и более являются владельцами одного и того же предмета, окончания притяжательного падежа прибавляются к последнему существительному.

*Например:* Whose house is this? – This is Sue and Rick’s house.  
Чей это дом? – Это дом Сью и Рика.

5. Форму притяжательного падежа могут принимать:  
– названия стран, городов (а также слова: **country, city, world, ship**).

*Например:* the world’s literature – мировая литература.  
Odessa’s streets – улицы Одессы.  
America’s cities – города Америки.  
Our town’s name – имя нашего города.

– словосочетания, обозначающие временные определения: **yesterday, today, tomorrow, Monday** и т. п.

*Например:* today’s newspaper – сегодняшняя газета.  
next week’s meeting – собрание на будущей неделе.

– словосочетания, обозначающие периоды времени, длительность какого-либо явления.

*Например:* We’ve got a week’s holiday.  
У нас недельный отпуск.  
It’s five minutes’ walk from here.

Это в пяти минутах ходьбы отсюда.

(Заметьте, что перед словом *walk* неопределенный артикль *a* не употребляется).

Если в русском языке перед определяемым словом может находиться два или более слов, как например, *машина друга моего отца*, то в английском языке обычно используется конструкция с предлогом *of* и словосочетание в притяжательном падеже.

*Например:* the cat of my sister's friend. – кот друга моей сестры.

**8. Read and translate the sentences into Russian. Make up your own examples with the new grammar material.**

**I.** Do *you* know *them*? – Yes, *I* do. *They* are *our* neighbours [ˈneɪʒbəz] (соседи).

I don't like *him*. – *He* is a truant [ˈtrʌnt] (прогульщик).

Is David fond of *her*? Yes, *she* is a witty (остроумная) charming girl.

Natalie doesn't want to talk to us. *We* are very sorry.

I tell *you*, *you* have examinations twice a year.

Do you hear *me*? It's high time to wake up.

I am nervous ([ˈnɜːvəs] – нервничать).

I have got a tape – recorder. *It* is on the table. I listen to *it* with great pleasure.

**II.** This *our* classroom. – Room number 5 is *yours*.

What is *their* mark in dictation? – *Their* mark is a “5”. – *Mine* is a “4”.

*His* institute has got a huge [ˈhɪʒ] (огромную) library. *Its* library is famous all over the region ([ˈrɪʒən] – область).

He doesn't borrow (брать) books from the library. They are *his*.

Whose earphones are they? – They are *ours*.

Is it your cassette? No, it isn't. It's *hers*.

Whose car is that? It's *theirs*.

**III.** It's our teacher's laboratory [ˌlæbrəˈtɔːri].

Look, this is Frank's text book. Give it to him.

Where is Boris's mobile telephone? [ˈmɒbɪl ˌtɛləˈfɒn]. It's over there.

The women's clothes department (отдел готовой одежды) always strikes me as unusual (поражает меня).

My grandparents' private house is on the bank (берег) of the River Dniester.

It is the company's decision [dɪˈsɪʒən] (решение) to visit Italy.

Jack and Jill's hard work is a good example for everybody.

The world's opinion is negative about this event [ɪˈvent] (событие).

Is it this week's magazine? – Yes, it is.

Do you live far from here? – No, it's two minutes' drive.

This is the best composition of my mother's student.

**9. Complete the sentences use the Objective Case of the Personal Pronouns.**

1. Who is that woman? Why don't you want to listen to ...?
2. Do you know that man? – Yes, I work with ... .
3. Where are my keys? I can't [*кѣмѣ*] (не могу) find ... .
4. We have holidays twice a year. You can join (присоединиться к) ... .
5. I don't like dogs. I am afraid of ... .
6. I have very important information. Please, listen to ... .
7. Where is Jane? I want to see ... .
8. My cousin has a new job, but he doesn't like ... .

**10. Fill in the gaps. Choose the correct variant of the Case: I/me; he/him; she/her; we/us; it/its; they/them.**

*For example:* I want to see her but ...

doesn't want to see ... .

1. They want to see me, but ... don't want to see ... .
2. She wants to see him, but ... doesn't want to see... .
3. We want to see them, but ... don't want to see... .
4. He wants to see us, but ... don't want to see ... .
5. They want to see her, but ... doesn't want to see ... .
6. I want to them, but ... don't want to see ... .
7. You want to see her but ... doesn't want to see ... .

**11. The Objective or Nominative Case? Make a correct choice.**

*For example:* I don't know that man. Do you know ... ? – Yes, I do, ... is our Dean.

1. I need this book. Where is ... ? – ... on the shelf.
2. Mike, there's a letter for ... . ... are lucky (тебе повезло).
3. My name is Alice. ... am a first-year student. Everybody knows ... .
4. This is our group. ... all are very friendly and proud (гордимся) of our university. Our teachers give ... very interesting lectures.
5. Henry is here. Don't look for (искать) ... . ... is at the piano.
6. Boris! Olga! Where are you? ... are at the museum. Oh, I see ... .
7. Helga studies well, besides ... is a brilliant tennis player. Play with ... .

**12. Form the Possessive Pronouns out of the Personal ones in brackets.**

*For example:* Mrs. Jackson is a teacher. ... daughter is a student (she).

1. The children are at school already. ... lessons begin at 8. (they).
2. You are would-be teachers. Only children can appreciate ([*q'pr љѣѣѣѣ*] оценить по достоинству) ... work (you).

3. I have a son. He is a naughty boy. There's always a mess (беспорядок) in ... room. (he)
4. We study at South Ukrainian State Pedagogical University named after K. D. Ushinsky. ... University is famous all over the country (we).
5. The baby sitter is at work. ... working day lasts 8 hours. (she)
6. I am good at foreign languages. ... marks are good and excellent. (I)
7. There are two terms in a year: the autumn term and the spring term. The academic year is tense, but ... results are positive. (it)

**13. Choose the correct form of the Possessive Pronouns in brackets (absolute or Conjoint).**

1. This is (my, mine) bag. – This bag is (my, mine).
2. Is (her, hers) auditorium large or small? Is (her/hers) progress in studies high?
3. Whose schedule is this? – It's (our, ours). (Our, ours) classes are over at 6.
4. Is Richard a group-mate of (your, yours)? Where are (your, yours) final tests? – On the desk.
5. Don't look up in (their, theirs) copybooks! Do it yourselves let (their, theirs) mistakes be (their, theirs).
6. (His, He's) is the best composition. She learns the material that's why (his, he's) success is obvious [*очевиден*].
7. This is a parrot. That is (its, it's) cage.

**14. Replace the of-phrases by the noun in the Possessive Case.**

*For example:* The book of that student is torn (порвана).

→ *That student's book is torn.*

1. The books of these students are old.
2. The computer of our nephew doesn't work.
3. The cassettes of Mr. Hanks are modern.
4. The toys of the children are on the floor.
5. The voice of their lecturer is too loud.
6. The project of Tom and Kate is the most interesting. (самый интересный)

**15. Paraphrase the sentences using the nouns in the Possessive Case.**

*For example:* The name of the city is Lvov. → *The city's name is Lvov.*

1. I need 15 minutes to walk from my home to the university. It's ... from my home to the University.
2. It is the 19<sup>th</sup> of December today. The date of the newspaper is the 18<sup>th</sup> of December. So, it's ... newspaper.
3. I leave my house at 9 o'clock and drive to the centre of the town, I arrive ([*прибывать*]) there at 11 o'clock. So, it's about ... to the centre of the city from my house.
4. The only cinema in the town is closed today.

5. Teaching Training Technologies is the main branch in the region.
6. See you tomorrow at the meeting. See you at ... meeting.

**16. Read the text. Translate it from English into your mother tongue. Render the contents using the assignments [q's assignments] (задания) after the text.**

***Our University***  
(A letter)

***Dear Maria,***

Don't be angry with me for my long silence<sup>1</sup>, but really I was<sup>2</sup> too busy to write.

You know, it's very important nowadays to get higher education. All famous and serious companies and state educational establishments need<sup>3</sup> qualified<sup>4</sup> workers. That's why after finishing school school-leavers<sup>5</sup> enter institutions of higher education: academies, universities, institutes or technical schools, colleges of various<sup>6</sup> kinds.

As for me, I am now a student of South Ukrainian pedagogical university named after K. D. Ushinsky.

I love children very much, so I am eager to be a teacher. I think teaching is a noble profession. It is always thrilling<sup>7</sup> to work with children. And it goes without saying we, students, are very proud of our university. There are about 15 faculties at our University which train teachers in many subjects: Ukrainian and Russian, Foreign Languages, Physics<sup>8</sup> Mathematics<sup>9</sup>, Biology<sup>10</sup> and Chemistry<sup>11</sup>, Philology<sup>12</sup> and History, Primary and Nursery Education, Physical Training<sup>13</sup>, Computer Study, Psychology [sai'kɒləʒi] and others. Many well known professors teach at our University. There are good libraries and reading rooms in it and for those who go in for sports we have got good gymnasiums and a stadium<sup>14</sup>.

Our academic year begins in September and lasts for 10 months: September, October, November, December, January, February, March, April, May and June. There are two terms in each year: an autumn term and a spring term. We take exams twice a year: in January and in June. So we work hard during the whole year.

As a rule, our classes begin at 8 o'clock in the morning. We usually have three or four double periods. The breaks between them are 20 minutes. So, we can go to our canteen and have a bite and drink some juice or simply have a rest. We are tired, but we have a lot to do. We also go to the library after classes because there is also a great deal of material that is necessary to learn. In spite of that I like to study at our university. I have got a lot of friends among my fellow-students. We hope to make good progress in our study. My favourite subjects are: Children's Literature, The World's History, English, Philology, Pedagogics<sup>15</sup>. Those who are diligent students pass exams successfully in winter and summer and get their scholarship<sup>16</sup>.

So that's the latest news<sup>17</sup> about me. Please write to me about your life and study. I look forward<sup>18</sup> to your answer.

My best regards to your relatives.

Yours,  
Olga.

<sup>1</sup> silence ['saɪləns] – тишина	<sup>4</sup> qualified ['kwɒlɪfaɪd] – компетент- ный, квалифицированный
<sup>2</sup> I was [waɪz] – я была	<sup>5</sup> 'school-leavers – абитуриенты
<sup>3</sup> need – нуждаться	<sup>13</sup> Physical Training ['fɪzɪkəl'treɪnɪŋ] – физкультура
<sup>6</sup> various ['vɛəriəz] – разнообразные, различные	<sup>14</sup> stadium ['steɪdɪəm] – стадион
<sup>7</sup> thrilling ['θrɪlɪŋ] – захватывающий, увлекательный	<sup>15</sup> Pedagogics ['pedəgɒdʒɪks] – педагогика
<sup>8</sup> Physics ['fɪzɪks] – физика	<sup>16</sup> scholarship ['skɒlɪpʃɪp] – стипендия
<sup>9</sup> Mathematics [ˈmæθəˈmæɪtɪks] – математика	<sup>17</sup> the latest news – последняя новость (новости)
<sup>10</sup> Biology [baɪˈɒlədʒi] – биология	<sup>18</sup> look forward [ˈlʊkwɔːd] to – ждать с нетерпением
<sup>11</sup> Chemistry ['kɛmɪstrɪ] – химия	
<sup>12</sup> Philology [fɪˈlɒlədʒi] – филология, языкознание	

1. Tell us why it is very important nowadays to have a higher education and where it is possible to enter.
2. Where does Olga study now? Teaching is a noble profession. Prove it.
3. Talk about what faculties and how many faculties there are at Olga's University. What else is there at her university?
4. Say how long an academic year lasts, how many terms it is divided [dɪˈvɪdɪd] into (поделен).
5. Speak about Olga's working day at South Ukrainian State Pedagogical University named after K. D. Ushinsky.
6. Does your working day resemble [rɪˈzembəl] (похож, напоминает) Olga's? How many double periods have you got every day? What do you do during the breaks? What are your favourite subjects? Give some information about your study at the university.

**17. Make up dialogues on the topic "Our University".**

**18. \*Translate the following sentences into English. Be ready to write them to the teacher's dictation.**

1. Скажи это ему, а не мне. Он не хочет отдавать ей словарь, хотя (though – [ˈðɒ] он не его.
2. Это решение нашей семьи жить в Одессе и поступать в Южно-Украинский государственный педагогический Университет.
3. Учитель – это благородная профессия. Дети чувствуют настоящего (real) учителя и заинтересованы его предметом.
4. Мне нужна твоя помощь. У меня проблемы с украинской литературой. Научи меня пользоваться (to use) этой рабочей тетрадкой (a work book).

5. Джейн нравится физика и математика, а Николосу - химия и биология. Они изучают разные предметы.
6. Чей это учебник? Это учебник Криса. (Chris). У него дома огромное количество книг. Библиотека его родителей богатая.
7. Где Сэм? Он болен? – Нет, он в студенческой столовой. Он всегда опаздывает на 3-ю пару. – Передайте ему привет от меня. Увидимся на завтрашней научной конференции (scientific conference).

## Lesson 11

1. Модальные глаголы: *can (could, to be able to); must (to be to, to have to); may; should; shall.*

2. Тексты для чтения “*The rights of the child*”, “*What do children need?*”

### 1. *Learn the rhyme.*

Thirty days have September,  
 April, June and November.  
 All the rest have thirty-one;  
 February has twenty-eight alone,  
 Excepting a leap-year, that's the time.  
 When February's days are twenty-nine.

### 2. *Imagine that you are a teacher. Give orders to your students and conduct a lesson. Use the expressions below.*

- a) – встать  
 – сесть  
 – открыть тетрадь  
 – записать дату  
 – быть готовым отвечать
- b) – не разговаривать на уроке  
 – не пропускать уроки  
 – не перебивать учителя (to interrupt)  
 – не опаздывать  
 – не поворачиваться (to turn over)

### 3. *Offer your group mates to do smth (not to do) together. Use the verb “to let”.*

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>– to play basketball</li> <li>– not to help in class</li> <li>– to correct the answer</li> </ul> |  | <ul style="list-style-type: none"> <li>– not to take part in sports competitions.</li> <li>– to write a composition</li> <li>– not to describe pictures</li> </ul> |
|---|--|--|

– not to make mistakes  
– to go to the library

– to enter the room

**4. Read and translate the text. Express your attitude to the information given in this text.**

***The rights of the child***

Eglantine Jebb is the founder<sup>1</sup> of the Save<sup>2</sup> the Children Fund<sup>3</sup>. It is commonly known<sup>4</sup> as the Declaration of Geneva [*zq'n fvaq*]. These principles form the basis of our work:

- I. The child must<sup>5</sup> be protected<sup>6</sup> beyond and above<sup>7</sup> all consideration<sup>8</sup> of race, nationality or creed<sup>9</sup>.
- II. The child must be cared for<sup>10</sup> with due<sup>11</sup> respect<sup>12</sup> for the family as an entity<sup>13</sup>.
- III. The child must be given the means<sup>14</sup>, requisite<sup>15</sup> for its normal development<sup>16</sup>, materially, morally and spiritually<sup>17</sup>.
- IV. The child that is mentally or physically handicapped<sup>18</sup> must be helped; the maladjusted<sup>19</sup> child must be re-educated; the orphan<sup>20</sup> and the waif<sup>21</sup> must be sheltered<sup>22</sup> and succoured<sup>23</sup>.
- V. The child must be the first to receive relief<sup>24</sup> in time of distress<sup>25</sup>.
- VI. The child must enjoy the full benefits<sup>26</sup> provided<sup>27</sup> by social welfare<sup>28</sup> and social security schemes, must receive a training which will enable<sup>29</sup> it, at the right time, to earn a livelihood<sup>30</sup>, and must be protected against every form of exploitation<sup>31</sup>.
- VII. The child must be brought up<sup>32</sup> in the consciousness<sup>33</sup> that its talents must be developed to the service of its fellow men.

(from: *Children Need a Future* by

Harry Undy, 1988.)

<sup>1</sup> founder [ <i>fawndq</i> ] – основатель	<sup>19</sup> maladjusted [ <i>"maxq'G'AtstId</i> ] – мало-обеспеченные
<sup>2</sup> save [ <i>sefv</i> ] – спасать	<sup>20</sup> orphan [ <i>Lf(q)n</i> ] – сирота
<sup>3</sup> fund [ <i>f'And</i> ] – фонд	<sup>21</sup> waif [ <i>weff</i> ] – беспризорник
<sup>4</sup> commonly known [ <i>'kOmqnI'ngun</i> ] – всеобщие известный	<sup>22</sup> be sheltered [ <i>'Seltqd</i> ] – дать кров, приютить
<sup>5</sup> must [ <i>m'Atst</i> ] – должен	<sup>23</sup> succour [ <i>'s'Atkq</i> ] – помогать
<sup>6</sup> protected [ <i>prq'tektId</i> ] – защищен	<sup>24</sup> relief [ <i>rI'lf</i> ] – успокоение, облегчение
<sup>7</sup> beyond and above [ <i>bI'j'ond qnd q'b'Av</i> ] – превыше всего	<sup>25</sup> distress [ <i>dI'stres</i> ] – бедствие
<sup>8</sup> consideration [ <i>kqn'sIdq'reIn</i> ] – рассмотрение, внимание, обсуждение	<sup>26</sup> benefit [ <i>'benI'ft</i> ] – выгода, польза, пособие
<sup>9</sup> creed [ <i>krId</i> ] – убеждение	<sup>27</sup> provided [ <i>prq'vadId</i> ] – обеспеченный
<sup>10</sup> care for [ <i>'k'f'q'fL</i> ] – заботиться о	<sup>28</sup> welfare [ <i>'weff'q</i> ] – благосостояние
<sup>11</sup> due [ <i>dI'fI</i> ] – должный	<sup>29</sup> enable [ <i>I'neIbI</i> ] – дать возможность,



12	respect [rɪ'spekt] – уважение		право что-то делать
13	entity ['entɪtɪ] – нечто реально существующее; бытие	30	livelihood ['laɪvliːhʊd] – средства к жизни
14	means [miːnz] – средства	31	exploitation [ˌɛksplɔɪ'teɪʃən] – эксплуатация
15	requisite [ˈrekwɪzɪt] – все необходимое	32	to be brought up [ˈbrɔːt ʌp] – быть воспитанным (от глагола to bring up)
16	development [dɪ'veləpmənt] – развитие	33	consciousness [ˈkɒnʃənʃəs] – сознание, понимание
17	spiritually ['spɪrɪtʃuəlɪ] – духовно		
18	handicapped [ˈhændɪkæpt] – с недостатками в развитии		

**5. Read and translate the words. Write them down into your vocabularies. Pay attention to their pronunciation and spelling.**

- |  |   |
|--|---|
| 1. to need [niːd] – нуждаться в чем-л.<br>need – нужда<br>to be <b>in need of</b> – нуждаться в  | 8. to provide [prə'vɪd] – обеспечи-вать   |
| 2. to love [lʌv] – любить<br>love <b>for</b> – любовь к  | 9. to encourage [ɪn'kʌrɪdʒ] – поощрять  |
| 3. to achieve [ə'tʃiːv] – достигать  | 10. to explore [ɪks'plɔːr] – исследовать  |
| 4. to praise [preɪz] – хвалить<br>a praise – похвала   | 11. to feed [fiːd] – кормить  |
| 5. to try [traɪ] – пытаться<br>a try – попытка   | 12. to mean [miːn] – значить, иметь в виду<br>a meaning – значение<br><b>by means (of)</b> – с помощью, посредством |
| 6. to feel [fiːl] – чувствовать<br>a feeling – чувство   | 13. to allow [ə'laʊ] – позволять  |
| 7. to change [tʃeɪnʒ] – менять (ся);<br>a change – 1) перемена; 2) сдача<br><b>for</b> a change – для разнообразия   | 14. to prefer [prɪ'fɜːr] – предпочитать<br>to prefer smth <b>to</b> smth – что-л., чему-л.                          |
| 18. to treat [triːt] – 1) обращаться,<br>2) лечить<br>to treat smb <b>to</b> smth – угощать<br>to treat <b>with</b> – лечить чем-либо<br>treatment – 1) лечение;<br>2) обращение                   | 15. to deserve [dɪ'zɜːv] – заслужить  |
| 19. confident [kən'fɪdənt] – уверен  | 16. meal [miːl] – прием пищи  |
| 20. to care [keɪr] – заботиться<br>to care <b>for</b> smb – ухаживать<br>care – забота, уход, внимание<br>to take care <b>of</b> – заботиться о<br>careful [ˈkeɪfəl] – осторожный,<br>внимательный | 17. creative [kriː'eɪtɪv] – творческий  |
|  | 21. nutritious [njuː'trɪʃəs] – питательный  |
|  | 22. routine [ruː'tiːn] – рутина,<br>установленный порядок   |
|  | 23. self-esteem [ˈselfɪ'stiːm] – чувство собственного достоинства   |
|  | 24. courtesy [ˈkɜːtɪzi] – учтивость,<br>вежливость  |
|  | 25. independence [ˌɪndɪ'pendəns] – независимость  |
|  | 26. to respect [rɪ'spekt] – уважать<br>respect <b>for</b> – уважение чего-л., кого-л.                               |
|  | 27. vital [ˈvɪtəl] – жизненный  |

careless [ˈkɛrələs] – беззаботный 28. to expect [ɪkˈspekt] – ожидать

6. *Read and translate the word combinations and sentences. Make up your own examples with the words in bold type.*

**need, care, love, nutritious, careful, careless** To be in need of money, to need money. Children need care, love and nutritious meals. His love for plants was great. Be careful, it is already dark. Children usually take care for their old parents. Take care of your husband, he is seriously ill. You are so careless about your study. The exams are difficult!

**achieve, try, provide, praise, self-esteem, independence, feelings, explore, for a change** To achieve good results, to try to understand, to provide an educational process. Do you praise your children when they answer correctly? Of course, I do. They need self-esteem and independence. They are strong feelings. Let's explore this problem for a change. What does it mean? It means, that the pupils respect your. They are careful and attentive.

**prefer, feed, treat, biscuits** To prefer tea to coffee, to feed kids, to treat a friend to biscuits [ˈbɪskɪts] печенье. Nowadays doctors treat their patients [ˈpeɪʃənts] with very expensive medicine [ˈmedɪsɪn]. This problem is vital. It needs a quick decision [dɪˈsɪʒən] (решение).

**deserve, expect, confident, creative, routine, mean, bring, allow, courtesy, care** To deserve a punishment [ˈpʌnɪʃmənt] (наказание), to expect somebody to come, to be confident of one's knowledge. Do you prefer routine work to creative one? Certainly, not. I mean, we should ([ˈʃʊd] – следует), develop [dɪˈveləp] – развивать a child's talent and bring them up (воспитывать) with courtesy and care. Usually parents don't allow their children to walk at night. Change your style of clothes.

### 11.1. Модальные глаголы.

1. Для выражения модальности в английском языке используется ряд модальных глаголов, отображающих отношение говорящего к действительности. Давайте их рассмотрим. Группу модальных глаголов объединяют следующие признаки:

- 1) у них нет формы инфинитива;
- 2) смысловой глагол следует за ними без частицы *to* (кроме *ought to* – следует; *to be able to* – мочь);
- 3) вопросительную и отрицательную форму они образуют без помощи вспомогательного глагола. В вопросительной форме модальный глагол ставится перед подлежащим, а в отрицательной форме частица *not* ставится после модального глагола.

Вот некоторые «представители» группы модальных глаголов:

**Can** – мочь, уметь. Обозначает, что что-то возможно сделать, или у кого-то есть способность или умение что-то выполнять.

*Например:* We **can** see the lake from our bedroom window.

Мы **можем** увидеть озеро из окна нашей спальни.

**Can** you help me?

Ты можешь мне помочь?

**Could** you help me?

Вы бы не могли мне помочь? (вежливая просьба).

Yes, I **can**. No, I **can't**.

**Can** you speak any foreign language?

Ты можешь говорить на каком-то иностранном языке? – Да, умею (могу). (Нет, не умею).

I'm afraid I **can't** come to the party tonight.

Боюсь, я не смогу прийти на вечеринку сегодня вечером.

**Can** Irene skate? – Yes, she **can**.

Айрины умеет кататься на коньках? – Да, умеет.

**to be able to** – мочь, уметь, иметь способность. Возможно использование этого модального глагола вместо **can**, но **can** – более распространен.

*Например:* Richard **is able to** bring up children.

Ричард может (в силах) воспитывать детей.

**Are** you **able to** comfort a crying baby?

Ты можешь успокоить плачущего ребенка?

I **am not able** to deceive [*dʒ's* *ʃv*] people.

Я не умею обманывать людей.

**May** – 1) мочь, иметь возможность, быть вероятным;

2) можно – выражает просьбу или разрешение что-то сделать;

3) можем – о возможных действиях в будущем.

*Например:* It **may** be true.

Возможно это правда. (или It **might** [*maɪt*] be true).

You **may** not come in.

Тебе нельзя войти. (= Ты не можешь войти).

**May** I ask you? – Можно вас спросить?

Yes, You **may**. – Да.

Ann **may** not come to the party tonight.

Возможно, Энн не придет на вечеринку сегодня вечером.

**Must** – обязан, должен. Выражает внутреннюю необходимость выполнять

какое-либо действие.

*Например:* I **must** study well because I want to enter the Pedagogical University. Я должен хорошо учиться, потому что я хочу поступить в педагогический университет.

Отрицательная форма **must not** или **mustn't** ['mʌstnt] выражает категоричность суждения.

*Например:* You **mustn't** offend [ə'fend] little children!

Ты не должен (нельзя) обижать маленьких детей!

В ответах на общий вопрос используется форма **needn't**, если нет необходимости в совершении данного действия.

*Например:* **Must** I write this letter? – No, you **needn't**.

Я должен писать это письмо? – Нет, не нужно.

(Сравните с модальным глаголом **shall**, который в вопросительных предложениях переводится как: **можно, нужно** и предложение передает ожидание указаний, инструкций со стороны другого лица.

*Например:* **Shall** I begin? – **Do**, please.

Мне начинать? – Да, пожалуйста.)

Синонимами модального глагола **must** являются **to have to** и **to be to**.

**to have to** – вынужден, приходится, должен. Выражает необходимость выполнения какого-либо действия в силу сложившихся обстоятельств.

*Например:* It is already dark. It is dangerous [dɛ'ɪnʃərəs]. I **have** to go home.

Уже темно. Опасно. Я должна идти домой (вынуждена).

Отрицательная и вопросительная формы образуются с помощью вспомогательного глагола.

*Например:* You **don't have to** help him. He has a lot of money.

Ты не должен ему помогать. У него много денег.

**Does** Mary **have** to take a taxi? Yes, she does.

Her car is stolen.

Мэри приходится брать такси? – Да. Ее машину украли.

**to be to** – обязан, должен, намерен. Обозначает необходимость совершения какого-либо действия согласно плану, уставу, распоряжению или приказу, правилу.

*Например:* You **are to be** at work in time.

Вы обязаны быть вовремя на работе.

**Am** I **to** telephone your partners?

Это входит в мои обязанности (=обязана я) звонить

вашим партнерам?

**He isn't to** consult you.

Он не должен консультироваться с тобой.

**Should** [ˈʃʊd] – следует. Выражает дружеский, доброжелательный совет что-то сделать. Это будет хорошо, правильно, если вы выполните то или иное действие.

*Например:* You **should** behave yourself.

Тебе следует хорошо себя вести.

В отрицательном предложении **shouldn't** обозначает, что вам не следует совершать нежелательное действие.

*Например:* You **shouldn't** argue [ˈɔːɡjʊ] your baby sitter.

Тебе не следует спорить с твоей няней.

Praise Nick. – **Should I**.

Похвали Ника. – Мне это следует сделать? (= А надо?).

**7. Read the sentences and compare them with the Russian translation. Pay attention to the usage of the modal verbs.**

**I.**

1. They **can** have a try to do it once more.
2. I **can** ski and play volley-ball.
3. It **can't** be so.
4. Denis **can't** provide the educational process.
5. Pat **can't** ex'press his self-esteem.
6. **Can** you change your point of view [ˈvɔɪtʃ].
7. **Can** you carry my bag?
8. **Could** you open the door, please? – Sure [ˈʃʊə].

**II.**

1. This task is very easy. Everybody **is able** to fulfill it.
2. Jane is ill she **isn't able** to take care of her younger brother.
3. Are you **able** to achieve good results in this project? – I feel, I

**I.**

1. Они могут попытаться сделать это еще раз.
2. Я умею кататься на лыжах и играть в волейбол.
3. Этого не может быть.
4. Дэнис не может обеспечить образовательный процесс.
5. Пэт не может выразить чувство собственного достоинства.
6. Вы можете изменить свою точку зрения?
7. Вы можете понести мою сумку?
8. Вы бы не могли открыть дверь, пожалуйста? – Конечно.

**II.**

1. Это задание – легкое. Каждый может его выполнить.
2. Джейн больна. Она не может (не в силах) позаботиться о младшем брате.
3. Ты можешь достичь хороших результатов в этом проекте? – Я чувствую, что могу.

am.

### III.

1. What does Kate like? I'm not sure, she **may** prefer reading to watching TV.
2. He **might** have to take the child to hospital. His temperature is high.
3. Mary **may not** expect such a result.
4. **May** I treat you to a delicious [dʒi'fɛsɪs] meal? – Yes, you **may**.
5. Be careful. You **may** not make a mistake.

### IV.

1. Jack, you **must** encourage your assistants.
2. We **must** respect our parents.
3. You **mustn't** allow your daughter to come home so late.
4. **Must** I explore our district? – No, you **needn't**.
5. **Shall** we feed the children? Do, please. The dinner is so nutritious.

### V.

1. I **have to** go. My son has vital problems. It is necessary [ˈnesəsqrɪ] to solve [ˈsɒlv] them.
2. Charlie **has to** be confident and careful. The world around him is deceptive [dɪ'septɪv].
3. You **don't have to** be in a hurry. There is one more train to Kiev.
4. Angie doesn't work. She **doesn't have to** get up early.
5. Do we **have to** do it? We are extremely [ɪks'trɪmli] rich.
6. **Does** Route **have to** go to hospital? Why? – She is injured [ɪn'ɹɪd].

### VI.

### III.

1. Что любит Кейт? Я не уверена, что она может предпочитать чтение просмотру телевизионных программ.
2. Возможно, ему придется отвезти ребенка в больницу. У него высокая температура.
3. Мэри может и не ожидать такого результата.
4. Можно я вас угощу вкусным обедом (едой). – Да, можешь.
5. Будь осторожной. Тебе нельзя сделать ошибку.

### IV.

1. Джек, ты должен поощрять своих ассистентов.
2. Мы должны уважать наших родителей.
3. Вы не должны позволять вашей дочери приходить так поздно.
4. Я должна обследовать наш район? – Нет, не нужно.
5. Нам покормить детей? – Да, пожалуйста. Обед такой питательный.

### V.

1. Мне надо идти. У моего сына проблемы жизненной важности. Их необходимо решить.
2. Чарли приходится быть уверенным и осторожным. Мир вокруг него обманчив.
3. Тебе не надо спешить. Есть еще один поезд на Киев.
4. Энджи не работает. Ей не надо вставать рано.
5. А надо нам это делать? Мы страшно богаты.
6. Рут должна ехать в больницу? Почему? – Она поранена.

### VI.

1. Согласно нашему плану мы должны закончить эту игру в час.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. According to our plan we <b>are to</b> finish this game at 1 o'clock.</li> <li>2. Laura <b>is to</b> walk the dog. It's her duty [<i>'dʒʌftɪʃ</i>].</li> <li>3. They <b>aren't to</b> take any decisions, they <b>are to</b> plan work.</li> <li>4. <b>Am</b> I to use only this information at the conference? – No, you <b>aren't</b>.</li> <li>5. <b>Is</b> Michael <b>to</b> question the babysitter. No, he <b>isn't</b>. It is not his work.</li> <li>6. You <b>should</b> bring up your child with love.</li> <li>7. We <b>shouldn't</b> laugh at our friends' failure.</li> <li>8. Look, Eugene is sad. <b>Should</b> I comfort him?</li> </ol> | <ol style="list-style-type: none"> <li>2. Лора должна выгуливать собаку. Это ее обязанность.</li> <li>3. Они не должны принимать решения, они должны составлять план работы (планировать работу).</li> <li>4. Я должна использовать только эту информацию на конференции? Нет.</li> <li>5. Майки обязан задавать вопросы няне? – Нет, это не его работа.</li> <li>6. Тебе следует воспитывать ребенка с любовью.</li> <li>7. Нам не следует смеяться над неудачами наших друзей.</li> <li>8. Смотри, Юджин печален. – Мне следует его успокоить?</li> </ol> |
|---|---|

**8. Make the sentences negative. Give your variant of answers.**

*For example:* We can skate. – We can't skate. We can ski.

1. Julia **goes** to the university after she leaves school.
2. Joanna **can** bring children up very well.
3. Jena **may** get offended ([*q'fendʃd*] – обидеться) if you don't give her the book back.
4. We **are able to** develop the idea. It's interesting.
5. Vivian **is able to** cheer up ([*'tʃɪqr 'ʃɪp*] – развеселить) people.
6. You **may** take my pen.
7. Juliya **must** take care of her sick granny.
8. I **should** listen to my doctor. He is right.
9. John **is to** improve his study ([*ʃm'prʃv*] – улучшить). Bad students don't study here.
10. They **have to** stay at home. It's raining (идет дождь).
11. We **are to** create ([*kɪ'ʃeɪt*] – создать) a new kind of control.
12. Paul **has to** answer all the questions. Jane isn't ready today.

**9. Ask general questions. Let your group mates answer them. Motivate your answer.**

*For example:* P<sub>1</sub> I have to go. It's dark.

P<sub>2</sub> *Do you have to go? – Let's stay together at home.*

1. Britney might break something. She is clumsy (неуклюжая).
2. Martin can treat people by means of pills (таблетки).

3. I am able to make 'orders (приказ, распоряжение).
4. We may introduce ["ʃntrɪq' dʒɪ'fɪs] our parents to the teacher.
5. You must learn to be a specialist.
6. Betty has to change her decision. It's wrong.
7. We should try again ([q'geʃn] – снова).
8. Parents are to respect their children's individuality when they create something.
9. He is to blame (обвинить) "excessive competitiveness" [ɪk'sesɪv kəm'petɪtɪvneɪs] (чрезмерное соперничество).
10. I may believe ([ɪ'bi:ljv] – поверить) your words.
11. They have to find the difference between these tasks. The children don't understand them. Explain everything to them.

**10. Make the right choice. Mind the forms of the verbs.**

a) *can, to be able to, may, might, could.*

1. ... you see these words in this inky darkness? (кромешная тьма)
2. You ... go when the child is asleep.
3. When ... Dorothy be here? Let me see, she is busy tomorrow, she ... not come.
4. I'm afraid, I ... not ... help you with your child.
5. We ... fall ill (заболеть). It is very cold.
6. They ... not write, but they ... read.
7. ... open the door, please? – Certainly.

b) *should or shall?*

1. ... I begin? – Do, please.
2. You ... work more seriously!
3. We ... not give sweets to children before dinner.
4. ... we call the doctor? – You needn't

c) *must, to have to, to be to, needn't?*

1. The meeting ... begin at 5. Don't be late.
2. You ... do it alone. There's nobody to help you.
3. He ... work hard at his pronunciation.
4. ... I do it today?! – No, you ... . It isn't that urgent ([ 'wɜːʃnt] – срочно).
5. Why ... she ... leave? – She has a lot to do at home.

**11. Read the text and translate it into Russian. Do the tasks after the text. Retell the text. Use the questions as a plan.**



### *What do children need?*

Children have three essential<sup>1</sup> types of needs - emotional, physical and intellectual. You may not be able to meet<sup>2</sup> all their needs as you would like<sup>3</sup>. What matters<sup>4</sup> is doing the best you can.

**Love** is the most vital need of all. If you can love children without expecting anything in return<sup>5</sup>, they will grow up feeling more confident and positive about themselves and more able to love others.

Children need a lot of **praise** – not just for achieving things, but for trying too.

As for **physical care**, it includes<sup>6</sup> warmth<sup>7</sup>, regular nutritious meals and plenty of rest. Most children feel more secure<sup>8</sup> if a few things happen at roughly<sup>9</sup> the same time every day and any changes in **routine** are explained to them.

Try to provide a variety<sup>10</sup> of creative interesting things for your children to do. **Encourage** them to explore and take on new challenges<sup>11</sup> if you think they are ready for them. Your interest and praise will help to built their self-esteem.

**Talk** to your baby or child as much as possible and encourage them to talk to you. **Independence** means encouraging them to learn to do things for themselves, like getting dressed and feeding themselves. It also means allowing them to make choices<sup>12</sup> sometimes, perhaps about which clothes they wear<sup>13</sup> or which toys they prefer to play with.

Children deserve to be treated with courtesy, just like adults. They should be told about decisions which affect<sup>14</sup> them, like hospital visits or separations<sup>15</sup>. They have rights too. But don't forget to teach them to **respect** grown-ups: their parents, grandparents, teachers, etc.

(From: *Putting Children First*)

---

<sup>1</sup> essential [q'sen ʒq] – основные, важные	<sup>9</sup> roughly [rʌfɪ] – приблизительно
<sup>2</sup> meet (all their needs) – приветствовать (необходимое для них)	<sup>10</sup> variety [və'raɪəti] – разнообразие
<sup>3</sup> would like [wʊd] – хотелось бы	<sup>11</sup> challenge ['tʃælɪndʒ] – вызов, сложная задача
<sup>4</sup> matter – имеет значение	<sup>12</sup> choice [tʃɔɪs] – выбор
<sup>5</sup> in return [rɪ'tʃuːn] – взамен	<sup>13</sup> wear (clothes) [weɪ] – носить одежду
<sup>6</sup> include [ɪn'kluːd] – включать	<sup>14</sup> to affect [ə'fekt] – волновать, затрагивать
<sup>7</sup> warmth ['wɜːmθ] – теплота, тепло	<sup>15</sup> separation [ˌsepə'reɪʃən] – развод родителей
<sup>8</sup> secure [sɪ'kjʊə] – спокойный, надежный, безопасный	

1. What essential types of needs have children got? What matters if you can't meet all their needs?
2. What is the most vital need of all? When can children grow up feeling more confident and positive about themselves and more able to love others?
3. What for do children need praise? What does physical care include? On what condition ([kən'dɪʃən] – условие) do most people feel more secure?

4. What is it necessary to provide your child with? Should we encourage children to explore and take on new challenges? What can help to build their self-esteem?
5. How often must we talk to our baby or child? What does "independence" mean?
6. How do children deserve to be treated? What should we tell them? Whom should they respect?

**12. What else do children need? Express your ideas about it. Mention such notions as individuality, manners, leadership, suppression, dictatorship, appreciation. Share your opinions with each other.**

**13.\* Translate from Russian into English.**

1. Мы должны защищать наших детей, несмотря на (in spite of) их расу или национальность.
2. Учителю следует уважать и поощрять творчество детей. Им это нужно (need).
3. Мы просто обязаны дать ребенку все для его нормального развития – материального, морального и духовного.
4. Каждый может помочь умственно или физически отсталому ребенку. Дайте ему образование по-новому (to re-educate) и «крышу над головой» (= приютите).
5. Вам придется разрешить ребенку выражать (express) его личное мнение, потому что ребенок – это личность (personality), индивидуальность.
6. Вы бы не могли объяснить девочке изменения в нашей обычной работе (рутине)? Похвалите ее за творческую работу и хорошее поведение (behaviour [bɪ'heɪvɪə]).
7. Миссис Джексон вынуждена (должна) кормить малышей питательным обедом. Няни нет сегодня. – А она это должна (обязана) делать? – Нет, она – социальный (social) работник.
8. Вы не должны ругаться ('argue – ['ɑːɡju]) с бабушкой и дедушкой! Они вас любят и всегда защищают.
9. Как ты себя чувствуешь? – Могло бы быть и лучше (better).
10. Мне покормить рыбок? – Да, пожалуйста. Они голодные. – Ты очень добродушный (good-natured – ['ɡʊd 'neɪʃərd]) мальчик.
11. «Независимость» – обозначает поощрять детей учиться делать все самостоятельно; одеваться (by themselves) и кушать, делать иногда свой выбор (choice) в одежде, игрушках.
12. Ты можешь заслужить хорошее отношение к себе, если ты сумеешь уважать людей и помогать им решать (solve) жизненно важные проблемы.

**14. \*Write a paragraph about children's needs and the way we should treat children and their individuality. What must maladjusted children have? Use the texts of this lesson as a help in your composition.**

## Lesson 12

1. Степени сравнения имен прилагательных (*Degrees of Comparison of adjectives*). Односложные и многосложные прилагательные. Исключения.  
2. Тексты для чтения "A Child grows", "Being a parent".

### 1. Learn the poem.

#### *Books*

Since<sup>1</sup> books are friends,  
They need much care.  
When you're reading them,  
Be good to them and fair.  
Use book-marks<sup>2</sup>, children,  
To hold your place,  
And don't turn a book  
Upon its clear face.  
Remember, children, then:  
Books are meant<sup>3</sup> to read,  
Not cut<sup>4</sup> or colour them –  
No, really never indeed<sup>5</sup>.

<sup>1</sup> since [ˈsɪns] – так как

<sup>2</sup> book-marks – закладки

<sup>3</sup> meant [ment] – предназначен

<sup>5</sup> indeed [ɪnˈdɪd] – в самом деле

<sup>4</sup> cut [kʌt] – резать, разрезать

2. a) Name five things: a) what a pupil *is to* do at school;  
b) what a parent *must* do;  
c) what we *can't* do at the lesson;  
d) what students *may* do during a break;  
e) what your sister (brother) *is able to* do;  
f) what a friend *should* do;  
g) what you *have to* do if you are not ready for a lesson (if it is cold, if your mother is tired, if a teacher is not right, if your room is dirty).

### 3. a) Ask your group mate to do 5 things.

*For example:* Could you open the window, please? It's too stuffy here.

### b) Ask your teacher if you must do something and give your answer.

*For example:* Must I learn this poem by heart? – No, you needn't. You have got enough tasks to do.

### 4. a) Read the text; b) translate it into Russian.

---

## A Child grows

By the age of two, most children start trying to copy real words and chat<sup>1</sup> to themselves. We should encourage this as much as we can. Your child learns language from you, so talk to him as much as possible right from the start even if you find it a bit embarrassing<sup>2</sup>.

From about the age of three, children begin to make friends and enjoy the company of other children. If your child is very shy, he might prefer just to watch others play for a while. Try not to force<sup>3</sup> him to take part<sup>4</sup>. He'll soon join in when he feels ready.

Before children are five it's high time<sup>5</sup> for them to be ready to start going to a playground or a nursery school and many of them start "big school". This is when many parents realize that their parenting efforts<sup>6</sup> are suddenly on view<sup>7</sup> to the public.

Starting school can be an overwhelming<sup>8</sup> experience for some children, especially if they haven't gone<sup>9</sup> to a nursery or playground. It is necessary to find time, right from the start, to talk to your child's teacher about any worries you or your child may have. You may also need to be extra patient for a while, as your child may find starting school quite a struggle<sup>10</sup> at first, and may get tired and cross more quickly.

We shouldn't forget that good schools make good citizens. Nowadays teachers' aim<sup>11</sup> is to develop character<sup>12</sup>. They try to teach the pupils about right and wrong, they also should prepare children for their future careers<sup>13</sup>. We feel we must educate children both to read, write and count properly and for leisure<sup>14</sup> too. They should have more art, music and games on the timetable.

The main aim of any school is to pass on knowledge from one generation<sup>15</sup> to another.

(From:

### Putting Children first)

<sup>1</sup> to chat – болтать

<sup>2</sup> embarrassing [ɪmˈbærɪŋɪŋ] – смущающие, приводящие в замешательство

<sup>3</sup> to force [fɔːs] – принуждать

<sup>4</sup> take part – принимать участие

<sup>5</sup> it's high [hɑːɪ] time – пора

<sup>6</sup> effort [ˈefɔːt] – усилие

<sup>7</sup> on view [ˈvjuː] – на виду

<sup>8</sup> overwhelming [ˌoʊvəˈwelɪŋ] – непреодолимый

<sup>9</sup> haven't gone [gɒn] – не ходили (вообще) в ...

<sup>10</sup> struggle [ˈstrʌɡl] – борьба

<sup>11</sup> to aim [eɪm] – ставить целью

<sup>12</sup> character [ˈkærɪktə] – характер

<sup>13</sup> career [kəˈrɪə] – карьера, профессия

<sup>14</sup> leisure [ˈleɪzə] – досуг

<sup>15</sup> generation [ˌdʒenəˈreɪʃən] – поколение

5. **Make a plan of the text. Discuss every item in groups. Let it be project work. Express your own opinion on these items.**

6. **Read the sentences. Make up your own examples with the words in bold types.**

1. You mustn't **chat** at the lesson. Stop **chattering**. You are a **chatter-box**.

2. Children like to ask *embarrassing* questions. I get embarrassed when John looks at me like this.
3. We should teach pupils how to take part in sports competitions.
4. Wake up! It's *high time* to go to school.
5. This feeling is *overwhelming*; I can't pull myself together (взять себя в руки).
6. Schools *aim* to develop *character* and to pass knowledge and experience to the younger *generation*.
7. What's your future *career*? – I want to be a manager.
8. When do you have *leisure* time? – On Saturday. Let's go to the art gallery or to the theatre. – OK., settled.

### 12.1. Степени сравнения имен прилагательных

В английском языке так же, как и русском имеется 2 степени сравнения (*Degrees of Comparison*): сравнительная (*The Comparative Degree*) и превосходная (*The Superlative Degree*), которые могут выражать как бóльшую, так и меньшую степень качества.

1. При выражении бóльшей степени качества к основе односложного прилагательного и двусложного с ударением на втором слоге, а так же окончаниями - *e*, - *y*, - *er*, - *ow* добавляется суффикс -*er* для образования сравнительной степени и суффикс -*est* для превосходной степени. Причем перед прилагательным в превосходной степени употребляется определенный артикль *the*, который сохраняется и в случае, когда существительное только подразумевается.

*Например:* cold – colder – the coldest

холодный – холоднее – самый холодный

cheap – cheaper – the cheapest

дешевый – дешевле – самый дешевый

My brother is the cleverest pupil in his class.

Мой брат самый умный ученик в классе.

His father is the strongest.

Его папа самый сильный.

2. При образовании степеней сравнения с помощью суффиксов - *er* и - *est* соблюдаются следующие правила орфографии:

а) в односложных прилагательных конечная согласная, стоящая после краткой гласной (закрытый тип слога), удваивается;

*Например:* big – bigger – the biggest

fat – fatter – the fattest

б) немая гласная - *e* в конце слова опускается;

*Например:* nice – nicer – the nicest

large – larger – the largest.

в) если прилагательное оканчивается на - *y* с предшествующей

согласной, то - у меняется на **-i**.

*Например:* tidy – **tidier** – the **tidiest**  
dirty – **dirtier** – the **dirtiest**

3. Для образования сравнительной и превосходной степеней качества в многосложных словах употребляются слова **more** (сравнительная) и **the most** (превосходная) перед прилагательным. Орфография слова не меняется.

*Например:* comfortable – **more** comfortable – **the most** comfortable  
удобный – удобнее – самый удобный.

good-natured – **more** good-natured – **the most** good-natured  
добродушный – добродушнее – добродушнее всех.

4. Для выражения меньшей и самой малой степени качества у предмета по сравнению с другими употребляются слова **less** и **the least**, которые ставятся как перед односложными, так и многосложными прилагательными.

*Например:* cheap – **less** cheap – **the least** cheap

дешевый – менее дешевый – наименее дешевый

demanding – **less** demanding – **the least** demanding

требовательный – менее требовательный – наименее требовательный.

5. В английском языке есть ряд прилагательных, который образуют сравнительную и превосходную степени не по правилу, а от других корней. Такие прилагательные следует запомнить. Они относятся к **исключениям**.

good – better – the best

хороший – лучше – самый лучший

bad – worse – the worst

плохой – хуже – (наихудший) самый плохой

many

much                    more – the most

a lot of

много – больше – больше всего

little – less – the least

мало – меньше – меньше всего

older	–	the oldest
старше по возрасту	–	самый старший (по возрасту)
elder	–	the eldest
старше/старший в семье (брат/сестра)	–	самый старший (из сестер/братьев)
farther	–	the farthest
дальше (по расстоянию)	–	самый дальний (расстояние)
further	–	the furthest
в значении следующий	–	самый дальний

6. Для сравнения двух предметов, обладающих одинаковыми качествами, прилагательное в начальной форме ставится между **as ... as**.

*Например:* I am **as** happy **as** you are.

Я такая же счастливая, как и ты.

Is Stan **as** handsome **as** his father?

Стэн такой же красивый, как его папа?

7. Для выражения неодинаковой степени качества в двух сравниваемых предметах используется союз **not so (as)...as** или слово **than** (чем).

*Например:* This armchair is **not so (as)** comfortable **as** yours.

Это кресло не такое удобное, как твое.

My car is **not so (as)** expensive **as** Dan's.

Моя машина не такая дорогая, как у Дэна.

Steve is taller **than** Alfred.

Стив выше, чем Альфред (или Стив выше Альфреда)

**7. Read the adjectives. Pay attention to their spelling in the Comparative and Superlative Degrees; translate them into Russian.**

a) poor – poorer – the poorest big – bigger – the biggest cosy – cosier – the cosiest thick – thicker – the thickest thin – thinner – the thinnest large – larger – the largest funny – funnier – the funniest narrow – narrower – the narrowest light – lighter – the lightest clean – cleaner – the cleanest	b) experienced – more experienced – the most experienced reserved – more reserved – the most reserved convenient – more convenient – the most convenient sincere – more sincere – the most sincere diligent – more diligent – the most diligent
---	---

<p>c) good – better – the best  bad – worse – the worst  older – the oldest  old  elder – the eldest  many  much            more – the most  a lot of  little – less – the least</p>	<p>friendly – more friendly – the most friendly  demanding – more demanding – the most demanding  modest – more modest – the most modest  beautiful – more beautiful – the most beautiful  attractive – more attractive – the most attractive</p>
<p>farther – the farthest  far  further – the furthest</p>	<p>d) ugly – less ugly – the least ugly  charming – less charming – the least charming  clever – less clever – the least clever  expensive – less expensive – the least expensive  fat – less fat – the least fat  comfortable – less comfortable – the least comfortable  lazy – less lazy – the least lazy  handsome – less handsome – the least handsome  sad – less sad – the least sad  qualified – less qualified – the least qualified  quiet – less quiet – the least quiet</p>

**8. Pronounce and write the adjectives given below in the Comparative and Superlative degrees. Translate them into Russian.**

- a) short  
young  
weak  
warm  
quick  
dull  
hot  
silly  
healthy  
dear

- b) careful  
careless  
educational  
difficult  
maladjusted  
protected  
creative  
independent  
boastful  
tired

- c) marvellous  
kind

- d) *Give two variants of Degrees of Comparison of the adjectives given*



good  
good-natured  
rich  
bad  
successful  
modern  
far  
amiable  
new  
old  
sociable  
sick

*below.*

*For example:*

long – longer – the longest  
long – less long – the least long  
educated – more educated – the most  
educated  
educated – less educated – the least  
educated.  
  
wonderful  
sweet  
embarrassing  
small  
overwhelming  
tasty  
thrilling  
pretty  
handicapped  
juicy

**9. Read the sentences and translate them into Russian. Make up your own sentences using the adjectives given in exercises 8, 9.**

1. Jack is a well-educated person. But Jim is less educated. Stacy is the most educated girl in our group. Derrick is the least educated boy in our class.
2. Tom is strong. Alice is weaker than Kate. John is stronger than Bob. Gordon is the strongest. Betty is the weakest person in this team.
3. Teachers encourage creative work. Peter is a very creative pupil. But Ron is more creative than Peter is. Annie is less creative, but she is the most boastful girl at school.
4. I am tired. – Irene is as tired as you are, she always works hard. Kim is lazier than you are, but she is more good-natured. She is the most amiable person in our group.
5. Laura is not so attentive as Paula. But Paula is less successful in study. Richard is the least careful student here, but the kindest one.

**10. Answer the questions.**

1. Who is more handsome: you or your brother? Your nephew is the most handsome of all in your family, isn't he? (не так ли?).
2. Who is the most demanding teacher at your course? Who is the least demanding?
3. Which is easier exercise 5 or exercise 9? What is the most difficult exercise of lesson 12?
4. Whose house is less protected: yours or your friend's? What is the safest (самое безопасное) place in your street?
5. Have you got an elder brother or sister? Who is the oldest in your family?

6. Whose dictation is the worst of all in your subgroup? Whose dictation is the best? Who is the most diligent student in your group? (the least diligent).
7. Are you as tall as your friend? Which of you is shorter? Who is the tallest in your family?
8. You are not so lazy as Vova, are you? Who is the laziest of all? Who is the most intelligent and experienced of all in your opinion?
9. It is very dark here. Room 5 is lighter. Room 63 is the darkest of all at our faculty. What is the lightest/darkest room in your building?
10. Germany is less dependent on Russia than Ukraine. What is your most overwhelming feeling? Which is more embarrassing: to kiss each other in public or to quarrel? What is the most thrilling film?

**11. Translate from Russian into English and write it down.**

1. Это дерево выше, чем дерево в нашем саду. Кусты крыжовника (goose-berry bushes) – самые низкие (low).
2. Где ближайшая трамвайная остановка? – За кинотеатром. Какой путь (way) самый удобный? – Через дорогу.
3. Ты младше или старше своей сестры? Она – моя старшая сестра и умнее и опытнее, чем я.
4. У вас дом или квартира? У вашего друга большая гостиная? Чей дом больше и уютнее? Чья кухня менее комфортабельная?
5. По-моему, автор (the author) книги не такой искренний, как он может показаться.
6. Кто самый образованный в вашей семье? – Мой дядя. Он – профессор. Но я не менее талантлив (talented), чем он.
7. Дети в Африке такие же малообеспеченные, как в Южной Америке (South America)? – Я так не думаю. Они не зависят от гуманитарной помощи (humanitarian (aid) help).
8. Что лучше: хвалить или наказывать детей? – Конечно, хвалить и поощрять их дела (deeds) и обеспечить им нормальные условия учебы.
9. Будь более осторожным. Ты не должен гулять ночью на улице. Этот район – самый небезопасный.
10. Самые важные типы (essential types) развития – это интеллектуальное, физическое, биологическое, эмоциональное и нравственное (moral).

**12. a) Study the sentences given below then put a circle around the number which closely coincides with your opinion. Before starting, look at the key.**

- Key:*
1. Yes, definitely.
  2. Yes, perhaps.
  3. Well, that depends.
  4. No, not really.
  5. No, definitely not.

1. Children should obey their parents without questions.

12345

2. It is a disadvantage to be an only child. 12345
3. Girls and boys should be brought up in the same way – without definite roles. 12345
4. Most men would prefer to have a son as their first child. 12345
5. You should never hit a child. 12345
6. It is a child's duty to look after his or her parents when they are old. 12345
7. Parents should never quarrel in front of their children. 12345
8. The best way of punishing a child is to stop his or her pocket money. 12345
9. Babies are boring. 12345
10. It is wrong for both parents to go out to work if they have small children. 12345
11. Now family should be allowed to have more than four children nowadays. 12345
12. Children under 18 should never be out later than 11 o'clock in the evening. 12345

***b) Discuss your answer with your group mates. Give your reasons and arguments if you disagree with your group mates' opinions.***

*(From Functional English by Peter Watchyn-Jones Penguin, 1983)*

***13. Read and write down the new words into your vocabularies. Pronounce them orthographically.***

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. to disappoint [ˈdɪsəˈpɔɪnt] –<br/>1) разочаровывать;<br/>2) обманывать (надежды);<br/>3) расстраивать (планы)<br/>disappointment – разочарование,<br/>расстройство</li> <li>2. disappointing – неутешительный,<br/>разочаровывающий, печальный</li> <li>3. to expect [ɪkˈspekt] – ожидать,<br/>предвидеть</li> <li>4. parenthood [ˈpærəntˌhʊd] – статус<br/>родителей</li> <li>5. perfect [ˈpɜːfɪkt] – совершенный,<br/>идеальный</li> <li>6. satisfy [ˈsætɪsfaɪ] –<br/>1) удовлетворить;<br/>2) соответствовать,<br/>отвечать (требованиям)</li> </ol> | <ol style="list-style-type: none"> <li>7. satisfying – удовлетворяющий,<br/>удовлетворительный; соответст-<br/>вующий, отвечающий (требованиям)</li> <li>8. lack [læk] – нехватка, недостаток,<br/>отсутствие<br/>to lack – не хватать, не доставать</li> <li>9. relationship [rɪˈleɪʃənʃɪp] – отноше-<br/>ния, родство, связь</li> <li>10. important [ɪmˈpɔːtnt] – важный,<br/>значительный</li> <li>11. spoil [spɔɪl] – баловать</li> <li>12. to suppose [səˈpəʊz] – предпо-<br/>лагать, думать</li> <li>13. to cope (with) – справляться с чем-<br/>то</li> <li>14. to take over – принимать (долж-<br/>ность и т.п.) от другого; вступать во<br/>владение (вместо другого лица)</li> </ol> |
|---|--|

***15. Read and translate the words, word combinations and sentences with the new vocabulary. Make up your own examples with the new words.***

**disappoint, expect, satisfy, spoil; disappointing, satisfying, cope with, parenthood** To disappoint, to expect, to satisfy, to spoil; to disappoint parents, to expect teaching to be enjoyable, to satisfy the plans and expectations, to spoil children. This idea can be disappointing if you don't cope with your new role – being a mother. For most people parenthood is the most exciting and satisfying experience. Don't spoil your child. In the future you may have a lot of problems with his behaviour and discipline ([*dʒsʃpʃn*] – дисциплина).

**perfect, lack, relationship, important, disappointment, take over, suppose** A perfect way of bringing up children, ideal relationship; lack of knowledge, an important decision ([*dʒsʃzɪn*] – решение). If you are tired, ask your friend to take over. To my great disappointment, their government ([*gʌv(q)nmənt*] – правительство) can't provide maladjusted and handicapped children with their elementary needs. I suppose, it is very difficult to keep self-possession ([*selfpɔzɪʃn*] – самообладание) when a baby cries or is ill. Lack of money and experience makes her behave like this. I have perfect relations with my parents.

**16. Fill in missing words. Use the words of exercise 14. Here are their explanations. Give definitions.**

1. You get married, then give birth to a child. So, you obtain the status of ... .
2. You are sure, that something is going to happen. So, you ... it.
3. Ideal, without any defect. – ... .
4. You allow (let) your child to do whatever he or she wants. In the long run your child becomes ([*ʃkʌm*] – становиться) disobedient ([*dɪsqʌdɪjənt*] – непослушный), naughty. So, you ... him or her.
5. You have some problems, but you direct ([*dɪrekt*] – направить) all your strength, knowledge and experience to solve them, at last you have good results. So, you ... them.
6. When there is not enough quantity ([*kwɒntəntɪ*] – количество) of something, or there is none ([*nʌn*] – ничего) of it. So, we feel ... of it.

**17. a) Read and translate the text. Give your own title to it.**

***Being a parent.***

Being a parent is probably<sup>1</sup> the most difficult and demanding job people ever do. It can be quite a disappointing time if they expect parenthood to be enjoyable all the time, or have unrealistic<sup>2</sup> ideas about having the perfect child. But for most parents it is one of the happiest and most satisfying experiences of their lives.

There are some problems that can make being a parent even more difficult – such as lack of money, cramped<sup>3</sup> housing conditions<sup>4</sup>, problems in your relationship.

The most important thing to remember is that there is no one correct way of bringing up a child. If we provide the child's needs, children from all different kinds of social, religions or cultural backgrounds can still grow up to be happy, well-adjusted adults. YOU ARE THE ONLY EXPERTS<sup>5</sup> when it comes to bringing up your children.

Many parents find it difficult to understand what their children need. For some of them this is more true at the baby stage before the children can talk, but for others it becomes more of a problem later on.

Here are some helpful points.

Remember!

1. You can't spoil new-babies. – They have no idea about the world.
2. Crying is your babies' only language.
3. A baby doesn't know that he is supposed to sleep at night or that it may annoy<sup>6</sup> when he doesn't. Sooner or later all babies learn these things.
4. If you feel you can't cope with your baby's crying, ask a friend or a neighbour to take over, even for an hour.
5. Every other job has training but for bringing up kids, there's nothing at all.

(From: *Putting children first*)

<sup>1</sup> probably [*'prɒbəbəl*] – возможно

<sup>4</sup> conditions [*kən'dɪʃnz*] – условия

<sup>2</sup> unrealistic [*'ʌnrɪə'lɪstɪk*] – нереальные, несбыточные

<sup>5</sup> expert [*'ekspɜ:t*] – специалист, эксперт

<sup>3</sup> cramped [*'kræmpɪt*] – стесненные

<sup>6</sup> annoy [*'ənoɪ*] – раздражать

**b) Group work. Discuss in groups such topics:**

- being a parent;
- possible problems of parenthood;
- ways of bringing up the perfect child;
- it is difficult to cope with the baby's demands.

**18. Read the international words and write their transcription. Guess what they mean.**

international  
cultural  
industrial  
religious  
problem

expert  
unrealistic  
political  
economic  
character

photography  
humanitarian  
paragraph  
idea  
moral

**19. \* Write a paragraph expressing your own attitude to the information given in exercise 17.**

## Lesson 13

1. Будущее простое (или неопределенное) время. *The Future Simple Tense*. Значение, образование. Утвердительная, вопросительная, отрицательная формы.

2. Текст для чтения ” *Bringing up a better baby (and goodbye Dr. Spock) Part I*”.

1. *Read your paragraph to your group mates. Let them agree or disagree with your opinion.*
2. *Study the list of qualities a good primary school teacher should possess. Place them in order of importance. Discuss your choice with your group mates. Give your arguments.*

### *A good primary teacher:*

- is pretty young and diligent;
- has a lot of new up-to-date ideas;
- loves children very much;
- encourages the children to learn happily;
- develops a child’s creativity ([krʃ'eʃtʃvtʃ] – творчество);
- keeps in contact with the parents of his or her pupils;
- respects her pupils’ opinion;
- works hard to remain up-to-date in his or her subject;
- sets high standards;
- doesn’t suppress personality of her pupils;
- has a lot of patience and energy;
- uses a lot of different materials, equipment and teaching methods to make the lessons interesting;
- knows a lot of fairy-tales ([f'fqrʃ-'teʃlz] – сказки), riddles ([rʃdz] – загадки) and rhymes;
- is friendly and helpful to his or her colleagues;
- is kind;
- openly admits ([qd'mit] – признавать) his or her mistakes.

3. *Read and translate the text. Pay attention to the new words after the text.*

### *Bringing up a better baby (and goodbye Dr. Spock)*

#### *Part I*

Dr. Benjamin Spock, the famous American pediatrician<sup>1</sup>, reassured<sup>2</sup> several generations of anxious<sup>3</sup> parents in his best selling *Baby and Child Care*. He wrote<sup>4</sup> “Your Baby is born to be a reasonable<sup>5</sup> friendly human being”. Today’s parents aren’t sure this is enough. There is a growing number of American professional parents with

obsessive<sup>6</sup> ambitions for their children. They are dedicating<sup>7</sup> their lives to creating brilliant children. The Age of Spock is over! Why have a merely 'normal' Baby when you can have an improved<sup>8</sup> model, a Better Baby? In the world of baby care, common sense<sup>9</sup> has given way to<sup>10</sup> competition and connoisseurship<sup>11</sup>.

*The Better Baby Institute*

This was founded<sup>12</sup> by an American called Alenn Doman. Four to six times a year the Institute opens its doors to a group of about eighty parents who have paid \$490 for a seven-day seminar entitled "How to multiply<sup>13</sup> your baby's intelligence". After studying children for over forty years, Doman has developed an apparently<sup>14</sup> brilliant, internally consistent<sup>30</sup>, and completely idiosyncratic<sup>15</sup> brand<sup>16</sup> of science that commingles<sup>17</sup> developmental psychology, neurology<sup>18</sup> and anthropology<sup>19</sup>. He introduces the parents to his "89 Cardinal Facts for Making Any Baby into a Superb Human Being."

**Cardinal Fact #6:** "Our individual genetic potential is that of Leonardo da Vinci, Mozart, Michelangelo, Edison and Einstein".

Doman claims<sup>20</sup> that up until the age of six, when brain growth slows, a child's intellectual and physical abilities will increase<sup>21</sup> in direct proportion to stimulation.

**Cardinal Fact # 26:** "Tiny kids would rather learn than eat".

Doman claims that they'd rather learn Greek than baby talk, since higher orders<sup>22</sup> of complexity<sup>23</sup> offer<sup>24</sup> more stimulation. He makes the average adult seem like a tree sloth<sup>25</sup> in comparison with a two-year-old. "Every kid", he asserts<sup>26</sup>, "learns better than every adult". Parents at the Better Baby Institute learn to regard their mewling<sup>27</sup> puking<sup>28</sup> infants not so much with respect as awe<sup>29</sup>.

*(adapted from an article in Harper's and Queen March 1986)*

---

<p><sup>1</sup> pediatrician [ˈpɪdɪəˈtʃɪən] – педиатр</p> <p><sup>2</sup> reassured [rɪˈʃʊəd] – заверил, убедил</p> <p><sup>3</sup> anxious [ˈæŋkʃəs] – озабоченный, беспокоящийся</p> <p><sup>4</sup> wrote [rəˈwɒt] – прошедшее от write</p> <p><sup>5</sup> reasonable [ˈrɪzənəbəl] – благоразумный, приемлемый</p> <p><sup>6</sup> obsessive [əˈbɛsɪv] – одержимый, охватывающий</p> <p><sup>7</sup> are dedicating [ˈdedɪkeɪtɪŋ] – посвящают</p> <p><sup>8</sup> improved [ɪmˈpruːvd] – улучшенный</p> <p><sup>9</sup> common sense [ˈkɒmənˈsens] – здравый смысл</p> <p><sup>10</sup> has given way to ... – уступил</p> <p><sup>11</sup> connoisseurship [ˈkɒnɪʃərɪz] – знание, компетентность</p>	<p><sup>12</sup> was founded [wəˈfaʊndɪd] – был основан</p> <p><sup>13</sup> multiply [mʌlˈtɪplɪ] – размножить</p> <p><sup>14</sup> apparently [əˈpɪərəntli] – явно, очевидно</p> <p><sup>15</sup> idiosyncratic [ˌɪdɪˈɒsɪŋkrətɪk] – идиосинкразический (повышенная болезненная чувствительность)</p> <p><sup>16</sup> brand [brænd] – сорт, качество</p> <p><sup>17</sup> to commingle [kəˈmɪŋɡl] – смешивать</p> <p><sup>18</sup> neurology [njuːrɒlədʒi] – неврология</p> <p><sup>19</sup> anthropology [ˌænthrəˈpɒlədʒi] – антропология</p> <p><sup>20</sup> to claim [kleɪm] – заявлять, провозгласить</p> <p><sup>21</sup> will increase [ɪnˈkrɪz] – увеличатся</p>
---	---

<p>22 order [<i>ˈɔːdər</i>] – 1) приказ, распоряжение; 2) порядок</p> <p>23 complexity [<i>ˌkɒmˈplɛksɪtɪ</i>] – сложность</p> <p>24 offer [<i>ˈɒfər</i>] – предлагать; предложение</p> <p>25 a (tree) sloth [<i>ˈsləʊ</i>] – ленивец</p> <p>26 assert [<i>əˈsɜːt</i>] – утверждать</p>	<p>27 mewling [<i>ˈmjʊːɪŋ</i>] – хныкающий</p> <p>28 puking [<i>ˈpjʊːkɪŋ</i>] – испытывающий тошноту</p> <p>29 awe [<i>ə</i>] – 1) страх; 2) внушать страх</p> <p>30 consistent [<i>kənˈsɪstənt</i>] – совмести- мый, последовательный, твердый.</p>
--	--

**4. Read the sentences with the words in bold types. Make a situation (2-3 small situations) of your own with them.**

1. **Pediatricians, neurologists**, psychologists, surgeons are doctors. Mothers are to take their babies to a pediatrician every week during a year.
2. Competition and **connoisseurship** occupy the first place in bringing up children.
3. Where is the **common sense**? But there is some, because every child has a great individual genetic **potential**.
4. An **obsessive** and strange feeling of **awe** overwhelms parents whenever they think what may happen to a child nowadays.
5. Real teachers **dedicate** their lives to children, pedagogics and science in spite of the **complexity** of the teaching process.
6. We can **assert** from our own experience that every kid learns better than every adult.
7. Every year science develops, **improves** and we get new knowledge of it. That's why interest **in** unexplored phenomena **increases**.

**5. Find in the text all Adjectives. Write them down. Form the Comparative and Superlative degrees.**

**6. Write out of the text synonymic expressions to the following ones and explain their meaning in English:**

1. careful parents –
2. a man (человек) –
3. to grow in number –
4. to devote one's life to –
5. to mix (unite) psychology, neurology ... –
6. small kid –
7. a usual adult –

**7. Choose 5 interesting facts in the text (from your point of view). Compare them with your group mate's ones.**

**8. Read the new vocabulary. Translate it and write down the words into your copy-books. Pay attention to their orthography.**



- |   |  |
|---|--|
| <p>1. expertise [ˈɛkspɜːtɪˈtʃɪz] – знание и опыт (в данной специальности); компетенция</p> <p>2. to recite [rɪˈsɪt] – повторять по памяти</p> <p>3. simultaneously [sɪˈmʌlˈteɪnɪjəsli] – одновременно</p> <p>4. to entertain [ˈentəˈteɪn] – развлекать</p> <p>5. to amaze [əˈmeɪz] – изумлять, поражать</p> <p>6. to stagger [ˈstæɡɪ] – потрясать</p> | <p>7. to distinguish [dɪˈstɪŋɡwɪʃ] – различать</p> <p>8. thoughtfully [ˈθɔːtflɪ] – задумчиво, содержательно, с выражением глубокой мысли</p> <p>9. analyze [ˈænəlaɪz] – анализировать</p> <p>10. convinced [kənˈvɪnst] – убежденный</p> <p>11. patiently [ˈpeɪʃntli] – терпеливо</p> <p>12. entertainment – развлечение</p> <p>13. excessive [ɪkˈsesɪv] – чрезмерный</p> <p>14. cognitive [kɔːɡnɪtɪv] – познавательный</p> |
|---|--|

### 13.1. The Future Simple Tense.

1. Для выражения будущего, незапланированного заранее действия в английском языке используется **The Future Simple Tense** (Будущее простое или неопределенное). Соответствующие этому времени являются слова:

- a day after tomorrow** – послезавтра
- next week** – на следующей неделе
- next month** – в следующем месяце
- next year** – в следующем году
- tomorrow** [təˈmɔːrɔ] – завтра
- in a week (year, month ...)** – через неделю (год, месяц) и т.д.

Образование **The Future Simple Tense** происходит с помощью вспомогательного глагола **shall** (после местоимений 1 лица единственного и множественного числа) или **will** (в остальных случаях) и последующего инфинитива без частицы **to**. В разговорной речи можно заменить **shall** на **will**, но не наоборот.

*Например:* We **shall** spend our holidays in the Crimea ([krɪˈmeɪjə]) next summer.

Мы проведем наши каникулы в Крыму следующим летом.

Nick and Ted **will** take part in sports competitions tomorrow.

Ник и Тэд примут участие в спортивных соревнованиях завтра.

I **will** read this text a day after tomorrow.

Я прочитаю этот текст послезавтра.

Можно произвести замену полной формы на краткую в быстрой разговорной речи:

I            will        + V

We  
You  
They  
  
He  
She  
It

*'ll* + *V*

*Например: She'll* visit her niece next week.

Она навестит свою племянницу на следующей недели.

*I'll* help you with your re'port next weekends.

Я помогу тебе с докладом на следующих выходных.

2. Отрицательная форма будущего простого времени образуется путем добавления отрицательной частицы **not** после вспомогательного глагола **shall** или **will**.

*Например: The children will not* wake up early tomorrow.

Дети не проснутся рано завтра.

We **shall not** play the guitar [*gʃ't Q:*] tomorrow.

Мы не будем играть на гитаре завтра.

Сокращенная отрицательная форма так же имеет место в подобных предложениях:

**shall not** = **shan't** [*ʃʌnt*]

**will not** = **won't** [*wɒnt*]

*Сравните: We'll* not go to the university next month. и We **shan't** go to the university next month.

Мы не пойдем в университет в следующем месяце.

*He'll* not argue [*'Rgju*] with the teacher tomorrow. и He **won't** argue with the teacher tomorrow.

Он не будет спорить с учителем завтра.

3. При образовании специальных, общих и альтернативных вопросов **shall (will)** ставится перед подлежащим.

*Например: What will* you do next winter? – I shall go to the Carpathians [*kʌ'pəʃtʃənz*].

Что ты будешь делать следующей зимой? – Я поеду в Карпаты.

When will Kate translate this book? – She'll translate it next month.

Когда Кейт будет переводить эту книгу? – Она будет переводить ее в следующем месяце.

Will you stay in Kiev long? – Not quite. I'll stay here one more week.

Ты остановишься в Киеве надолго? – Нет не совсем, я пробуду здесь еще одну неделю.

Will your parents return home tomorrow or the day after tomorrow? – I don't know exactly. I think they will return in 2 days.

Твои родители вернутся завтра или послезавтра? – Я точно не знаю. Я думаю, что они вернутся через 2 дня.

4. В вопросе к подлежащему после вопросительного слова *who* (или *what*) используется вспомогательный глагол *will*. В ответе может быть как *will*, так и *shall* в зависимости от деятеля.

*Например:* Who *will* organize the party dedicated to the tenth school anniversary [ "ænʃvWsqrʃ ]? – Tom and Liz will.

Кто организует праздничный вечер, посвященный десятилетнему юбилею школы? – Том и Лиз.

Who will speak to the head mistress tomorrow? – Perhaps, I shall.

Кто переговорит с директрисой завтра? – Наверное, я.

What will make you stay at home at the weekends? – Probably bad weather will.

Что заставит тебя остаться дома на выходных? – Возможно плохая погода.

5. В разделительных вопросах во второй части (в «хвостике»), если она отрицательная, ставится сокращенная отрицательная форма вспомогательного глагола с последующим местоимением, заменяющим подлежащее. Если она (вторая часть вопроса) положительная, то за ней следует вспомогательный глагол с местоимением вместо подлежащего.

*Например:* They will not ask you difficult questions, *will* they? I hope, they *won't*.

Они не будут задавать тебе сложные вопросы, не так ли? – Надеюсь, не будут.

We shall call you tomorrow, *shan't* we? – Yes, we *shall*. We shall be free tomorrow.

Мы позвоним тебе завтра, правда? Да, позвоним. Мы завтра свободны.

Stacy and Glen will write a test next Friday *won't* they? No, they *won't*. They'll write it next Thursday.

Стейси и Глен будут писать контрольную работу в следующую пятницу, не правда ли? – Нет, не будут. Они будут писать ее в следующий четверг.

9. a) *Read the sentences in the Future Simple Tense and translate them into your mother tongue.* b) *Make up your own examples and write them down in your copybooks.*

I. I am not ready yet. I shall be ready in 5 minutes.

It'll rain tomorrow, they say.

Go to bed early and you will feel better in the morning.

I think we will win the game.

I'll get enough expertise to work at that firm.

Sue will like her present. It's a surprise.

II. Claire won't phone us next Monday. She's busy.

Bill and Steve will not work next Saturday.

We shan't encourage his work because of his behaviour.

They will not study any cognitive texts.

I shall not fly ([flaɪ] – летать) to New-York next month.

Janet will not worry about her parents' separation. She is grown up already.

III. What will you do after classes? – I think we'll go to the library.

When will Tim and Jack get ready with their project? – They'll be ready tomorrow.

Why will he have to leave? – His mother is ill.

What for will they entertain the public? – They want to be amused.

How will we get to the university? – We'll take a taxi.

What poem will John recite? – He'll recite "To be or not to be?"

Who will you discuss your problem with? I – shall discuss it with my teacher.

IV. Will you send your grandparents any postcards? – Of course, I will.

Shall we eat a sandwich or a cheeseburger? – Probably, I'll have a sandwich. I'll eat a hamburger then. Will Bred stagger us again? – Yes, he will as usual.

Our friends won't mind our absence ['æbsəns], will they? – But they will. Let's go.

Will it snow tomorrow? – No, it won't.

Will you watch a sport programme or a cartoon ([kɑ:tu:n] – мультфильм) on TV? – I'll watch a thriller.

You'll distinguish good advice from bad one, won't you? – I will.

V. What will happen at the meeting next morning? – Nothing special, I think.

Who will open the window? – I shall.

What will spoil our child? – The money will.

Who will accompany you to the party? – My friends will.

Who will sit on the floor? – There is no chair here. – We shall.

Who will analyze the text? – Rita will.

**10. Open the brackets using the Future Simple tense.**

We (to have) a conference tomorrow if everybody comes (если все придут). The topic of our conference (to be) “How to bring up children”. There (to be) a hundred delegates from all the parts of Ukraine. They (to meet) us at the entrance door to the main building of our university. All the guests (to be able to) reserve [rʃ'zWv] a room at the hotel “Ukraine”. We (to get registered) at the receptionist. We (to leave) our luggage ([ʃAgʃdZ] – багаж) there. Then we (go) upstairs to the assembly hall. We (to have) three sessions tomorrow. During the breaks the organizers of the conference (to treat) us to coffee or tea and cakes. I (to represent) a report on the topic “A person-centered approach in the teaching/learning process”. All the participants (to take part) in our round-table discussion. After that we (to have) dinner. Our working day (to finish) at 6 p.m.

**11. a) Make up sentences with the expressions given below. Use the Present Simple Tense first, then – the Future Simple. b) Make them negative. Add some Adverbs if necessary.**

*For example: I/to finish the task.*

*a) I usually finish my tasks in the evening.*

*Tomorrow I'll finish it in the evening too.*

*b) I don't finish my tasks in the evening.*

*I won't finish it tomorrow either.*

1. She/to analyze her deeds.
2. They/to wait for a happy end patiently.
3. Mike /to solve problems thoughtfully.
4. We/to get excessive information about their plans.
5. Our teacher/to give us cognitive material.
6. The clowns ([kʃ'Qyn] – клоун) /at the circus/to amuse the audience ([ʃdʃqns] – зрители).
7. You/to distinguish a rough ([rʃAf] – грубая) mistake from a correct variant.
8. This topic/to stagger the citizens.
9. Richard and Walter/to recite the poet simultaneously.
10. This expertise/to be enough for your future profession.

**12. Make up questions to the words in bold type.**

1. It'll be a **great entertainment**.
2. We shall stagger all the **pupils** with our **discovery**. ([dʃs'kʃvqrʃ] – открытие).
3. **You** will dedicate your life to the profession of a **teacher**.
4. I'll **improve** my pronunciation.
5. We shall involve (вовлечь) 5 pupils into our **concert**.

**13. Make up a) general; b) alternative; c) disjunctive questions to the sentences. Let your group mate answer them.**

*For example: Reading will lead to the growth of expertise in many subjects.*

a) – *Will reading lead to the growth of expertise in many subjects?*

– *Yes, it will. It will help us learn more information about everything.*

b) – *Will reading lead to the growth or decrease ([*dʒrɪs*] – уменьшение) of expertise in many subjects?*

– *It will lead to the growth of expertise in many subjects.*

c) – *Reading will lead to the growth of expertise in many subjects, won't it?*

– *Yes, it will. It will lead to the growth of expertise in many subjects.*

1. You will show cards and recite the words simultaneously to help children learn new words.
2. The children will learn hundreds of words.
3. Your child will entertain himself and amaze your friends by the age of three.
4. They'll thoughtfully analyze the works of famous creators.
5. I'll use all my efforts to improve infants' cognitive abilities.
6. The competitive pressure will suppress children psychologically.

**14. *Imagine that tomorrow is The Children's Day. What will you say and do? Use the vocabulary of Lessons 11, 12, 13:***

- to protect children's rights;
- to take care of their creative development;
- to bring up children spiritually;
- to help maladjusted and handicapped;
- to shelter (to give a shelter to) waifs;
- to achieve good results in;
- to praise pupils for their efforts;
- to try to do something;
- to change a wrong way of life;
- to provide a suitable teaching/learning process;
- to feed orphans five times a day;
- to allow children to do what they are interested in;
- to treat children with warmth;
- to respect children's opinion;
- not to talk about things that affect children;
- to struggle for children's independence;
- to satisfy children's needs and requisite;
- to cope with difficulties together;
- to dedicate one's life to children;
- to offer good conditions for children's learning and development and others.

**15. *Make up dialogues on the topic "Difficulties of bringing up children".***

## 16. *Translate the sentences into English.*

1. Быть родителем – это самая сложная и требовательная профессия, потому что она требует (нуждается в) терпения (patience), любви и понимания.
2. Отсутствие денег, стесненные условия жизни, проблемы в ваших отношениях станут (to become – становиться) главной причиной (reason) ваших ссор (quarrels).
3. Нет ни одного правильного способа воспитания совершенного, идеального ребенка. Но лично-ориентированный подход к ребенку поможет достичь успешных результатов.
4. Говорите с ребенком как можно больше, и он выучит язык быстрее.
5. В наши дни учителя ставят цель развивать характер и творческий потенциал ребенка.
6. Учитель не должен подавлять личность ребенка, ему следует уважать мнение учеников.
7. Не позволяйте здравому смыслу уступать дорогу охватывающему соревнованию и наглости (impudence – ['ɪmpjʊdʒns]).

## Lesson 14

1. Выражения будущего времени в придаточных предложениях времени и условия.
2. Конструкция *to be going to do something*.
3. Тексты для чтения “*Bringing up a better baby (and goodbye Dr. Spock) Part II*”, “*The Future of our children*”.

### 1. *Learn the tongue-twister.*

Peter Piper packed a peck of pickled peppers  
A peck of pickled peppers Peter Piper packed.  
If Peter Piper packed a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper packed?

### 2. *Study the words and guess their meaning. Explain them.*

criticism  
tolerance  
security  
patient  
hippy phrases

'bombarde'd  
com'petitive  
liberalization  
ideal [ɪ'di:əl]  
individual

guarantee  
effect  
materialism  
extraordinary  
tech'nique  
psychic

3. *These sentences appear on a chart that is often found in baby clinics and child centres, but the second halves of the sentences are mixed up. Match the first half of a sentence in column A with an appropriate second half in column B. The first one has been done for you.*

A	B
1. <i>If a child lives with criticism, She learns to condemn.</i> .....	a) she learns to be patient.
2. <i>If a child lives with hostility, .....</i>	b) she learns justice.
3. <i>If a child lives with ridicule, .....</i>	c) she learns to be shy.
4. <i>If a child lives with shame, .....</i>	d) he learns confidence.
5. <i>If a child lives with tolerance, .....</i>	e) she learns to have faith.
6. <i>If a child lives with encouragement, .....</i>	f) he learns to like himself.
7. <i>If a child lives with praise, .....</i>	g) she learns to condemn.
8. <i>If a child lives with fairness, .....</i>	h) she learns to appreciate.
9. <i>If a child lives with security, .....</i>	i) he learns to fight.
10. <i>If a child lives with approval, .....</i>	j) he learns to feel.
11. <i>If a child lives with acceptance and friendship,</i>	k) he or she learns to find love in the world.

hostility [*hqs'tstst*] – враждебность  
ridicule [*'rldldkjtft*] – осмеяние,  
насмешка  
shame [*ʃeɪm*] – стеснение, стыд, позор  
fairness [*'fɜːnɪs*] – справедливость,  
чистота  
approval [*ə'prʌvəl*] – одобрение  
to condemn [*kəndɛm*] – осуждать,  
порицать  
to appreciate [*ə'prɪʃieɪt*] – ценить (по  
достоинству)

acceptance [*ək'septəns*] – принятие,  
одобрение  
justice [*'dʒʌstɪs*] – справедливость,  
правосудие  
shy [*ʃaɪ*] – стеснительный,  
застенчивый  
confidence [*'kɒnfɪdəns*] – уверенность  
faith [*feɪθ*] – вера, доверие  
to fight [*fʌɪt*] – бороться, сражаться  
guilt [*ɡɪlt*] – вина

4. *Find a) positive; b) negative “ideas” about bringing up children. Use exercise 3. Make up situations with these sentences.*



5. *Read the text and translate it. Answer the questions after the text. Retell it using the questions as a plan.*

***Bringing up a better baby  
(and goodbye Dr. Spock)  
Part II***

So the question is now one of technique. How can parents create the kind of brain growth that leads to expertise in reading, maths, gymnastics, and the like? Say you want to teach your six-month-old now to read. Write down a series of short, familiar<sup>1</sup> words in large, clear letters on flashcards<sup>2</sup>.

Show the cards to your infant five or six times a day, simultaneously reciting the word written on each one. With his extraordinary retentive<sup>3</sup> powers<sup>4</sup> he'll soon be learning hundreds of words, then phrases. The idea is to try to treat the baby's mind<sup>5</sup> as a sponge<sup>6</sup>. By the age of three, Doman guarantees, your child will be entertaining himself and amazing your friends by reading "everything in sight"<sup>7</sup>. In like manner he can learn to perform staggering mathematical stunts<sup>8</sup>, or to distinguish and thoughtfully analyze the works of the Great Masters or the classical composers.

Doman declines<sup>9</sup> to prove his claims to the scientific community; he's happy, he says, as long as parents are convinced<sup>10</sup>. These professional Mothers (it is usually the mother) turn out to be paragons<sup>11</sup>. Attractive young Mrs. Di Battista printed up 9,000 flashcards for five-year-old Michael. Stout, solemn<sup>12</sup> Mrs. Pereira patiently explained that she "took time off" from her all-day routine of teaching eleven-year-old Josh to devote several weeks exclusively to making Josh's French and Spanish flashcards for the coming year. Wasn't Josh lonely? "No", his proud<sup>13</sup> mother replied. He was "socially excellent".

What does Dr. Benjamin Spock think of the better baby phenomenon? Like most octogenerians<sup>14</sup> he thinks the world has gone to hell<sup>15</sup>, he argues that competitive pressures are taking a psychic toll<sup>16</sup> on most Americans, especially young people, and blames<sup>17</sup> "excessive<sup>18</sup> competitiveness" for the extraordinary rise in teenage suicide<sup>19</sup> over the last twenty years. Efforts to improve infants' cognitive abilities only prove to him that the scramble<sup>20</sup> for success has finally invaded<sup>21</sup> the cradle.

<sup>1</sup> familiar [fə'mɪljə] – знакомый

<sup>2</sup> flashcards [ˈflæʃkɑːds] – сверкающие карточки

<sup>3</sup> retentive [rɪ'tentɪv] – обладающий хорошей памятью

<sup>4</sup> power [ˈpaʊə] – сила, мощь, власть  
powers – способности

<sup>5</sup> mind [maɪnd] n. – разум, ум;  
умственные способности

<sup>6</sup> sponge [ˈspʌndʒ] – губка

<sup>7</sup> (in) sight [ˈsaɪt] – поле зрения

<sup>8</sup> stunt [stʌnt] – трюк, фокус

<sup>9</sup> to decline [dɪˈklaɪn] – зд. отказываться, отклонять

<sup>10</sup> convinced [kənˈvɪnst] – убежденный

<sup>11</sup> paragon [ˈpærəɡɒn] – образец (совершенства)

<sup>12</sup> solemn [ˈsɒləm] – торжественный, официальный

<sup>13</sup> proud [praʊd] – гордый

<sup>18</sup> excessive [ɪkˈsesɪv] – чрезмерный

<p><sup>14</sup> octogenarian [ˈɒktədʒənərɪən] – 80-ти летний</p> <p><sup>15</sup> hell [hɛl] – ад</p> <p><sup>16</sup> a psychic toll [aɪˈsɪkɪk tɒl] – «пси-хологическая» дань</p> <p><sup>17</sup> blame [bleɪm] – обвинять</p>	<p><sup>19</sup> suicide [ˈsuɪsɪd] – самоубийство</p> <p><sup>20</sup> scramble [ˈskɹæmbəl] – гонка, борьба (за)</p> <p><sup>21</sup> invaded [ɪnˈveɪdɪd] – завоевал, захватил</p>
---	--

1. What is the main problem of bringing up a better child? How can parents create the kind of brain growth?
2. What is necessary to do to make a child learn words and phrases? Why is it easier to teach a child than an adult? What is peculiar about his/her mind?
3. What does Doman guarantee? How can a child stagger and amaze grown-ups?
4. Are so-called “professional mothers” really paragons to follow? Why? Is their “work” useful?
5. What role do competitive pressures play for Americans? What causes ([ˈkɹɪzɪz] – служит причиной) the rise in teenage suicide? What has invaded the cradle?
6. What else is important to bring up a better child?

**6. Discuss the following situations with your partner.**

- Children learn more in the first two years of life than at any other stage. What kind of things have most children learnt by the age of two? What do they learn themselves, what are they taught?
- Say what you think are the three most important qualities of an ideal parent. Are there any other qualities that you would like to add to your list?
- How would you rate (расценивать и рассматривать) the way that your parents brought you up? If you are a parent, do you think you would make a good one?

**7. Read and translate the words. Write them down into your vocabularies.**

*If* – если

*as soon as* – как только

*as long as* – пока

*on condition that* – при условии, если

*till* – до

*until* – пока не; до того, пока не ...

*while* – пока; в то время, как.

**14.1. Выражения будущего времени в**

придаточных предложениях времени и условия

1. Для выражения будущего времени в придаточных предложениях времени и условия используется *the Present Simple*, а в главном предложении – *the Future Simple*.

*Например:* If it doesn't rain, we shall go for a walk.

Если не будет дождя, мы пойдем погулять.

Parents will help their children as long as they live.

Родители будут помогать своим детям, пока (= столько, сколько) живы.

Peter will arrive before you are ready with your report.

Питер прибудет, до того как ты будешь готов со своим докладом.

On condition that you act with fairness, we'll encourage and award [*q'wLd*] you.

При условии, если ты будешь поступать честно, мы поощрим и наградим тебя.

#### 14.2. Конструкция *to be going to do something*.

а) В ситуациях, из которых ясно, что что-то очевидное произойдет в будущем (собирается произойти), используется конструкция ***to be going to do something***. (= похоже на то, что что-то произойдет). Эта конструкция также выражает наше намерение что-то сделать и имеет значение – ***собираться что-то сделать***.

*Например:* The man can't see anything. He has a big box in front of his eyes. There is a hole on his way. So he ***is going to*** fall into it.  
Мужчина ничего не может видеть. У него перед глазами большая коробка. У него на пути яма. Похоже на то, что он провалится в яму.

There is an interesting film on TV to night. I'm going to watch it. Сегодня вечером по телевидению интересный фильм. Я собираюсь его посмотреть.

б) Отрицательная и вопросительная форма данной конструкции строится по общему правилу глагола ***to be***.

*Например:* He is not going to join us. He doesn't like noisy parties.

Навряд ли он к нам присоединится. Он не любит шумные вечеринки.

What are you going to do after you pass your exams? – I'm going to visit France.

Что ты собираешься делать, после того как сдашь экзамены? – Я собираюсь посетить Францию.

Is Jane going to phone Richard? – I have no idea.

Джейн собирается позвонить Ричарду? – Не имею понятия.

**8. Read the sentences and translate them into mother tongue. Pay attention to the way the Future actions are expressed.**

**I.**

- |   |  |
|---|--|
| 1. I want to see Margaret before she goes out.  | 1. Я хочу увидеть Маргарет до того, как она уйдет.                                   |
| 2. I will tell you all about our adventures [qd'ven'ʧqz] when we come back.           | 2. Я все тебе расскажу о наших приключениях, когда мы вернемся.                      |
| 3. I don't want to go without you. I'll wait until you are ready.                     | 3. Я не хочу идти без тебя. Я подожду, пока ты не освободишься.                      |
| 4. Can you let me know as soon as you sell your car?                                  | 4. Можешь мне сообщить, как только продашь свою машину?                              |
| 5. Where are you going to stay when you are in London?                                | 5. Где ты собираешься остановиться, когда будешь в Лондоне?                          |
| 6. I'll be very surprised [sq'pr'ʧzɪd] if she doesn't get a job.                      | 6. Я буду очень удивлена, если она не получит работу.                                |
| 7. Jack will work till he finds an answer.  | 7. Джек будет работать до тех пор, как найдет ответ.                                 |
| 8. Rachel will use her skills and charm as long as it is possible.                    | 8. Рейчел будет использовать свои умения и шарм столько, сколько это будет возможно. |
| 9. You'll feel better after you have something to eat.                                | 9. Ты почувствуешь себя лучше, после того как поешь.                                 |
| 10. Our group mates will read a lot, while they are on holidays.                      | 10. Наши одноклассники будут читать много, пока они будут на каникулах.              |
| 11. On condition that you fulfill – your tasks, I'll give your mobile telephone back. | 11. При условии, если ты выполнишь задания, я верну тебе твой мобильный телефон.     |

**II.**

- |   |   |
|---|---|
| 1. I think the weather is going to be nicer later.  | 1. Я думаю, что погода будет лучше позже.   |
| 2. – Ann is in hospital.<br>– I know, I'm going to visit her.   | 2. – Энн в больнице.<br>– Я знаю, я собираюсь ее навестить.   |
| 3. Look at those clouds. It is going to rain.   | 3. Посмотри на те черные тучи. Похоже, пойдет дождь.  |
| 4. – I know Ruth has got a pretty sum of money. What is she going to do with it? – She is going to buy a new car. | 4. – Я знаю, что у Рут приличная сумма денег. Что она собирается с ними делать? – Она собирается купить новую машину. |
| 5. Nick is going to be late for his work. He is to be there at 8. But it is 7.58 now.                             | 5. Скорей всего Ник опоздает на работу. Он должен там быть в 8. А сейчас 7.58.  |

**9. Open the brackets. Use the Present Simple to denote the future action.**

*For example:* Before you (to pass) the square, you will see school No.12.

*Before you pass the square, you'll see school No.12.*

1. When you (to arrive), let me know.
2. On condition that he (to write) a composition, the teacher will give him an excellent mark.
3. As soon as Betsy (to return) home, she will ring you up.
4. After I (to graduate [*'grædʒueɪt*] – окончить) from the University, I'll try to do my best to find a good job.
5. We'll stay at home till it (to stop) raining.
6. What will she do on condition that she (to see) her best friend again?
7. Please turn on the light of it (to be) dark in the room.
8. The children won't behave themselves (слушаться) until they (to get) what they (want).
9. Martin is going to work as long as it (to be) necessary.
10. I hope you will visit The British Museum while you (to be) in London.
11. Don't leave home until mother (to come).
12. If you (to break) a mirror, you'll have bad luck for seven years.
13. What will your parents do when your teacher (to inform) them about your bad marks.
14. Before it (to get) dark, Mary will meet her husband at the railway station.
15. We hope Jack will join us as soon as he (to finish) his project work.

**10. Look and remember. In The Future Simple Tense some modal verbs change their forms.**

<b>Must</b>	shall/will	<b>have to</b>
<b>Can</b>	shall/will	<b>be able to</b>
<b>May</b>	shall/will	<b>be allowed to</b> [ <i>ə'laʊndəd</i> ] (разрешать, позволять)

*For example:* I'll have to put on a warm coat if it is cold tomorrow.

If the snow starts melting, we won't be able to ski and skate.

After Jerry brings a funny video film, he'll be allowed to use our video recorder.

**11. Open the brackets using the Present Simple or Future Simple to denote the future actions. Mind the usage of the modal verbs.**

*For example:* If we (to have) some more spare time, we (to call) our friends and (to discuss) the news.

*If we have some more spare time, we shall call our friends and discuss the news.*

1. He (must) go to the Public Library very often as soon as he (to become) a student.
2. They (to look) through all the pictures before Kate (to come) home from school.
3. I (to wait) till you (to cope) with this task.

4. After Donald (to talk) to his manager, he (may) have three days' holiday.
5. Don't hurry until the light (to be) green.
6. I (can) to sing this song only when you (to give) me the words.
7. It (to seem) to me that Phillip (to argue) as long as he (to live).
8. When my brother (to get) tickets for the new performance at the theatre, we (can) watch it there.
9. Marta (to be) punished (наказана) if she (not/to make) her report on this topic in time.
10. You (must) buy a new bicycle on condition that you (to break) his.

**12. Continue the sentences using the verbs in brackets and the information given in each situation. Explain the usage of the structure to be going to.**

*For example: I'm very hungry. There is a lot of food in the fridge (to eat).  
I am going to eat because I'm hungry.*

1. There is no sugar in the sugar basin. Jack knows it and wants to drink sweet tea (to buy). So, he ... .
2. The windows are dirty. Yes, I know. But unfortunately, I am pressed for time (to clean). I ... .
3. Sam sees a dress. She likes it. She thinks that it fits (подходит по размеру) her (to try on – примерить).
4. Our car is broken. We have tickets for tomorrow's train that goes to Kiev. We (to travel) ... .
5. She feels bad. She has a headache ['hedeɪk] (головная боль), (to fall ill). She ...
6. His pockets are open. There is some money in them (to lose [lɒz] – терять). He ... .

**13. Make up as many questions as possible to the sentences given below. Let your classmates answer them.**

1. I am going to put on my evening dress for Jack and Jill's tenth wedding anniversary.
2. You'll have to consult your doctor if you don't want to have problems with your child's health.
3. If Mary doesn't teach her little son to respect elderly people, he'll grow up impudent ([ɪmˈpjʊd(ə)nt] – наглый) and egoistic.
4. Bill is going to punish his twins because they don't want to study at school.
5. On condition that you are not ready, you will have to leave the University.

**14. \*Translate the sentences into English.**

1. Она делает упражнения по английскому языку, при условии, если у нее не будет других дел.
2. Если я не дам ему учебник по философии, он не сдаст завтра этот экзамен.
3. Навестите нас, после того как вернемся из кинотеатра (cinema).

4. Мы поедем на рыбалку (to go fishing), когда наступит весна.
5. Как только ты ей покажешь эту фотографию, она начнет смеяться (to laugh).
6. Мой муж останется в этом отеле столько, сколько нам понадобится.
7. Перед тем как сказать это, подумай, к чему это может привести (to lead to).
8. Мне придется закрыть дверь на замок (to lock the door), потому что я собираюсь оставить в этой комнате все свои дорогие вещи.
9. На небе очень много туч (is overcast). Похоже, пойдет снег. Надень шубу (a fur coat). Не снимай шапку, пока снег не перестанет идти.
10. Читай текст до тех пор, как ты увидишь правила. Они, скорее всего, будут важными. Выучи их.

**15. Read the letter written to a newspaper, and answer the questions.**

1. According to the writer, what have children lost these days, and what have they gained (потеряли и приобрели).
2. What is wrong with school?
3. How does he characterize the 1960s and the 1980s?
4. What are youth's problems?
5. In what way does the writer criticize youth? Is it for the things parents are traditionally critical about (for example being untidy, irresponsible, or lazy), or is it something different?

***Discuss your answers in your own groups.***

***Pennington Street, The Highway, London E1 9XW.  
The Future of our children.***

As a parent and an observer<sup>1</sup> of mankind<sup>2</sup>, I grow increasingly concerned about the life that our children inherit<sup>3</sup>, the values<sup>4</sup> that they hold dear, and their expectations for the future. Childhood seems to last but a few years until children become a market force<sup>5</sup> to be bombarded with advertisements<sup>6</sup> on the television. They demand to have all that they see, and regard<sup>7</sup> it as their right to be entertained every waking moment.

At school, most children are bored<sup>8</sup> by the lessons, which they see as irrelevant<sup>9</sup> to life as they perceive<sup>10</sup> it. Life is about having fun, and having now. Or at the other extreme<sup>11</sup>, school is fiercely<sup>12</sup> competitive, and pupils are pushed by parents to achieve at all costs<sup>13</sup>.

The 1960s were a time of great liberalization, when youth thought<sup>14</sup> it could<sup>15</sup> right all wrongs. Its ideals of love and peace are now much scorned<sup>16</sup> as hollow<sup>17</sup>, hippy phrases. If the world veered<sup>18</sup> to the left in '68, then it has lurched<sup>19</sup> to the right in the past fifteen years. The 1980s are undoubtedly<sup>20</sup> a more selfish<sup>21</sup> inward-looking era, with the individual out to look after himself, regardless<sup>22</sup> of the effect this might<sup>23</sup> be having on others. The new gods<sup>24</sup> are money and materialism, and teenagers want now what it took their parents half a generation to achieve.

If youth has learnt to question the wisdom<sup>25</sup> of its elders, it has so far found nothing to replace it with. No wonder there is drug abuse<sup>26</sup> on a scale<sup>27</sup> never seen before. No wonder so many children seek<sup>28</sup> the help of psychiatrists. What are they to fill the emptiness of their souls<sup>29</sup> with?

- <sup>1</sup> observer [qɒbzəvə] – наблюдатель  
<sup>2</sup> mankind [ˈmænkɪnd] – все человечество  
<sup>3</sup> to inherit [ɪnˈhɪərɪt] – унаследовать  
<sup>4</sup> values [ˈvæljuːz] – ценности  
<sup>5</sup> force [fɔːs] – сила, усилие  
<sup>6</sup> advertisement [ədˈvɜːtɪsmənt] – реклама  
<sup>7</sup> to regard [rɪˈgɑːd] – считать что-то чем-то  
<sup>8</sup> bored [bɔːd] – скучающие  
<sup>9</sup> irrelevant [ɪrɪˈlɪvənt] – неуместный  
<sup>10</sup> to perceive [pəˈsɪv] – воспринимать  
<sup>11</sup> at the other extreme [əˈtʃeɪm] – в противоположном случае  
<sup>12</sup> fiercely [ˈfɪəsi] – сильно, неистово, чрезвычайно  
<sup>13</sup> at all costs – любой ценой  
<sup>14</sup> thought [θɔːt] – прошедшее от think

- <sup>15</sup> could [kʊd] – прошедшее от can  
<sup>16</sup> to scorn [skɔːn] – презирать  
<sup>17</sup> hollow [ˈhɒləʊ] – пустой  
<sup>18</sup> to veer [ˈviə] – менять направление  
<sup>19</sup> to lurch [ˈlɜːtʃ] – шататься  
<sup>20</sup> undoubtedly [ʌnˈdʌbtəbəlɪ] – несомненно  
<sup>21</sup> selfish [ˈselfɪʃ] – эгоистичный  
<sup>22</sup> regardless [rɪˈgɑːdlɪs] – ничтожный, не стоящий внимания  
<sup>23</sup> might [maɪt] – прошедшее от may – могло бы  
<sup>24</sup> god [gɒd] – бог  
<sup>25</sup> wisdom [ˈwɪzdəm] – мудрость  
<sup>26</sup> drug abuse [ˈdrʌg əbʊz] – злоупотребление наркотиками  
<sup>27</sup> scale [ˈskeɪl] – весы  
<sup>28</sup> seek [siːk] – искать  
<sup>29</sup> soul [saʊl] – душа

16. Write a paragraph about the contemporary ([kənˈtempərərɪ] – современный) youth. What are their positive and negative traits of character and habits ([ˈkæɪt] – привычка). Use ex 15 as an example.

## Lesson 15

1. Настоящее длительное время *The Present Progressive (= Continuous) Tense*. Значение, образование. Утвердительная, вопросительная, отрицательная формы.  
 2. Текст для чтения “*Preschool education – the first link in the system of education*”.



1. *Study the poem.*

The South wind brings wet weather.  
The North wind wet and cold together.  
The West wind always brings us rain.  
The East wind blows it back again.

2. *Read and translate the sentences. Make up your own situations with the words in bold type.*

1. It is very important to be not only an **observer**, but to make efforts to achieve good results.
2. Why are you angry with all the **mankind**? It's not their fault ([*fɛlt*] – вина).
3. Children usually **inherit** their parent's appearance and character.
4. You shouldn't lose your moral and spiritual **values**.
5. Your question about May's appearance is **irrelevant** here. It may hurt her.
6. We **perceive** negative energy from outside. So its outcome is going to be unpredictable (непредсказуемый).
7. He is a man of word. If he promises something, he keeps his word **at all costs**.
8. I **scorn** those people who abuse the social position to the detriment (в ущерб) of others.
9. She will win the competition. **Undoubtedly**, Vic is a brilliant gymnast.
10. Plenty of young people and even teenagers take **drugs**, alcohol and waste their time playing computers.

3. *a) Your holidays will start in a week. Tell us what you are going to do during your holidays.*

*b) Ask your partner what he is going to do. Discuss your plans in pairs.*

4. *Think of a situation beginning with the given words.*

*For example: If it doesn't rain ... .*

*If it doesn't rain tomorrow, I'll go to the country. We have a modern car. It is very comfortable. We shall organize a barbecue party. It'll be fun, I think.*

1. As soon as Michael is ready ... .
2. As long as our children study at school ... .
3. ... until the programme is over.
4. ... on condition that Terry gets married.
5. Before you force him to leave ... .
6. After your cousin hears a hollow sound... .
7. While you are here, ... .
8. If Sandy punishes her child ... .
9. ... when my mother buys me a beautiful dress.
10. ... till it stops hailing (идет град).

### 15.1. Настоящее длительное время *The Present Progressive (= Continuous) Tense.*

1. Для обозначения действия, происходящего в данный момент, момент речи, в английском языке используется настоящее длительное время *The Present Progressive (= Continuous) Tense*. Оно образуется при помощи глагола *to be* в соответствующей форме и причастия настоящего времени действительного залога (*Participle I*).

I	am
we	
you	are
they	
he	
she	is
it	

*Например:* We are eating now [n<sup>o</sup> ʧy] – Мы сейчас кушаем.

He is playing the guitar [ˈgɪtə] at the moment.

Он играет на гитаре в данный момент.

2. *The Present Progressive* характеризуется незаконченностью действия, т.е. действие находится в своем развитии в настоящем. (Необязательно, чтобы оно происходило в момент речи).

*Например:* Из разговора в кафе: I'm reading an interesting book at the moment. I'll lend you it when I have finished it.

Я читаю в данный момент интересную книгу. Я тебе ее одолжу, когда закончу читать.

3. Действия, которые носит временный нетипичный характер, тоже выражаются с помощью *The Present Progressive*.

*Например:* Some of my friends are building their own house, that's why they are living with their parents now. I hope it will be finished next summer.

Некоторые из моих друзей строят свой собственный дом, вот почему сейчас они живут со своими родителями. Надеюсь, что они его закончат следующим летом.

4. Для выражения ближайшего будущего и запланированного действия также используется *The Present Progressive*.

*Например:* We are having a party tonight.

У нас сегодня вечером вечеринка.

Richard is flying to New-York next week. Call him after his arrival.

Ричард летит в Нью-Йорк на следующей неделе. Позвоните ему после его прибытия.

5. Чтобы показать, что действие чересчур часто повторяется, чаще, чем это предполагается, мы прибегаем к употреблению *The Present Progressive*.

*Например:* I'm constantly losing money. Я постоянно теряю деньги.

6. Существует ряд глаголов, которые не образуют форму *The Present Progressive*. Поэтому для обозначения действия, происходящего в настоящий момент, используется *The Present Simple*. К таким глаголам относятся:

- 1) *understand, remember, suppose, know, realize, mean, believe, seem и другие.*
- 2) *like, love, hate, want, need, prefer, dislike. и др.*
- 3) *belong to (принадлежать), contain (содержать), consist of (состоять из), depend on, possess (владеть), have (в значении «иметь») и др..*
- 4) *see, smell (иметь запах, пахнуть), taste (быть на вкус), hear и др.*

Но, *feel* – имеет как форму *Present Simple*, так и *Present Continuous*.

*Например:* I don't want to be patient. It irritates me.

Я не хочу быть терпеливой. Это меня просто раздражает.

Do you understand what I mean?

Ты понимаешь, что я имею в виду?

What do you think (=believe) will happen?

Как ты думаешь, что произойдет?

Don't disturb me. I'm thinking of a better way out from this situation.

Не беспокойте меня. Я думаю о лучшем выходе из этой ситуации.

Do you see that woman over there? – No, I hear only voices.

Ты видишь там женщину? – Нет, я только слышу голоса.

We don't have a car, that's why we are having a marvellous walk on foot.

У нас нет машины, вот почему мы совершаем замечательную прогулку пешком.

7. Отрицательная и вопросительная формы *The Present Progressive* образуются по общим правилам глагола *to be*.

*Например:* We aren't receiving guests next weekends.

Мы не принимаем гостей в следующие выходные.

What are you doing here? – I'm preparing my speech.

Что ты здесь делаешь? – Я готовлю мою речь.

Is it raining or drizzling outdoors? – It seems to me it is raining cats and dogs.

На улице идет дождь или моросит? Мне кажется, там льет как из ведра.

Who is singing such a beautiful song? – It is our nephew. –  
Кто поет такую красивую песню? – Это наш племянник.

Are your parents sleeping now? – I hope they are.  
Твои родители спят сейчас? Надеюсь да.

**5. a) Read the sentences and translate them into your mother tongue. Make up your own examples. b) Explain the usage of the Present Progressive Tense (the action going on at the moment of speech; the action going on in a period around now – an unfinished action; a temporary (untypical) action; this Verb doesn't form the Present Progressive Tense).**

**I.** You're working hard today. – Yes, we have a lot to do.

I'm looking for Mark where is he? Stacie is trying to lock (закрывать на замок) the door. Help her please.

Norman is writing a book now. It's next to impossible to find him at the office.

How is your English? – Thank you, it's getting better.

He is always leaving his things wherever he is. We are short of money, that's why we are living in the outskirts (в пригороде), not in the centre of the city.

Walter is mending (ремонтирует) his car. He is not going to join you in the travelling all over the world.

She is constantly arguing with her mum and dad.

They are working next week because they are to get ready with their task in time.

I'm sailing at the weekend. Our ship is already in the sea port.

**II.** This soup is great. It tastes delicious.

Do you believe in aliens? ([ 'eʃɪʃən ] – инопланетянин).

I feel thirsty ([ 'fɪl ˈtʃɪstɪ ] – испытывать жажду). Give me something to drink please.

She doesn't see anything. The fog is thick, open the window.

It smells bad here.

Our family consists of 5 members: father, mother, brother and twin-sisters.

The pupil doesn't know the answer. Help him.

I prefer tangerines to oranges.

My granny likes classical music, that's why she is listening to the radio at the moment. But she doesn't hear anybody.

This house belongs to Mr. Smith.

Sorry, But I don't remember this rule. Give me a chance to answer another question.

**6. Read the sentences. Correct the mistakes if any. Explain why.**

*For example: I'm seeing (= meeting) the manager tomorrow. Correct.*

1. I'm feeling hungry. Is there anything to eat?
2. My mother isn't believing in God.
3. This sauce ([sLs] – coyc) is great. It smells really good.
4. I'm thinking this is your seat. Am I right?
5. David isn't understanding the text. The pupils are trying to translate it for him.
6. Richard loves Susie. She loves him. They are happy now.
7. Kate doesn't realize what's going on.
8. They are needing a sheet of paper. They are wanting to write a letter to the President.
9. What does it mean? You are in my flat looking for something!
10. I can't understand why he is being so selfish. He isn't usually like that.

**7. Open the brackets. Use The Present Progressive. Explain its usage.**

1. It (to get) dark. Shall I turn on the light?
2. They haven't got anywhere to live at the moment. They (to stay) with friends until they (to find) somewhere.
3. Are you ready, Ann? – Yes, I (to come).
4. Why are all these people here? What (to happen)?
5. Don't put the dictionary away. I (to use) it.
6. Who is that man? What ... he (to do) here?
7. Nil always (to scare) his parents. They never know what to expect from him.
8. My father is an architect by profession. But he (to work) as a teacher now.
9. We (not to enjoy) this party. It is very noisy here.
10. Our car (to break down) rather often. We can't stand it (терпеть) any more.

**8. Open the brackets. Use The Present Simple or The Present Progressive.**

1. The Earth (to go) rounds the Sun.
2. Water (to boil – кипеть) at 100 degrees Celsius. The water (to boil). Can you turn it off?
3. Can you hear those people? What they (to talk) about?
4. I (to know) that you (to have) a new job. How you (to get on)?
5. Hurry up! Everybody (to wait) for you.
6. Look at the river. It (to flow – течь) very fast today – much faster than usual.
7. The River Nile (to flow) into the Mediterranean.
8. She told (говорила) me her name. But I (not/to remember) it now.
9. Normally you (to be) very sensible, so why (to be) you so silly about it?
10. Mr. and Mrs. Brown (to have) dinner. Come later.
11. Don't be upset (расстроенный). It (to depend) only on the doctor's mood (настроение).
12. They (to suppose) it (to be) necessary to teach children to be faithful, honest, sincere and diligent.

**9. Fill in the gaps with one of the verbs written before the sentences. Use the suitable tense: The Present Simple or the Present Progressive.**

**have, stand, wear, have, celebrate, know, understand, forget, recognize, eat**

1. Tom (not) ... jeans now. They are dirty.
2. We (not) ... what to present my sister with. She ... birthday tomorrow.
3. He ... that he ... noisily, but he always ... about it.
4. Who is that girl that ... in the door way? – I (not)... her.
5. Nick ... a smoke on the balcony. By the way, ... got a cigarette?

**10. \*Translate the sentences into English.**

1. Кажется, завтра дождя не будет. Но возьми зонт на всякий случай (to be on the safe side).
2. Мы встречаемся (to see) с нашим боссом (a boss) завтра утром. Я думаю, что он не будет сердиться на нас.
3. Вы уезжаете из города этим летом? Да, мы всегда едем куда-то летом. Мы все любим море и отдыхаем вместе. Но в этом году мама остается с нами дольше, чем папа.
4. У нас сейчас урок английского языка. Мы как раз переводим сейчас очень трудный текст. Я не знаю нескольких слов. Я хочу воспользоваться словарем.
5. Посмотри, Джон ест мясо и пьет сок. Он выглядит довольным. Мясо и сок хороши на вкус.
6. Где твой брат? Он в своей комнате. Он делает уроки сейчас. Не верится мне, что он сам справится (to cope with) со своим заданием.
7. Мартин сейчас изучает немецкий язык, потому что он хочет получить лучшую работу.
8. Ты понимаешь, на каком языке говорит эта женщина? – Нет, мне кажется – это французский. Он звучит приятно.
9. Мы не имеем представления, кто владеет этой фабрикой. Думаю, это – Уайты.
10. Он ненавидит пироги. Зачем ты ему несешь его? Он даже не собирается на него смотреть.

**11. Think of your nearest plans for the future. Discuss it with your partner. Use The Present Progressive, The Present Simple (or The Future Simple where necessary).**

**12. Look at your:**

a) teacher; b) neighbour; c) yourself.

**Say what they are doing and are not doing.**

*For example:* Our teacher is standing at the blackboard ... .She is not speaking ... .

13. *Think of the actions that are not typical of you and you are doing them now (or you have to do them because of some circumstances). Share your information with the partner.*

*For example:* Usually I decorate a New Year Tree on the 30<sup>th</sup> of December. But this year I am not decorating it because I'm leaving for Moscow to celebrate the New Year's Day there.

14. *Read the text. Translate. Answer the questions after the text and retell it using these questions as a plan.*

### *Preschool education – the first link in the system of education*

Public preschool education plays an important role as the initial stage<sup>1</sup> in the system of public education. Preschool age is the period of the most intensive physical and intellectual development of a child. This is the time when the principal moral traits<sup>2</sup>, character and abilities are formed on the basis of the child's instincts.

The child's environment and his upbringing have a decisive effect<sup>3</sup> on this process. A small child is highly sensitive to the influence of his teachers. His upbringing at this time of life will to a large extent<sup>4</sup> determine his future habits and inclinations. The idea of public preschool education was first developed by the great English Utopian Socialist Robert Owen. The kindergartens he set up in New Lanark enrolled children from the age of two. The children liked the kindergartens so much that they were often reluctant to go home.

Problems of preschool education stirred the minds of many progressive teachers, writers and political leaders.

The writings of Belinsky, Ghernyshevsky and Dobrolyubov deal with questions of aesthetic education, intellectual development and the role of the family and society in the formation of the child's moral traits.

The great world teacher K.D.Ushinsky made an extensive contribution<sup>5</sup> to pedagogical science. K.D.Ushinsky pointed out that nothing could replace the influence of the educator's personality on the child. No instructions on education are capable of compensating for a lack of conviction on the part of the teacher. Moral qualities can be developed in the child only under the direct influence of the personality.

K.D.Ushinsky was the ideological inspiration of an entire school of thought in preschool education. His followers among whom were A.S.Simonovich and E.I.Konrady made a serious contribution in this field.

The creation of a broad network of preschool institutions was an essential requisite for emancipating women, organizing the people's life along new lines and what was most important, forming the new man, and bringing up future citizens of a new society in the 20<sup>th</sup> century.

Many Ukrainian teachers made a substantial contribution to the development of preschool education, have made a close study of the practical side of preschool education in different European countries. They regarded the proper organization of preschool education as the basis of the entire system of public education. They

considered that physical education should be a major element in preschool education alongside the child's intellectual development. Concern for the child's health and proper physical development was to become a key task of all preschool institutions. By means of play the child can be acquainted with different forms of work.

They linked vocational training with intellectual education. Children must be brought up in the spirit of national morality. One should learn to develop the desire for public activity, friendship between children of different nationalities and a feeling of comradeship. Their will-power and an interest in the surrounding life should be developed and the desire to work and study should be stimulated. They made a special point of the necessity of taking a child's age into account.

Importance was attached to the uniform character of education and upbringing aimed at the all-round physical, intellectual, aesthetic and moral development of the child and providing him with all the necessary knowledge and skills for school.

These principles are embodied in the present "Kindergarten Educational Curriculum", which is an important document in preschool development.

<sup>1</sup> initial stage – начальная стадия	<sup>5</sup> extensive contribution – значительный вклад
<sup>2</sup> principal moral traits – основные человеческие качества	<sup>6</sup> natural faculties – природные способности
<sup>3</sup> decisive effect – решающее влияние	
<sup>4</sup> large extent – в значительной степени	

1. What stirred the minds of many progressive teachers and writers?
2. Who made an extensive contribution to pedagogical science?
3. What age is the most important in the physical and intellectual development of a child?
4. Did Ukrainian teachers a substantial contribution to the development of preschool education?
5. What was the importance of uniform character of education and upbringing?

**15. Give Russian equivalent of the next English words without dictionary. Define the part of speech.**

Instinct, process, sensitive, influence, determine, progressive, leader, aesthetic, formation, instruction, compensating, direct, contribution, requisite, emancipating, idealistic, mechanistic, conception, biological, discriminatory.

### Lesson 16

1. Простое прошедшее время ( <i>The Past Simple Tense</i> ). Значение,
--



образование.

2. Отрицательные и вопросительные формы.

### 1. *Memory work:*

When the weather is wet  
We must not fret<sup>1</sup>, –  
When the weather is cold  
We must not scold<sup>2</sup>  
When the weather is warm  
We must not storm, –  
But be thankful together  
Whatever the weather.

<sup>1</sup>fret [*'fret*] – беспокоиться, мучиться

<sup>2</sup>scold [*'skɔld*] – бранить, ворчать

### 2. *Read the sentences, choose the sentences describing the today's weather. Translate them into Russian.*

1. What a marvellous day!
2. It seems to be getting more settled.
3. The weather is miserable today.
4. The wind is blowing and it is drizzling.
5. It is clearing up, isn't it?
6. It is dry, sunny and warm.
7. It is wet and muddy today.
8. The sun is shining brightly, that's why it is scorching now.
9. When the hail's over, there will be a lot of sleet and mud on the ground.
10. The weather is marvellous! There are no clouds in the sky.

### 3. *Read the dialogue. Dramatize it. Mind the stress, tune and intonation.*

#### *English weather.*

Mary: What a lovely day it is today!

Kate: Oh yes, it is! There's hardly<sup>1</sup> any cloud in the sky. It is clear.

Mary: But we'll have a scorching heat today, I'm afraid. It must be 25 degrees in the shade<sup>2</sup>.

Kate: It is very stuffy<sup>3</sup>. Not a leaf or a grass is stirring<sup>4</sup>.

Mary: There's hardly a breath of air<sup>5</sup>. But I've got a splendid air conditioner at home. Let's go and stay there for some time.

Kate: By the way, I know the weather-forecast<sup>6</sup> for today. It is in the newspaper.

Mary: What does it say? Any changes?

Kate: (*reading*) Pressure<sup>7</sup> will remain<sup>8</sup> high to the south-west of the British Isles. There will be occasional<sup>9</sup> rain or drizzle, but fine weather with a few scattered showers<sup>10</sup> will spread to England and Wales.

Mary: I fear a thunderstorm is coming.

- Kate: The sky is overcast<sup>11</sup> and the sun is going in.  
 Mary: It looks like rain. In fact it is beginning to rain. It never rains but it pours<sup>12</sup>. I haven't got any umbrella.  
 Kate: Fortunately enough<sup>13</sup>, I've got my folding<sup>14</sup> umbrella with me. Let me put it up.  
 Mary: What a tremendous<sup>15</sup> clap<sup>16</sup> of thunder!  
 Kate: And what a flash<sup>17</sup> of lightning!  
 Mary: The English have a saying about the weather: If you don't like it now, just wait a bit.  
 Kate: It is really so, because the English weather is very changeable. Look, it's clearing up. The clouds are lifting.  
 Mary: Besides there is no rain any more. Have a look at this wonderful rainbow!  
 Kate: Bright sunshine again! Now I know why English weather is something worth<sup>18</sup> talking about.

<sup>1</sup> hardly [hRdli] – едва ли, с трудом	<sup>10</sup> scattered showers ['skxtqd 'sauq] –
<sup>2</sup> shade [ʃeɪd] – тень	местами проливные дожди
<sup>3</sup> stuffy [stʌfi] – душно	<sup>11</sup> overcast ['quvqkRst] – покрытый
<sup>4</sup> stir [stɪr] – шевелиться,	облаками
шелохнуться	<sup>12</sup> to pour [pɔr] – лить
<sup>5</sup> a breath of air [breɪt] – глоток воздуха	<sup>13</sup> enough [ɪnʌf] – достаточно
<sup>6</sup> the weather forecast ['weðəfɔ:kst] –	<sup>14</sup> folding ['fɔ:ldɪŋ] – раскладной
прогноз погоды	<sup>15</sup> tremendous [trɪ'mendʒs] – страшный,
<sup>7</sup> pressure ['preʃə] – давление	громадный
<sup>8</sup> to remain [rɪ'meɪn] – оставаться	<sup>16</sup> clap [klæp] – удар
<sup>9</sup> occasional [ə'keɪʃnl] – случайный	<sup>17</sup> a flash [flæʃ] – вспышка
	<sup>18</sup> worth [wɜ:θ] – стоящий

**4. Read the sentences, translate them. Make up your examples with the words in bold type.**

1. It is **hailing hard**. Take my umbrella. It **hardly** rains. You may not put on your hat. The clouds are floating ([fɔ:tɪŋ] – плывут) away.
2. It is very **stuffy** in the room. Open the window. I want to take a deep **breath** of fresh air.
3. What is the **weather-forecast** for today? – It is going to drizzle. – I am not sure. It even may **pour**. The English weather is so **changeable**!
4. Do you hear that **tremendous clap** of thunder? – Sure. What a **flash** of **lightning**!
5. **Fortunately**, there are no **scattered showers** today. The **pressure remains**. It's warm.

**5. Form adjectives from the nouns using the suffix -y. Mind double consonants!**

Rain, mud, fog, hail, sun, frost, stuff, worth, storm, snow, wind.

*Say what seasons these adjectives may refer to. Give your examples.*

**16.1.** Простое прошедшее время (*The Past Simple Tense*). Значение, образование.

1. Для обозначения действия, которое происходило в прошлом и не имеет никакого отношения к настоящему, в английском языке используется *The Past Simple Tense*. Такое действие характеризуют следующие слова:

*yesterday* [*'jestədeɪ*] – вчера

*a day before yesterday* – позавчера

*last week (month, year, summer ...)* – на прошлой неделе (месяце, году, летом ...)

*a week ago* – неделю назад

*in 1994* – в 1994 году

2. В английском языке глаголы делятся на *правильные* и *неправильные*, т.е. которые образуют форму прошедшего времени и прошедшего причастия (*Participle II*) по правилу и не по правилу.

Не зависимо от числа и рода подлежащего в *Past Simple* к основе правильных глаголов добавляется окончание *-ed*. Оно имеет три варианта прочтения:

1) [t] – если слово заканчивается на глухой согласный.

*Например:* work – worked [*'wɜ:kət*]

работать – работал

2) [d] – если основа глагола оканчивается на гласный или звонкий согласный звуки.

*Например:* play – played [*'pleɪd*]

играть – играли

open – opened [*'qupənd*]

открыть – открыл

3) [ɪd] – если слово заканчивается на *-t* или *-d*.

*Например:* need – needed [*'ni:ɪd*]

нуждаться – нуждался

want – wanted [*'wɒntɪd*]

хотеть – хотела

3. При образовании формы *Past Simple* у правильных глаголов соблюдаются следующие правила орфографии:

– если последний слог глагола относится к закрытому типу, то последний согласный удваивается.

*Например:* stop – stopped [*'stɒpt*]

останавливать – остановился

to com'mit – committed [kə'mɪtɪd]

совершить – совершил

to refer – referred [rɪ'fɜːd]

относиться – относился

– если слово заканчивается на *y* с предшествующим согласным, то *y* меняется на *i* и добавляется окончание *-ed*.

*Например:* try – tried

пытаться – пытался

– если слово заканчивается на немую гласную *-e*, то при добавлении окончания – *ed* она исчезает.

*Например:* arrive – arrived [ə'raɪvd]

прибывать – прибыли

**4.** Неправильные глаголы следует запомнить, т. к. они изменяются не по правилам. Они имеют определенные формы в *Past Simple* и *Participle II*.

		<i>Past Simple</i>		<i>Participle II</i>
<i>Например:</i>	eat	–	ate	– eaten
	есть, кушать	–	ел	– съеденное
	to drink	–	drank	– drunk
	пить	–	пил	– выпитое

Peter came late last Monday.

Петя пришел поздно в прошлый понедельник.

to come – came – come

приходить – пришел – пришедший

We ate soup for dinner. – Мы ели суп на обед.

## 16.2. Отрицательные и вопросительные формы.

**1.** Отрицательная форма *Past Simple* строится с помощью вспомогательного глагола *did* и отрицательной частицы *not* и последующим инфинитивом без частицы *to*.

*Например:* He didn't go to school yesterday.

Он не пошел в школу вчера.

We didn't want to spend our vacations in the countryside.

Мы не хотели проводить свой отпуск в деревне.

**2.** В специальных, общих, альтернативных вопросах *did* ставится перед подлежащим, а инфинитив без частицы *to* следует за подлежащим.

*Например:* Did you get up at 7? – Yes, I did (No, I did not).

Ты встал в 7? – Да. (Нет).

What did Henry have for breakfast? – Porridge.

Что ел Генри на завтрак? – Кашу.

Did Boris clean the floor or the door? – He cleaned the door.

Борис мыл пол или дверь? – Он мыл дверь.

How many times did Ann help her mother? – 2 times.

Сколько раз Энн

помогла маме. – 2 раза.

3. В вопросе к подлежащему после вопросительного слова *who* ставится глагол во 2-й форме (*V+ ed =Past Simple V<sub>2</sub>*).

*Например:* Who closed the door? – Alice did.

Кто закрыл дверь? – Элис.

What happened yesterday? – An accident [*'æksɪdɪqnt*] did.

Что случилось вчера? – Несчастный случай.

4. *Read the verbs and translate them into your mother tongue. Mind the endings [t], [d], [ɪd].*

**I. [t]**

to help – helped – (helped)  
to wash – washed – (washed)  
to wet – wetted – (wetted)  
to watch – watched – (watched)  
to dress – dressed – (dressed)  
to work – worked – (worked)  
to walk – walked – (walked)  
to discuss – discussed – (discussed)  
to ask – asked – (asked)  
to miss – missed – (missed)  
to stop – stopped – (stopped)  
to pass – passed – (passed)  
to laugh – laughed – (laughed)  
to look – looked – (looked)  
to increase – increased – (increased)  
to distinguish – distinguished – (distinguished)

**II. [d]**

to clean – cleaned – (cleaned)  
to water – watered – (watered)

помогать – помогал  
мыть – мыл  
протирать – протирал  
наблюдать – наблюдал  
одеваться – оделся  
работать – работал  
гулять – гулял  
обсуждать – обсуждал  
спрашивать – спрашивал  
пропускать – пропустил  
останавливаться – остановился  
проходить – прошел  
смеяться – смеялся  
смотреть – смотрел  
увеличивать – увеличил  
различать – различал

to phone – phoned – (phoned)  
to vacuum – vacuumed – (vacuumed)  
to listen – listened – (listened)  
to play – played – (played)  
to gather – gathered – (gathered)  
to allow – allowed – (allowed)  
to stay – stayed – (stayed)  
to change – changed – (changed)  
to encourage – encouraged – (encouraged)  
to answer – answered – (answered)  
to explain – explained – (explained)  
to study – studied – (studied)  
to fail – failed – (failed)  
to describe – described – (described)  
to save – saved – (saved)  
to care – cared – (cared)  
to praise – praised – (praised)  
to love – loved – (loved)  
to scorn – scorned – (scorned)  
to condemn – condemned – (condemned)  
to prefer – preferred – (preferred)  
to deserve – deserved – (deserved)  
to rain – rained – (rained)  
to hail – hailed – (hailed)  
to drizzle – drizzled – (drizzled)  
to lighten – lightened – (lightened)  
to thunder – thundered – (thundered)  
to aim – aimed – (aimed)  
to annoy – annoyed – (annoyed)  
to claim – claimed – (claimed)  
to offer – offered – (offered)  
to analyze – analyzed – (analyzed)  
to try – tried – (tried)  
to entertain – entertained – (entertained)  
to blame – blamed – (blamed)  
to awe – awed – (awed)

### III. [ʃd]

to correct – corrected – (corrected)  
to translate – translated – (translated)  
to need – needed – (needed)  
to want – wanted – (wanted)  
to collect – collected – (collected)

звонить – звонил  
пылесосить – пылесосил  
слушать – слушал  
играть – играл  
собирать – собирал  
разрешать – разрешил  
оставаться – остался  
менять – изменил  
поощрять – поощрил  
отвечать – ответил  
объяснять – объяснил  
учиться – учился  
потерпеть неудачу – потерпел неудачу  
описывать – описал  
сохранять – сохранил  
заботиться – позаботился  
хвалить – похвалил  
любить – любил  
презирать – презирал  
осуждать – осудил  
предпочитать – предпочел  
заслужить – заслужил  
идти (о дожде) – шел дождь  
идти (о граде) – шел град  
моросить – моросило  
сверкать (о молнии) – сверкала молния  
греметь (о громе) – гремел гром  
ставить целью – цель заключалась  
раздражать – раздражал  
требовать – потребовал  
предлагать – предложил  
анализировать – проанализировал  
пытаться – попытался  
развлекать – развлекал  
обвинять – обвинил  
устрашать – внушил страх

исправлять – исправил  
переводить – перевел  
нуждаться – нуждался  
хотеть – хотел  
коллекционировать – коллекциони-



3. They treated their enemies with condemn.
4. The committee discussed the problem at the previous meeting.
5. The government ([gʰvɔnmɔnt] – правительство) increased the payment for education.
6. Chris described the pictures and answered the questions.
7. It thundered and lightened a day before yesterday.
8. The news “invaded” all my thoughts.
9. Nancy missed the yesterday’s train.
10. I studied at school # 22.
11. We lived in the USA for 2 years.

**8. Ask suitable questions to get the answers you have got in this exercise.**

*For example:* Yesterday we asserted our plan. ... /concerning (касающийся) the future cooperation/.

*What kind of plan did you assert yesterday?*

1. The instructor explained us everything last week. ... /the rules, the examples and schemes ([skʰɪm] – схема)/.
2. Bob inherited a lot from his parents. ... /appearance, traits of character, temperament/.
3. He provided the 100 percent presence of the students at the lecture. ... /Alan/.
4. The weather changed to the worse. ... /it snowed/.
5. Britney attended all the seminars. ... /last term/.
6. My mother cooked fried potatoes and meat ([mʰɪt] – мясо). ... /or pudding?/
7. Kate translated many texts. ... /ten/.
8. She needed a book. ... /an interesting book/.
9. Alex loved him very much. ... /her husband/.
10. George entertained the guests. ... /because he is good at making people laugh/.

**9. Ask your friend about what he did (делал) yesterday. Use the verbs given below. Then exchange your roles.**

- |                              |                          |
|------------------------------|--------------------------|
| – watch TV                   | – visit grandparents     |
| – enjoy the party            | – start at 8 (lessons)   |
| – work a lot                 | – want to go for a walk  |
| – finish his home task early | – play volleyball        |
| – rain                       | – copy all the exercises |

**10. Read the new words. Write the words down into your vocabularies. Mind their pronunciation.**

- |                                    |   |
|------------------------------------|---|
| 1. puddle [pʰʌdʌl] – лужа          | 10. to make a snow-man – лепить снеговика |
| 2. mud [mʰʌd] – грязь              | 11. to blow [blɔʰv] – дуть (blew, blown)  |
| muddy [mʰʌdɪ] – грязно             | 12. wind [wɪnd] – ветер                   |
| 3. nasty [nʰɪstɪ] – отвратительный | 13. windy – ветреный                      |



- |  |   |
|--|---|
| 4. changeable [ <i>'tʃeɪndʒəbəl</i> ] – переменчивый     | 14. chilly [ <i>'tʃɪli</i> ] – зябкий, холодный                     |
| 5. gloomy [ <i>'ɡloʊmi</i> ] – мрачный                   | 15. snow [ <i>'snoʊ</i> ] – снег                                    |
| 6. oppressive [ <i>ə'ɒpresɪv</i> ] – изнурительный       | 16. to snow – идти (о снеге)  |
| 7. to freeze [ <i>friːz</i> ] – морозить (froze, frozen) | 17. to go tobogganing [ <i>tə'ɡoʊtɒɡənɪŋ</i> ] – кататься на санках |
| 8. frost [ <i>'frɒst</i> ] – мороз frosty                | 18. to skate [ <i>'skeɪt</i> ] – кататься на коньках                |
| 9. [ <i>'frɒstɪ</i> ] – морозный                         | 19. to ski [ <i>'ski</i> ] – кататься на лыжах                      |
| 20. to play snow-balls – играть в снежки                 | 23. icicle [ <i>'ɪksɪkl</i> ] – сосулька                            |
| 21. to sparkle [ <i>'spɜːkl</i> ] – сверкать             | 24. snowstorm [ <i>'snoʊstɔːrm</i> ] – метель, буря                 |
| 22. slushy [ <i>'slʊʃi</i> ] – покрытый талым снегом     | 25. snowfall [ <i>'snoʊfɔːl</i> ] – снегопад                        |

**11. Read the sentences with the new vocabulary. Translate them into Russian. Make up small situations with the words in bold type.**

**mud, frost, wind, gloomy, chilly, slush, puddle, blow, snow, nasty oppressive** Mud – muddy; frost – frosty; wind – windy; gloomy – chilly; slush – slushy; a puddle – lots of puddles. I don't like it when there is slush and mud in the street. In this case I put on my rubber boots (резиновые сапоги). So, it is slushy and muddy and you can see lots of puddles outdoors especially in late autumn. The wind is blowing, it is snowing. It is very frosty, it is almost 30 degrees below zero (*['bɪlɔʊ Vɔː'z ɪrɪq Vɔː]* – ниже нуля). Today's frost is very strong. I hate chilly, gloomy and nasty weather. I don't like oppressive weather either.

**freeze, sparkle, ski, skate, toboggan, icicles, snowballs, snowman, snowstorm, snowfall, changeable** To freeze – to sparkle; to skate – to ski – to go tobogganing; to play snowballs – to make a snowman; snowstorm – snowfall. It is freezing now. Look, the icicles are sparkling in the sun. It is a marvellous winter day. Let's go tobogganing! – Can you skate and ski? Of course, I can. I want to play snowballs. The girls are making a snowman! Help them. The weathermen promise (*['prɒmɪs]* – обещать) that the weather will change soon. It is so changeable! After snowfalls and snowstorms there is going to be sleet, slush and mud.

**12. Fill in missing words. The words are given after the exercise.**

1. Be careful! Don't splash ... over passers-by.
2. A thick ... is spreading over the city, so we can't see things well, the cars and buses can "crawl" (*['krɔːl]* – ползти) with their lights on.

3. Look around! The frost is ... on the trees, the ... hang down from the houses.
4. The rivers and lakes ... in winter. The temperature is 28 degrees below zero. It is rather ..., a strong wind is ... .
5. The sun is shining now, but in 10 minutes it'll rain. The weather is so ... in Great Britain.
6. The snow is melting. There is a lot of ... , ... and ... .
7. It is winter now. Children like to ... , ... and ... .
8. Winter is “famous” for frequent ([/fr ʃkwɒnt] – частый) ... and ... .
9. In autumn the weather is often ... and ... . When we stay in-doors we may “enjoy” ... weather.

*fog, freeze, mud, frosty, slush, blowing, sleet, snowfalls, sparkling, puddles, skate, icicles, changeable, play snowballs, chilly, go tobogganing, snowstorms, gloomy, nasty.*

**13. Read the weather forecasts, translate them into your mother tongue.**

- A. *Weather:* Mostly dry with sunny spells. Outlook for tomorrow and Thursday: Mostly dry, becoming mild.
- B. *Weather:* Sunny, with the mist (туман, мгла) and foggy patches, clearing in the next hour, prolonged sunshine throughout the day.  
Outlook for tomorrow and Sunday: Cloudy with a few showers, much cooler, maximum 23° degrees above zero, not much sunshine.
- C. *Weather:* Cloudy, rain at times. Mainly dry in North-East Scotland.  
Outlook for weekend: Rain, prolonged in places, cool.

**14. Give the forecast for:**

- a) a dull summer day;
- b) a day in late autumn;
- c) a day in early spring;
- d) a frosty winter day.

**15. Read the text. Translate it into your mother tongue. Answer the questions. Retell it using the questions as a plan.**

***Children of two to six***

Children of two to six are interesting, and many people take particular pleasure<sup>1</sup> in this age group. Such expressions as, “Isn’t he cute?” “Oh, how sweet!” and “She is just darling<sup>2</sup>”, are rather common in casual conversations<sup>3</sup> about little children. Teachers enjoy young children too, but their pleasure in working with them must go beyond<sup>4</sup> expressions of “cute” and “darling”. They need to see children as growing, learning individuals, for they want to help develop good habits, strong bodies, alert minds, good relationships with people, and a happy, confident outlook on life<sup>5</sup>.

What do you have to know about children of two to six to be a good teacher for them? There are many things that you know about people and about children in

general that will help you, but young children differ from older children and adults. You will have to know the characteristics of young children that would make school for them need to differ from school for older children.

There are some ways in which most children of a certain age act alike<sup>6</sup>, so you will have to know about specific age-group characteristics. You may say, "Since my class is to be a group of all five-year olds, what do I need to know about fives which help me provide appropriate learning experiences for my group as a whole?"

You, as a teacher, should realize that some of your five-year-olds will act in some ways more like four-year-olds, some of your five-year-olds will act more like six- or seven-year olds.

Thus, you will need to know the stages of development, through which child pass in early childhood as he grows from babyhood to middle childhood toward greater independence and control of his environment. In addition to this, you will need to be aware of the fact that, despite all these characteristics in common<sup>7</sup>, each child is a unique individual, different from any other individual. Therefore you will have to know in what ways children are different and what these differences should mean to you as a teacher.

---

<sup>1</sup> take particular pleasure – доставлять  
особое удовольствие

<sup>2</sup> she is just darling – она просто  
душенька

<sup>3</sup> casual conversation – небрежный  
разговор

<sup>4</sup> go beyond – выходить за рамки

<sup>5</sup> outlook on life – взгляд на жизнь

<sup>6</sup> act alike – действовать похоже

<sup>7</sup> in common – в общем

1. Why do teachers enjoy young children?
2. Is there any difference between teachers and parents as to their attitude towards children?
3. What are the main qualities to be developed in children of two to six?
4. In what ways are groups of children different from each other?
5. Why is it necessary to consider each child a unique individual?

## 16. \*Translate from Russian into English.

1. Идет дождь. Но зонтик (umbrella) не дает мне промокнуть. На улице много луж, но я не боюсь, т.к. на мне надеты резиновые сапоги. Даже приятно гулять по лужам в теплый дождь.

2. Если идет очень сильный дождь (to pour), и дует сильный ветер, это называется (is called) бурей. Во время бури вы иногда слышите гром и видите молнию. Дороги мокрые, скользкие (slippery) и грязные.

3. Иногда

прямо из туч падают маленькие шарики (balls) льда, – это град. Иногда во время дождя светит солнце, и вы можете увидеть радугу. Какие в радуге цвета?

4. Британцы говорят: «В других странах – климат, а у нас – погода». Погода в Великобритании часто меняется. Один день погода может быть прекрасной, а на другой день – дождливой. Утром может быть тепло, а вечером прохладно. Погода – хороший предмет для разговора. Англичане любят обсуждать погоду, особенно когда встречаются два незнакомых человека (strangers). Прогноз погоды вы можете найти в газете. Радио и телевидение передают прогноз (to forecast) несколько раз в день.

5. Сильно подмораживает. Скоро пруд (pond) замерзнет, и мы сможем кататься на коньках и скользить (to slide) по льду.

6. Парк выглядит прекрасно, когда земля покрыта снегом, а на деревьях сверкает иней (rime). Но зябко и ветрено.

7. Посмотри! Как много снега. Завтра дети будут кататься на санках, на лыжах, на коньках. Конечно, они будут играть в снежки и лепить снеговика. Только сосульки есть не надо. Вы можете подхватить простуду (to get a bad cold).

8. В сентябре совсем не знойно, в конце октября мрачно, а в ноябре отвратительно.

## Lesson 17

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Неправильные глаголы в <i>The Past Simple Tense</i>.</li><li>2. Модальные глаголы в <i>The Past Simple Tense</i>.</li><li>3. Текст для чтения “<i>Let’s have a picnic</i>”.</li></ol> |
|--|

### 1. Read the poem and try to discuss the weather in your own words in prose.

#### *A Calendar* [ˈkælɪndə]

*January* brings the snow  
Makes our feet and fingers glow.  
*February* brings the rain  
Thaws - the frozen lake again.  
*March* brings freezes, hard and shrill  
To stir the dancing daffodil.

**April** brings primrose sweet  
 Scattered daisies at our feet.  
**May** brings flocks of pretty lambs  
 Slipping by their fluey darns.  
**June** brings tulips, lilies, roses,  
 Fills the children's hands with posies.  
**Hot July** brings cooling showers,  
 Apricots and gilly flowers.  
**August** brings the sheaves of corn  
 Then the harvest home is borne.  
**Warm September** brings the fruit;  
 Sportsmen then begin to shoot.  
**Fresh October** brings the pheasant,  
 Then to gather nuts is pleasant.  
**Dull November** brings the blast;  
 Then the leaves are whirling fast.  
**Chilly December** brings the sleet,  
 Blazing fire, and Christmas treat.

*Sara Colebridge*

- |  |  |
|--|--|
| 1. glow [glɔʊ] – накаляться до<br>красна | 12. a posy [ˈpɒzi] – (маленький) букет<br>цветов |
| 2. shrill [ˈʃrɪl] – пронзительный        | 13. gilly flower [ˈdʒɪli] – левкой               |
| 3. to stir [ˈstɪr] – шевелить (-ие)      | 14. sheaves [ˈʃi:vz] (от sheaf) – сноп           |
| 4. a primrose [ˈprɪmrɔz] – примула       | 15. corn [ˈkɔ:n] – кукуруза                      |
| 5. to scatter [ˈskætə] – разбрасывать    | 16. borne [ˈbɔ:n] – принесены плоды              |
| 6. a daisy [ˈdeɪzi] – маргаритка         | 17. to shoot [ˈʃu:t] – стрелять                  |
| 7. a flock [ˈfɒk] – стадо                | 18. pheasant [ˈfezənt] – фазан                   |
| 8. a lamb [ˈlæm] – ягненок               | 19. blast [blæst] – сильный порыв ветра          |
| 9. to slip [slɪp] – скользить            | 20. to whirl [ˈwɜ:l] – кружиться                 |
| 10. fluey [ˈflu:ɪ] – пушистый            | 21. blazing [ˈbleɪzɪŋ] – ярко горящий            |
| 11. darn [dɑ:n] – штопка                 |  |

**2. Match the words of column A with the words of column B.**

**A.**

1. scorching, oppressive
2. heavy
3. weather
4. go
5. to get wet
- 6 deep
7. sparkling
8. frozen

**B.**

- a. forecast
- b. snowdrifts
- c. icicles
- d. with snow
- e. temperature
- f. rivers, lakes and ponds
- g. through
- h. heat

9. covered  
10. average

i. tobogganing  
j. snowfalls

**3. *Make up dialogues with your group mate about your favourite season. Assert your opinion.***

### 17.1. Неправильные глаголы в *The Past Simple Tense*.

В английском языке неправильные глаголы имеют 3 формы, которые надо запомнить. Вот некоторые из них:

was – (been)	был, была, было
were	были
to get – got – (got)	получать – получил
to have – had – (had)	иметь – имел
to buy – bought [bɔ:lt] – (bought)	купить – купил
to write – wrote – (written)	писать – писал
to read – read [red] – (read)	читать – читал
to know – knew – (known)	знать – знал
to make – made – (made)	изготовить – изготовил
to do – did – (done [dʌn])	делать – делал
to go – went – (gone [gʌn])	идти – шел
to sweep – swept – (swept)	подметать – подмет
to leave – left – (left)	покидать – уехал (покинул)
to see – saw [sɔ:] – (seen)	видеть – увидел
to come – came – (come)	приходить – пришел
to eat – ate [et] – (eaten)	кушать – кушал
to drink – drank – (drunk)	пить – пил
to become – became – (become)	становиться – стал
to say – said [sed] – (said)	сказать – сказал
to shine – shone [ʃʌn] – (shone)	светить – светило (солнце)
to speak – spoke – (spoken)	говорить – говорил
to hang – hung – (hung)	висеть – висел
to hang – hanged – (hanged)	вешать – повесил
to put – put – (put)	положить – положил
to feed – fed – (fed)	кормить – кормил
to keep – kept – (kept)	держать – держал
to take – took – (taken)	брать – взял
to give – gave – (given)	давать – дал
to break – broke – (broken)	ломать – сломал
to let – let – (let)	позволять – позволил
to think – thought [θɔ:t] – (thought)	думать – думал
to mean – meant [ment] – (meant)	значить – означало
to meet – met – (met)	встречать – встретил
to wear – wore [wɔ:] – (worn)	носить (одежду) – был одет в
to fight – fought [fɔ:t] – (fought)	сражаться – сражался
to lie – lay – (lain)	лежать – лежал
learnt – (learnt)	учить – учил
learned – (learned)	спать – спал

to sleep – slept – (slept)	
----------------------------	--

## 17.2. Модальные глаголы в *The Past Simple Tense*.

Модальные глаголы в *Past Simple* имеют следующие формы:

**can** → **could** [kʊd] – мог, умел

*Например:* I **could** skate when I was seven.

Я умела кататься на коньках, когда мне было 7 лет.

**may** → **might** [mʌɪt] – можно – могло (быть), может (быть)

**Но:** слово **might** приобретает значение возможного совершения действия в будущем.

*Например:* There are a lot of thick clouds, it **might** rain.

На небе много больших туч, возможно, пойдет дождь.

**must** → **had to** – должен был

Отрицательная и вопросительная формы **had to** образуются по общим правилам, т.е. используя вспомогательный глагол **did**.

*Например:* The weather was nasty, so we **had to** go home.

Погода была ненастной, так что мы вынуждены были пойти домой.

– I'm so nervous.

– Nothing dangerous happened. You **didn't have to** work for Jack.

– Я так нервничаю.

– Ничего опасного не произошло, ты не должен был работать за Джека.

Why **did** you **have to** help him? He is lazy.

Let him do everything by himself.

Почему ты должен был ему помогать? Он ленивый.

Пусть делает все сам.

### 4. Make up a small situation in *The Past Simple* with the verbs:

*to meet, can, to give, to eat, to shine, to lie, to learn, must, to become, to sleep.*

### 5. Write *The Past Simple* of the verbs:

get –

see –

play –

put –

visit –

buy –

go –

speak –

think –

copy –

know –

rain –



**6. Read about Kate's journey** ([dʒWnʃ] – путешествие) **to London. Put the verbs in the correct form. Consult the table of irregular verbs if you doubt** ([dʒyt] – сомневаться).

*For example:* Last Monday Kate (1) . . . to go to London. So she (2) at 7 o'clock in the morning, (3) . . . her bed, (4) . . . her teeth, (5) . . . her face and (6) . . . breakfast. She (7) . . . a cup of coffee then. The weather (8) . . . nasty. The wind (9) . . .

There (10) . . . grey clouds in the sky. At 8 o'clock she (11) . . . home and (12) . . . to the airport.

When she (13) . . . , she (14) . . . the car. Then she (15) . . . her suitcases ([ˈsɪtkeɪs] – чемодан) and (16) . . . through passport control. But she (17) . . . wait for her flight ([flaɪt] – рейс) because the plane (18) . . . . She (19) . . . in the airport two more hours. Finally she (20) . . . the plane and the plane (21) . . . Kate (22) . . . in London. She (23) . . . to her hotel by taxi.

- |                        |            |
|------------------------|------------|
| 1) decide              |            |
| 2) get up              | 3) make    |
| 4) clean               | 5) wash    |
| 6) have                | 7) drink   |
| 8) be                  | 9) blow    |
| 10) be                 |            |
| 11) leave              | 12) drive  |
| 13) come               | 14) park   |
| 15) take               | 16) go     |
| 17) must               |            |
| 18) depart [dɪpɑːt] –  |            |
| задерживаться          |            |
| 19) stay               | 20) board  |
| [bɔːd] – сесть на борт |            |
| 21) fly                | 22) arrive |
| [ˈaɪv] – прибыть       |            |
| 23) get                |            |

**7. Disagree with the information given in the sentences below. Give your variant of answers.**

*For example:* It rained yesterday.

*It didn't rain yesterday. The sun shone brightly.*

1. The icicles hung down from the roofs of the houses.
2. The days were longer than the nights.
3. We had a great holiday a day before yesterday.
4. The thaw began last week.
5. Walter saw a ghost ([ɡhɒst] – привидение) last night.
6. It poured last Monday.
7. The car splashed mud on me.
8. Richard decided to stay at home in such bad weather.
9. All birds flew away.
10. Winter came two days ago.

**8. Ask questions to the words in bold type.**

1. There were **29** days last February.
2. **Heavy snowfalls** took place in Russia last Sunday.
3. The rivers and lakes got frozen **last night**.
4. Our **winter** holidays lasted **15** days.

5. The children spent most of their time *outdoors* yesterday.
6. They *skated, skied* and *made* a snowman.
7. Ice sparkled *on the puddles*. (+ *disjunctive*)
8. The *strong* wind blew, *because* it was at the sea-side.
9. Icicles *began* to melt. (+ *general*)
10. The streets were *slushy*. (+ *alternative*)

**9. Open the brackets. Use Present Simple, Future Simple, Past Simple or Present Progressive.**

1. Jason (to be) here. He (to have) breakfast. He (to eat) usually at home.
2. ... you (to watch) TV yesterday? – Yes, of course. I always (to watch) TV in the evening. Tomorrow I probably (not to do) it because I (to go) to a picnic.
3. ... you (to hear) that sound? – No, I ... not. You (to listen), but you (not to hear) and (to see) nothing.
4. The sun (to shine), we (can) go for a walk. But yesterday it (to drizzle) and the wind (to blow). My mum (not can) find her umbrella.
5. I (to like) your new watch. Where ... you (to get) it? – I (to be) afraid you (not can) buy it there. There (to be) such watches there any more.
6. Marta (to live) with her parents now. Next week she (to move) to her own flat.
7. Yesterday Nick (to cook) a tasty dinner. All his guests (to thank) him and (to give) him presents.

**10. a) Describe the yesterday's weather; b) discuss your yesterday's working day with your partner.**

**11. a) Read the text, translate it into your mother tongue.**

**b) Answer the questions after the text;**

**c) Retell the text using the questions as a plan.**

***Let's have a picnic***

Last Sunday we decided to organize a picnic. Michael took a newspaper and read us the weather forecast “cool, drizzle, rain after 14, wet, occasional local thunderstorms, west wind”. It didn't frighten<sup>1</sup> us. We were eager<sup>2</sup> to have a barbecue party<sup>3</sup>. Nothing on earth could prevent<sup>4</sup> us from going on a picnic.

So we didn't pay any attention<sup>5</sup> to the weather forecast. By the way it was late autumn. We couldn't stay at home waiting for the rain to stop.

As you know picnics are usually popular with women and children and some men who know how to make up a fire<sup>6</sup>. Children are fond of picnics chiefly because there are no tables at picnics and consequently<sup>7</sup> no table manners. They have an excellent opportunity<sup>8</sup> to eat whatever they want. Women don't have to trouble<sup>9</sup> about thinking up a meal<sup>10</sup>.

We started packing our things at 8 o'clock in the morning. We took all possible things including folding chairs, fishing tackles<sup>11</sup>, a portable<sup>12</sup> TV set and a tape-recorder, badminton for children, plastic plates and glasses, all kinds of food: fried chicken<sup>13</sup>, hard-boiled eggs<sup>14</sup>, everything that comes in a can<sup>15</sup> or a paper bag, spiced

meat<sup>16</sup> and of course beer<sup>17</sup>. There were six of us: Michael, Rita, his wife, Bobby, his son, I, Eugene, my husband, and Lillie, my daughter. At 12 o'clock we left our place. The sun wasn't shining. The sky was overcast. It didn't matter<sup>18</sup>.

When we arrived at our favourite place, it was occupied by a couple of young people. They didn't seem to be through<sup>19</sup> with their rest in the open air. Thus we were to find a suitable place for our company in such weather. (Actually picnic grounds are usually situated on a body of water at some altitude<sup>20</sup>). And we really did find it.

It was situated not far from the sea-coast. We all were happy. Each of us began to unpack the things. In the long run<sup>21</sup> nothing could be found at all. Our men were about to make a fire. But they discovered that they had left matches and lighters<sup>22</sup> at home. Fortunately<sup>23</sup> our dear children helped us. They were "well-equipped"<sup>24</sup> with matches, fireworks and some other prohibited<sup>25</sup> stuff. We had lunch ... Michael and Eugene had a try to fry meat. It was pork<sup>26</sup>. Suddenly we heard a noise: "Mum, help! It is moving<sup>27</sup>!" You can imagine how scared<sup>28</sup> we were. We left all the things and started for the voice. We found our kids sitting on the ground under the tree and looking at something. As it turned out they had seen a hedgehog<sup>29</sup> in the grass carrying apples on its back. They wanted to lift the hedgehog but couldn't because of its "needles"<sup>30</sup>. To our great happiness nothing dangerous<sup>31</sup> happened ...

Our meat ... It was burning<sup>32</sup>. We could understand it by the "fog" spreading over the fire. To make things worse our men decided to sing a song after two liters of beer.

Picnics, whatever maybe said against them, have their advantages<sup>33</sup>. At least<sup>34</sup> they reawaken in the hearts of many the truth of the old saying that there is no place like home.

<sup>1</sup> frighten [*fr ʧftn*] – пугать

<sup>2</sup> were eager to [*'ɪgɜ*] – очень хотели

<sup>3</sup> a barbecue party [*'bʁbʁkjuːˈptɪ*] – барбекю

<sup>4</sup> prevent [*prɪˈvent*] – помешать

<sup>5</sup> pay attention [*q'ten ʤn*] – обращать внимание

<sup>6</sup> to make a fire [*f ʧfɜ*] – развести огонь

<sup>13</sup> fried chicken [*'fr ʧfd ʧfkɜn*] – жареный цыпленок

<sup>14</sup> hard-boiled eggs [*'hʁd'buːld'egz*] – вареные вкрутую яйца

<sup>15</sup> can [*kæn*] – консервная банка

<sup>16</sup> spiced meat [*'sp ʧst'm ʧt*] – маринованное мясо

<sup>17</sup> beer [*'biː*] – пиво

<sup>18</sup> didn't matter [*'mxtɜ*] – не имело значения

<sup>7</sup> consequently [*kɜn'sɪkwɜntslɪ*] – следовательно

<sup>8</sup> opportunity [*ɒpɜtʉnɪˈtɪz*] – возможность

<sup>9</sup> to trouble [*'trʉbl*] – беспокоиться

<sup>10</sup> a meal [*mɪl*] – еда

<sup>11</sup> fishing tackles [*'fɪʃɪŋtækls*] – принадлежности для рыбалки

<sup>12</sup> portable [*'pɔrtəbəl*] – переносной

<sup>23</sup> fortunately [*'fɜtʉnətɪslɪ*] – к счастью

<sup>24</sup> well-equipped [*'welq'kwɪpt*] – хорошо оснащены

<sup>25</sup> prohibited [*prɜq'ɪbɪtɪd*] – запрещенный

<sup>26</sup> pork [*pɔ:k*] – свинина

<sup>27</sup> move [*mʉv*] – двигаться, шевелиться

<sup>28</sup> scared [*'skɜd*] – испуган

<sup>29</sup> hedgehog [*'hedʒhɜg*] – ежик

<sup>30</sup> needle [*nɪdɪl*] – игла

<sup>19</sup> to be through [ʤrʃf] – заканчивать	<sup>31</sup> dangerous [ˈdɪŋdʒərəs] – опасный
<sup>20</sup> altitude [ˈæltɪtjuːd] – возвышенность	<sup>32</sup> burn [bɜːn] – гореть
<sup>21</sup> in the long run – в конце концов	<sup>33</sup> advantages [ədˈvɑːntɪdʒɪz] – преимущества
<sup>22</sup> matches and lighters [mætʃɪz ˈlaɪtəz] [ʃɪtqz] – спички и зажигалки	<sup>34</sup> at least [lɪst] – по крайней мере

1. When did they decide to organize a picnic? Was it a good idea? What was the weather forecast? Did it frighten them? What season was it?
2. Who are usually picnics popular with? Why?
3. When did they start packing things? What did they take? How many people were there to have a picnic?
4. When did they leave their place? What was the weather like? Did it really matter?
5. Who was at their favourite place when they arrived? What kind of place did the two families find?
6. What did they begin to do? Why couldn't Eugene and Michael make a fire? Who helped them?
7. Why were the picnic-organizers scared? What were their children doing?
8. Did they have a tasty dinner? Were the men glad?
9. What advantages do picnics have?

**12. Develop the idea. What do you think happened after the "barbecue party"? Discuss it with your partner.**

**13. Interview your group mate. The situation is:**

Last weekends we had a picnic.

**Then retell his/her story.**

**14. \*Translate from Russian into English.**

1. На прошлой неделе мы решили организовать пикник. Все были счастливы. Но когда мы прочли прогноз погоды, наше настроение (mood) изменилось. Они обещали проливные дожди местами (scattered showers) большую часть дня. Мы не знали, что делать.

2. Но с другой стороны (on the other hand) мы имели отличную возможность покушать и попить на свежем воздухе, а также отдохнуть. В 12 часов мы уехали из дома. Мы взяли еду, спички, надувную резиновую лодку, (inflatable rubber dinghy [ˈdɪŋɡɪ]) и магнитофон.

3. Мы приехали на поляну (glade) и начали распаковывать вещи, но не смогли найти нож, вилки и стаканчики. Это означало проблемы. Нам пришлось их одолжить (to lend) у соседей. Мы разожгли костер (to make a fire). Дети пошли «исследовать» (to explore) местность вокруг (the surrounding territory).

4. Мы пожарили мясо и пригласили всех к столу. Затем мы послушали песни наших гостей, потанцевали у костра и поиграли в бадминтон. Джек ловил рыбу (to go fishing), Том загорал, дети купались в реке.

5. Вечером, когда было все закончено (to be over), мы поняли, что надо ехать домой. Конечно же, нам этого не хотелось. Мы вернулись домой уставшие (tired), но довольные. Ведь в гостях хорошо, а дома лучше.

15. *Write a composition the topic "Let's have a picnic".*

16. *Get ready, to speak about advantages and disadvantages of having a picnic.*

## Lesson 18

1. Прошедшее длительное *The Past Progressive (Continuous) Tense*. Значение, образование.
2. Отрицательные и вопросительные предложения в *The Past Progressive (Continuous) Tense*.
3. Тексты для чтения "*A sports day in the kinder garden*", "*Ways to help children*".

1. *Practise the rhymes and learn them. Mind the activities suggested in them.*

Jumping this way, jumping that,  
Jumping gently like a cat,  
Jumping sideways, jumping tall,  
Jumping high like a bouncing ball.

I can walk on tip, tip, toe,  
Like a fairy I can go.  
I can stamp so that you'll say  
An elephant is here today.

2. *Answer the questions:*

- a) *as if you were a child;*
- b) *as if you were an adult.*

1. What kinds of things do you like most of all?
2. I want to buy my sister a birthday present.
3. What are your (child's) favourite toys?
4. I bought ... for my friend last year.
5. What are your plans for the future?

3. *Render the sentences into The Past Simple.*

1. We visit our relatives once a month.

2. What do you usually get as a birthday present? – I usually get a toy as my birthday present.
3. Can you speak Spanish? – No, I can't. But I'm good at French.
4. Where does Irene go in summer? – She travels to the sea-side and spends there time very well.
5. Does he think it's a suitable thing to buy? – I hope so.
6. Do you often fly to New-York? We take a flight to New-York twice a week.
7. We don't take any taxi to our work. We walk.
8. She must help her younger brother. He misses a lot of classes.
9. Who has a big flat? – My friend does. He lives with his wife, but his flat is really huge.
10. Can you help me carry my bags? – With great pleasure. I know that you are my neighbour. We are to help the people we live with.
11. The sky is overcast. It may rain. But I'm afraid, I don't see any umbrella.

**4. Read the words. Write them down. Pay attention to their pronunciation.**

- |   |  |
|---|--|
| 1. bathing suit ['beɪðɪŋ su:t] – ку-<br>пальник               | 13. to play hopscotch ['hɒpskɒtʃ] –<br>играть в классики   |
| 2. goggles ['gɒɡlɪz] – защитные очки                          | 14. to swing – качаться (swung, swung)   |
| 3. to stroke one's hands ['strəʊk] –<br>взмахивать руками     | 15. to play tags – играть в догонялки  |
| 4. start line ['stɑ:t laɪn] – линия старта                    | 16. tiptoe ['tɪptəʊ] – носочки   |
| 5. sack [sæk] – мешок   | 17. (on) heels [hi:lz] – (на) пятках   |
| 6. to race [reɪs] – бегать на перегонки                       | 18. kick high into the air – высоко<br>поднимать ноги  |
| 7. a sand pit – яма с песком                                  | 19. shallow end [ˈʃæləʊ ˈend] – мелкая<br>часть бассейна   |
| 8. to stumble ['stʌmbəl] – спотыкаться                        | 20. to curl up small [kɜ:lwʌp] –<br>свернуться калачиком   |
| 9. to climb up [klaɪm ʌp] – взби-<br>раться наверх            | 21. to bend one's arms down – согнуть-<br>ся, руки вниз (bent, bent)                                   |
| 10. the rope ladder ['rəʊp ˈleɪdɪə] – ве-<br>ревичья лестница | 22. to balance with one's hands stretch-<br>ed [ˈbæləns] – сохранять равновесие с<br>вытянутыми руками |
| 11. to skip – прыгать со скакалкой                            | 28. to ride a bicycle [ˈraɪd ə ˈbaɪkəl] – катать-<br>ся на велосипеде (rode, ridden)                   |
| 12. to hop – прыгать на одной ноге                            | 29. to dive [daɪv] – нырять  |
| 23. slides [ˈslaɪdɪz] – горки                                 | 30. to dig – копать (dug, dug)   |
| 24. see-saw – доска-качели                                    | 31. to rake [reɪk] – работать граблями   |
| 25. the log cabin [ˈlɒɡ ˈkæbɪn] – деревян-<br>ный домик       | 32. to play hide-and-seek [ˈhɪd-ənd-ˈsi:k] –<br>играть в прятки  |
| 26. bar [bɑ:] – перекладина                                   |  |
| 27. round-about – карусель                                    |  |

5. *Read and translate the sentences into your mother tongue. Make up your own small situations with them.*

1. If you want to swim in a swimming-pool, put on your *swimming (bathing)-suits* and caps. Don't forget to take your *goggles*, it is very sunny outdoors. We'll gather at the *shallow end* near the *start line*. We are going to swim and *dive*.
2. Children usually like to *play tags, hopscotch, hide-and-peek*. They also *swing* on a *bar*, make *sandcastles* in the *sandpit*, *skip* or *sack race*.
3. Julia is *climbing up* the *rope-ladder*, John is walking *on tiptoe* and *heels*, but he can't *kick* his *leg high* into the air, he is very small, he is good at *curling up small*.
4. Mary *stumbled* and *fell* into the *sandpit* yesterday. She cried a lot but the tutor ([*'ʧʰtɪq*] – воспитатель) calmed her down ([*'kʁm'dʒun*] – успокаивать). They went to the *log cabin* and *roundabout*. She was happy.
5. Stan is the best gymnast ([*'ʒɪmnæst*] – ГИМНАСТ). He *bent* his *arms down* then he *balanced* with his *arms stretched* on the rope at the previous ([*'prɪvɪʃs*] – предыдущий) sports competitions. He even could *ride* a *bicycle* on it! He took the first place.
6. Those who can *dig* and *rake* usually plant trees.
7. Our *seesaw, roundabout* and *swing* are wonderful. Join us.

6. *Read the text. Translate it into your mother tongue. Answer the questions after the text. Retell it.*

*A sports day in the kinder garden.*

- Tutor: What a lovely day we are having today, children. We are going to have sports competitions today. Are you ready?
- Lyuda: Maria Ivanovna, I've forgotten<sup>1</sup> my bathing-suit and a cap.
- M. I.: Never mind<sup>2</sup>, Lyuda. You'll be a judge<sup>3</sup>. Can you count from 1 to 20?
- Lyuda: Sure, I can. 1, 2, 3, 4 ...
- M. I.: That's o'key. Be ready to help me.
- Peter: May I put on my goggles? The sun is shining brightly. I can't see anything.
- M. I.: Peter, you may. Go to the shallow end of the swimming pool and stroke your hands to show the girls how to swim. They are at the start line waiting for you.
- Den: Maria Ivanovna! Look, group №2 are in the sacks already. They are ready to sack race. Shall I cheer them up<sup>4</sup>?
- M. I.: Do please. But be careful. There is a sand pit in front of you. You may stumble and fall into it. You'd better<sup>5</sup> climb up the rope ladder. You're the quickest climber.
- Ken: Guys, I can skip and hop very well, I also like to play hopscotch.
- Children: We want to swing and play tags.

- M. I.: Kids, we should have physical jerks<sup>6</sup> first. Stand straight. Hands up, hands down. Stretch your hands wide. Kolya, continue exercises.
- Kolya: OK, Maria Ivanovna. Walk on tiptoe, walk on heels. Kick your leg high into the air.
- Stacy: I can't. My leg hurts<sup>7</sup> me. Yesterday I fell down, because it was slippery.
- Kolya: Then, Stacy, curl up small and stand on your fours<sup>8</sup>. You pretend<sup>9</sup> to be a cat. Say: "miaow"<sup>10</sup>.
- Kate: Miaow.
- M. I.: Thank you Kolya, Vasya bend your arms down. Stand straight. Balance with your arms stretched. You're a bit sleepy. What's up?
- Vasya: Maria Ivanovna, there was an interesting movie yesterday night. I enjoyed it very much.
- M. I.: I see. Children. Morning exercises are over. Let's go to the slides and see-saws.
- Children: Hurra! And to the log cabin!!!
- Sveta: Dima, why are you so impudent<sup>11</sup>? This is me who is swinging on the bar. Go away. Hm. (*she is crying*)
- M. I.: Dima you shouldn't behave like this. Take the roundabout. It's vacant<sup>12</sup>. Let Sveta swing.
- Dima: She has been swinging for an hour already. I want it too.
- Sveta: You are mistaken. You're a boy. Go to play football with other boys or ride a bicycle.
- Dima: You're a naughty girl. I'll make sandcastles in the sandpit.
- Sveta: Dima, I'd like it to. Take me with you, please...
- Dima: OK, let's go. But don't spoil the figures<sup>13</sup> be patient<sup>14</sup>, behave yourself<sup>15</sup>...
- Sveta: I agree.
- M. I.: Guys, who can dive?
- Children: I, I, I, I ...
- M.I.: You can dig and rake. Don't forget to take the spades<sup>16</sup>.
- Boys: What for?!
- M. I.: We are going to plant fruit trees.
- Children: What fruit trees?
- M.I.: Apple, plum, pear, peach trees.
- Children: That's great. In autumn we'll harvest the fruit and eat it.
- M. I.: Of course, you will. Let's play.
- Children: With pleasure.
- M. I.: Scatter<sup>17</sup>. We'll play hide-and-seek. It's my turn to look for you.
- Children: Count from 1 to 10.
- M. I.: 1, 2, 3, 4, 5 ... Children, where are you? I can't, find you. It's dinner time already. Come out, I'll allow you not to sleep in the day time.

<sup>1</sup> I have forgotten [*fɨ'gɔ'fɨn*] – я забыла

<sup>9</sup> to pretend [*prɪ'tend*] – притвориться

<sup>10</sup> miaow [*mɪ'əʊ*] – мяу

<sup>2</sup> never mind – ничего страшного



3	a judge ['ʤʌʤ] – судья	11	impudent ['ɪmpjʊdʌnt] – дерзкий, на-
4	cheer up ['tʃɪrʌp] – подбодрить		хальный
5	you'd better – ты бы лучше ...	12	vacant ['veɪkənt] – свободная
6	physical jerks ['fɪzɪkəl'ʤɜ:kz] – зарядка, разминка	13	to spoil the figures ['spɔɪlθə'fɪɡəz] – испортить фигуры
7	hurt [hɜ:t] – болеть, причинять боль	14	patient ['peɪʃnt] – терпеливый
8	to stand on fours – встать на четвереньки	15	behave yourself – веди себя хорошо
		16	spade [speɪd] – лопата
		17	scatter ['skætə] – разбежаться (врас- сыпную)

### Questions:

1. What kind of weather are they having? What are they going to do?
2. What has Lyuda forgotten? Maria Ivanovna suggests her being a judge, doesn't she? Does Lyuda agree?
3. Where does Maria Ivanovna want Peter to go? Why?
4. Where is group №2? What are they ready to do? What's Den's role in it? Why does the tutor worry about Den? Den is the best climber, isn't he?
5. What can Ken do? Do the children want to swing and play tags? What does the tutor offer to do first? Who continues the exercises? What kind of exercises does he propose to fulfil?
6. Why can't Stacy do physical jerks? What exercise does Kolya invent for her?
7. How does Maria Ivanovna continue the exercises? Who is a bit sleepy? Why?
8. What is the next item of their program? Why is Sveta irritated ([ 'frɪteɪtɪd] – раздражена)? How does the tutor react to it? Does Dima agree to it? What does he want to do instead?
9. Is Sveta eager to join Dima? What condition ([kən'dɪʃn] – условие) does Dima suggest? Sveta agrees, doesn't she?
10. What for should the children dig and rake? What kind of trees are they going to plant? What will they do in autumn?
11. Does Maria Ivanovna offer the children to play hopscotch or hide-and-seek? Why is she nervous? What does she promise the kids to do?

### 7. Make up short dialogues:

- a) The weather is fine. You take children outdoors. What games can you suggest the boys playing?
- b) The girls are already outdoors. They are quarrelling ([ 'kwɔ:lɪŋ] – ссориться) choose the proper (= suitable) games for them.
- c) Your team consists both of boys and girls. Provide good conditions for them to play together.

### 8. Fill in missing words. They are after the exercise.

1. The icicles are sparkling. Put on your ... .
2. Go to the swimming pool. Your ... . and ... are on the chairs.
3. Quiet! Mum is sleeping. Walk ... .
4. Stop ... ! The bar is going to fall down.
5. You can run quickly. So, let's play ... .
6. Wake up! ... ! Get up!
7. Go to the ... , get into the ... , be ready to start ... . along the lanes (дорожки).
8. This path ([pʁɔ̃] – тропинка) is very narrow ([ˈnɑʁq] – узкий), ... with your arms ... .
9. Can you climb the ... .? Yes, I can.
10. Step aside. There is a stone in front of you. You may ... .

---

*stumble, on tiptoe, stretched, rope ladder, swinging, balance, caps, start line, bathing suits, stretch out, sacks, goggles, sack racing, tags.*

9. **Interview your group mate. Then retell his story on behalf of the third person.**

Yesterday I had my practice in the kinder garden.

**18.1. Прошедшее длительное *The Past Progressive (Continuous) Tense*.**

Значение, образование.

1. В английском языке для обозначения действия, происходящего в определенный момент времени в прошлом, используется время ***The Past Progressive (Continuous) Tense***. Оно образуется с помощью глагола ***to be*** в прошедшей форме – ***was*** (с местоимениями I, he, she, it) и ***were*** (с местоимениями we, you, they) и смыслового глагола с окончанием ***ing (Ving)***, или ***Participle I*** (причастие настоящего времени). Само действие носит незавершенный характер, оно находится в своем развитии.

*Например:* Yesterday at 7 we ***were watching TV***.

Вчера в 7 мы смотрели телевизор.

2. Часто ***The Past Progressive*** употребляется в сложноподчиненных предложениях после придаточного времени со словом ***when***. Само придаточное предложение времени обычно используется в ***The Past Simple***.

*Например:* When my mother ***came*** home I ***was doing*** my lessons.

Когда моя мама пришла домой, я делала уроки.

3. Когда два действия в прошлом происходят одновременно, часто употребляется слово ***while*** (в то время как, пока) и ***The Past Progressive Tense***.

*Например:* While Nick ***was reading*** a book, Nancy and Diana ***were cooking*** cakes.

В то время как Ник читал книгу, Нэнси и Диана

готовили пирожные.

## 18.2. Отрицательные и вопросительные предложения.

1. Отрицательная форма образуется путем добавления отрицательной частицы **not** после вспомогательного глагола **was/were** (=was/were not). Сокращенная форма имеет такой вариант – **wasn't/weren't**.

*Например:* Dana, you **weren't skipping** yesterday night.

Дана, ты вчера ночью не прыгала со скакалкой.

But I **wasn't listening** to music when the door opened.

Но я не слушала музыку, когда дверь открылась.

5. В вопросительных предложениях вспомогательный глагол **was/were** ставится перед подлежащим (кроме разделительного и вопроса к подлежащему).

*Например:* What **were** you **doing** last Friday at 7? – I **was helping** my mum about the house.

Что ты делал в прошлую пятницу в 7? – Я помогал маме по дому.

**Was** Michael **playing** in the sandpit when his sister came? – Yes, he was.

Майкл играл в песочнице, когда пришла его сестра? – Да.

**Were** the kids sack **racing** or **climbing** the tree? – They **were sliding** when their tutor asked them to have dinner.

Дети бегали в мешках и лазали на дерево? – Они катались с горки, когда их воспитательница попросила их пообедать.

Who **was bending** arms down? Mark **was**. He can do it well.

Кто сгибался вниз? – Марк. Он это может делать очень хорошо.

The sun **was shining** brightly in the morning, wasn't it? – No, it wasn't.

**It was raining**.

Солнце ярко светило утром, не так ли? – Нет. Шел дождь.

## 10. Read the sentences and translate them into your mother tongue.

### I.

1. We were writing a composition at the end of the lesson.

2. Nelly was counting from 1 to 100 after dinner.

3. John was playing hide-and-seek with his friends from 5 to 7 yesterday.

### I.

1. Мы писали сочинение в конце урока.

2. Нелли считала от 1 до 100 после обеда.

3. Джон играл в прятки с друзьями вчера с 5 до 7.

**II.**

4. When the telephone rang, Marta was cleaning the floor.
5. The pupils were chatting very loudly when the teacher entered the classroom.
6. When my mother looked at us, we were discussing a famous movie ([*'m ʃfʌʃ*]).

**III.**

7. While they were playing hopscotch, the nurse was preparing supper for them.
8. While the boys were cycling, the girls were singing popular songs.
9. While I was watching the kids, Lena was making sandcastles.

**IV.**

10. The students were not retelling the texts when the teacher came in.
11. I wasn't making up situations at the beginning of the lesson.
12. We were not lying in the sun the whole ([*'hɔ ʒ*]) morning.

**V.**

13. How long were you explaining the new theme? – For an hour.
14. Who was smoking in the room? – Pete was.
15. Were they swinging or swimming? – They were playing badminton.
16. Gordon was looking after the baby yesterday from 1 to 3 a. m., wasn't he? – Yes, he was. Stacy was helping him.

**II.**

4. Когда зазвонил телефон, Марта мыла полы.
5. Ученики разговаривали очень громко, когда учительница вошла в кабинет.
6. Когда мама посмотрела на нас, мы обсуждали известный фильм.

**III.**

7. Пока они играли в классики, няня готовила им ужин.
8. Пока мальчики катались на велосипеде, девочки пели популярные песни.
9. В то время как я наблюдала за детьми, Лена строила замки из песка.

**IV.**

10. Студенты не пересказывали тексты, когда учительница вошла.
11. Я не составляла ситуации в начале урока.
12. Мы не загорали целое утро.

**V.**

13. Сколько вы объясняли новую тему? – Около часа.
14. Кто курил в комнате? – Пит.
15. Они качались на качелях или плавали? – Они играли в бадминтон.
16. Гордон приглядывал за малышом вчера с 1 до 3 часов дня, не правда ли? – Да. Стейси помогала ему.
17. Твои родители завтракали, когда

17. Were your parents having breakfast when they heard that strange noise?  
– No, they were dressing.

они услышали тот странный шум?  
– Нет, они одевались.

**11. Correct mistakes if any.**

1. Was Rita at the party last night? – Yes, she was wearing a beautiful evening dress!
2. When I was arriving, Jane waited for me.
3. We weren't knowing what to do, we were in a very difficult position.
4. While I was cooking the dinner, Carol was laying the table (накрывать на стол).
5. Somebody was knocking at the door. I heard it.
6. What did you do at this time yesterday? – I was sleeping.

**12. Open the brackets. Say what these people were doing yesterday...**

*For example: At 8 o'clock yesterday evening (to have supper) Alice ...  
Alice was having supper yesterday at 8 o'clock.)*

1. At 5 o'clock last Sunday (to fly to Yalta). Margaret ... .
2. At 10.15 this morning (to conduct a lecture). Mr. Brown ... .
3. Half an hour ago (to play hide-and-seek). The kids ... .
4. Yesterday from 6 to 8 (to visit grandparents). The Whites ... .
5. At 9 yesterday morning (to do physical jerks). The toddlers ... .

**13. Complete the sentences. Use the Past Progressive. Develop your own ideas.**

*For example: We saw an accident while we ...  
We saw an accident while we were crossing the street.*

1. When our parents came, my brother ...
2. They ..., when the door bell rang.
3. When the car arrived, Mr. and Mrs. Smith ...
4. The radio was on, but nobody ...
5. Nancy hurt her hand while she ...
6. Lily fell asleep while she ...
7. We saw Nick and Bred. They ...
8. The telephone ..., we heard it.

**14. Open the brackets. Use the Past Progressive.**

1. While Ann (to cook lunch), her children (to make fun) of their dog.
2. George (to make) a fire, Eugene (to open) the cans.
3. While Linda (to unpack) the things her friends (to look for) logs (дрова).
4. We (to sweep) the floor while Rose (to do) nothing.

5. While the wind (to blow), the kids (to stay) indoors.
6. The tutor and the nurse (to count) the children, they (to scatter) all over the playground.
7. While Tom (to gather) the toys, Julia (to wet) the dust.
8. They (to sleep) while the tutor (to make) orders in the room.

**15. Choose *The Past Progressive or Past Simple*.**

1. What you (to do) at 5 o'clock yesterday? – I (to play) the piano.
2. ... it (to thunder) last night? – No, it ... not. It (to hail).
3. We (to enter) the room and (to see): Walter (to watch) cartoons, Martin (to draw) pictures, Lanny and Abby (to sing) "Sick and tired!", Dorothy (to play dominoes), Paul and Stas (to throw) pillows at each other. We (to be) stumped ([*'stʌmp*] – в тупике).
4. While the kids (to build) a doll's house (кукольный домик), Bill and Den (to ruin) it. The girls (to cry) too.
5. When the music (to stop) playing, the children (to continue) dancing.
6. The sun (to shine) brightly in the morning, so we (to decide) to organize a picnic.

**16. a) Say what you were doing yesterday evening.**

**b) Discuss it with your partner.**

**17. Read some suggestions giving guidance to parents about the sort of things they do to prepare their children for nursery school. Translate the instructions into your mother tongue and comment on them.**

***Ways to help children***

1. Encourage them to do things for themselves – like dressing, going to the toilet, washing and drying their hands.
2. Help them to recognize colours and shapes. That they see around them. Count with them.
3. Read to them as much as you can. Get them to talk about the story.
4. Take them out as much as possible and discuss with them the things you see the colours, smells, shapes that are around.
5. Talk to them and give them time to talk back to you. Use a lot of words to characterize things.
6. Listen to them and help them say words and sentences properly. Correct their mistakes and explain why one should say this or that.
7. Let them help you at home and talk about that they are doing, why it is necessary, what is happening at the moment, what happened yesterday, what might happen tomorrow.

8. Teach them to respect elder people and not to interrupt while the people are speaking.
9. Teach your child to make as many good friends as possible, not to quarrel. Table manners are very significant too.

**18. Think of other instructions you can give parents. Write them down. Make use of the following phrases. Share your opinion with the others.**

- to begin with I'd like to say ... ;
- by way of introduction;
- it is essential;
- I'd like to point out (mention);
- I'd like to draw your attention to;
- Let's pass to;
- I'd like to say that;
- and now a quick word on;
- basically, hopefully, incidentally, actually, in fact etc.

**19. \*Translate from Russian into English.**

1. Дима, почему ты плачешь? – Я хотел покачаться на качелях, а Тина заняла (occupied) их. – Ничего страшного, походи попрыгай в классики с Наташей.
2. Пока Катя и Марина играли в песочнице, Денис лазил по веревочной лестнице вверх и вниз. Им это очень нравилось.
3. Кто здесь копал лопатой (with a spade)? Посмотрите, сколько мусора (garbage)! Толик, возьми грабли и разровняй землю (make it flat).
4. Хватит качаться на турнике, Рита, у тебя будет болеть голова (to have a headache ['hedeɪk]). Иди надень купальник, панамку и поплавай в бассейне в неглубокой части.
5. Доска (качели), карусель, велосипед и деревянный домик свободны. – Ура! Побежали. – Осторожно, не споткнитесь. Не сгибайтесь вниз!
6. Сегодня мы не будем нырять. Мы будем строить замки из песка в песочнице, играть в прятки, догонялки. Всем на старт!
7. Федя махнул ногой слишком высоко и упал. Он свернулся калачиком и плакал.
8. Вова вытянул руки и держал равновесие пока шел по узкой тропинке. Вторая группа бегала в мешках, третья – делала физзарядку.

## Lesson 19

1. Возвратные местоимения ( <i>Reflexive Pronouns</i> ).
--

2. Настоящее завершённое время (*The Present Perfect Tense*).
3. Отрицательные и вопросительные предложения (*The Present Perfect Tense*).
4. Тексты для чтения “*Toyland in the Kindergarden*”, “*Play and games in the kindergarden*”.

**1. Practise the rhyme and learn it.**

I am a top all wound up tight,  
 I whirl and whirl with all my might,  
 And now the whirls are out of me  
 So I'll be still as still can be.

**2. Read the words and guess what they can mean. Make word combinations with them.**

mosaic [mqV'zeJgk]	constructor [kqn'strAktq]
garage [gʌrʒ]	puzzle [pʌzl]
farm [fɑ:m]	dominoes [d'fɪnɪnz]
modeling [m'ɒdlɪŋ]	lotto ['lɒtəʊ]
material [mq'tɪrɪəl]	magnetic [mæɡ'netɪk]
plastic [plæstɪk]	kaleidoscope [kə'leɪdɒskəʊ]
plasticine [plæstɪsɪn]	globe [ɡləʊb]
binoculars [bɪ'nɒkjʊləz]	mechano [mɪ'kænəʊ]
microscope [mɪ'krɒskəʊ]	

**Think of a situation with these words.**

**3. Answer the questions using The Past Progressive.**

1. Why didn't you go to the party yesterday?
2. Why did Marta stay at home in the morning?
3. Why weren't the children glad outdoors?
4. Why was the teacher angry with the pupils?
5. Why couldn't Henry help his friend?

**4. Ask the questions starting with the words in brackets.**

1. We visited granny while staying in Moscow (*whom, when*).
2. The boys were playing football from 10 to 11 in the morning (*who, what, how long*).
3. The girls were dressing and undressing their dolls (кукол), because it was interesting (*what, why, who*).
4. I was making sandcastles in the sandpit (*alternative, general, disjunctive*).
5. They were swinging and balancing their arms stretched (*what, where, alternative*).

**5. Answer the questions in a negative form. Give your variant of the answer. Use the Past Progressive Tense. Then ask your partner.**



*For example:* Were you playing with the teddy-bear when your mother asked you to help her? –

*No, I wasn't. I was reading a fairy-tale* ([ˈfɛɪrɪˈteɪl] – сказка).

1. Was Tim playing hopscotch?
2. Were the boys sack-racing?
3. Were the girls riding bicycles?
4. Were you walking on heels while your mum was sleeping?
5. Was Nelly kicking high into the air when Marta saw her?
6. Was it snowing when the children decided to play snowballs?

**6. Open the brackets. Use the Past Simple, Past Progressive, Present Simple, Present Progressive, Future Simple Tenses.**

*For example:* If it (not/to snow), we (to skate) tomorrow.

*If it doesn't snow, we shall skate tomorrow.*

1. If you (to go) to stay in England for some time, you ought to spend at least a week at the sea-side.
2. When we (to be) children, we (to enjoy) playing on the beach. We also (to make) castles and forts (крепости), channels in the sand.
3. Summer holidays (to be) really the most delightful ones for all children. They (to love) playing about on the sand and padding (плескаться) in the water and getting splashed by the waves (волны).
4. Our nurse (to get) very cross (раздраженный, сердитый) when we (to go) far into the water last summer.
5. While Dick (to walk) up and down the pier ([ˈpɪə] – пирс), we (to dive).
6. If you (to wish) to bathe, you (can) hire ([ˈhɪə] – взять на прокат) a tent (палатка) and stay at the sea coast for some days.
7. ... you (to hear)? The children (to make) a lot of noise. – Yes, I ... . Besides, (to look) Clint (to climb) up the rope! Let's hurry up.
8. Next year the Smiths (to travel) around the world on condition they (to have) enough money.
9. Stacy (to put) on goggles, (to take) her bathing suit and a cap, and (to go) to the swimming pool. The children (to have) fun all day long.

**7. Discuss with your neighbour the way you used to spend your summer holidays when a child. (Use The Past Simple and The Past Progressive).**

- 8. a) Read and translate the text.  
b) Answer the questions.  
c) Retell the text.**

***Toyland in the Kindergarden***

Kinder gardens usually work from 7 a. m. to 7 p. m. Almost all children like to go to the kinder garden. They have a lot of friends there. Children associate<sup>1</sup> and play, learn new things and practise useful subjects. Nurses and tutors are kid's guides<sup>2</sup> into the grown-up world, who help them develop as personalities, teach them necessary things. Kinder gardens are also important since plenty of parents work, they are short of time, that's why they can't simply pay enough attention (as they should do) to the bringing up of their children. So kinder gardens are a splendid way out<sup>3</sup> for them.

When a kid comes to a kinder garden the whole world changes inside him. He gets into some toy land where everything agrees to<sup>4</sup> his imagination<sup>5</sup>, demands and wishes. There you can see toy wall units with wonderful dolls, teddy-bears, tops<sup>6</sup>, rattles<sup>7</sup>, wooden or plastic bricks and blocks, tool kits and constructor boxes of various kinds. Even the furniture resembles<sup>8</sup> toy tables and chairs.

The main task of any tutor and nurse is to arrange<sup>9</sup> all conditions<sup>10</sup> to make a child feel at home<sup>11</sup> and be ready and adapted<sup>12</sup> to the surrounding world<sup>13</sup>. We, parents, are to help them despite<sup>14</sup> our constant<sup>15</sup> lack<sup>16</sup> of time, because they are our children and our future.

<sup>1</sup> associate [q'sq V S Fe It] – общаться

<sup>2</sup> guide [g G Id] – проводник

<sup>3</sup> a way out – выход

<sup>4</sup> to agree to – соответствовать

<sup>5</sup> imagination [I' m x G I ne I Sn] – воображение

<sup>6</sup> top – юла, волчок

<sup>7</sup> rattle [r x t l] – погремушка

<sup>8</sup> resemble [r I z e m b l] – напоминать

<sup>9</sup> to arrange [q' r e I n G] – устроить, организовать

<sup>10</sup> condition [k q n' d I Sn] – условие

<sup>11</sup> feel at home – чувствовать себя как дома

<sup>12</sup> adapted [q' d x p t I d] – приспособлен

<sup>13</sup> surrounding world [s q' r G y n d I N w' W' I d] – окружающий мир

<sup>14</sup> despite [d I s p G I t] – несмотря на

<sup>15</sup> constant [k P n s t q n t] – постоянный

<sup>16</sup> lack [l x k] – нехватка, недостаток

### Questions:

1. When do usually kinder gardens work? Do all children like to go to the kindergarden?
2. Have they got many friends there? They associate and play with them, don't they? What other useful things do children do in the kinder garden?
3. What are the tutors and nurses for kids? Can parents devote much time to their children? Why? Kinder gardens are a splendid way out for them, aren't they?
4. What happens to a child when he comes to the kinder garden? What can you see there?
5. What is the main task of any tutor and nurse? Are parents in regard of ([r I g R d q v] – в ответе) their children?
6. What other significant aims have kinder gardens got in your opinion. Develop your idea.

### 9. Make up dialogues with your group mate. Dramatize them.

- a) Two women meet each other. **A.** wants her child to go to the kinder garden. **B.** dislikes her idea and suggests leaving **A.'s** child at home with grannies. **B.** explains why it is better to bring up a child at home.
- b) Two fathers come across each other after work. They are happy they haven't got any problems with their children in the kinder garden. One hour is left before they should take their kids home. They are discussing advantages of kinder gardens.
- c) A daughter-in-law meets her mother-in-law. A young woman doesn't work but she takes her child to the kinder garden. The mother-in-law is against it. The women are arguing and giving their reasons.

### 19.1. 1. Возвратные местоимения (*Reflexive Pronouns*).

1. Возвратные местоимения (*Reflexive Pronouns*) в английском языке, в отличие от русского *себя*, имеют следующие варианты; образованные путем добавления *-self* к основе личных местоимений в притяжательном и объектном падежах единственного числа и *-selves* – множественного числа:

<i>Единственное число</i>	<i>Множественное число</i>
I – <i>myself</i> you – <i>yourself</i> he – <i>himself</i> she – <i>herself</i> it – <i>itself</i>	we – <i>ourselves</i> you – <i>yourselves</i> they – <i>themselves</i>

*Например:* Children, behave *yourselves!*  
Дети, ведите себя хорошо!

2. Возвратные местоимения используются также для того, чтобы показать, что деятель именно *сам* выполняет действие и / или сделать акцент на то, что никто другой ему не помогает, при этом используя предлог *by*.

*Например:* Tim did this exercise (*by*) *himself*. Nobody helped him.  
Тим сам сделал это упражнение. Никто ему не помогал.

3. Некоторые возвратные глаголы не требуют после себя употребления возвратных местоимений, к ним относятся глаголы:

*to feel, to dress, to shave, to meet (встречаться), to relax, to concentrate* и др.

*Например:* We couldn't relax because, we were too nervous.  
Мы не могли расслабиться, потому что мы слишком нервничали.

### 10. a) Read the sentences. Translate them into your mother tongue

**I.**

1. Nastya, help *yourself* to the cake. It's tasty.
2. Tom and Ann were standing in front of the mirror looking at *themselves*.
3. Do you often talk to *yourselves*? – Never.
4. I dried *myself* and left the bathroom.
5. The kitten licked *itself* and fell asleep.
6. Julia had a great holiday. She enjoyed *herself* very much.
7. Jack paid for *himself*, he didn't want anybody else to do it for him.

**II.**

8. I'm not going to do it for you. You can do it *yourself*.
9. George cut his hair *himself*.
10. Marta posted the letter *herself*.
11. I repaired [*р.Ір.Ғqd*] the car *myself*.

**III.**

12. He got up, washed, shaved and dressed.
13. What time shall we meet? – At 12.
14. How do you feel? Not bad.
15. Relax. It's all over.

**I.**

1. Настя, угощайся тортом! Он очень вкусный.
2. Том и Энн стояли перед зеркалом, смотря на себя (=свое отражение).
3. Вы когда-нибудь говорите сами с собой? – Никогда.
4. Я вытерлась и вышла из ванной комнаты.
5. Котенок вылизал (облизал) себя и уснул.
6. У Джулии был великолепный праздник. Она им наслаждалась от души.
7. Джек заплатил за себя, он не хотел, чтобы кто-то за него это делал.

**II.**

8. Я не собираюсь это делать за тебя. Ты сам это можешь сделать.
9. Джорж постригся сам.
10. Марта отправила письмо сама.
11. Я сам починил машину.

**III.**

12. Он встал, умылся, побрился и оделся.
13. Во сколько встретимся? – В 12.
14. Как ты себя чувствуешь? – Неплохо.
15. Расслабься. Все кончено.

**11. Complete the sentences using the Reflexive Pronouns.**

*For example:* Martin fell down, but he didn't hurt ... badly.

*Martin fell down but he didn't hurt **himself** badly.*

1. It isn't her fault ([*fL/t*] – вина). She really shouldn't blame (обвинять) ... .
2. Please try to understand how I feel now. Put ... in my position.
3. Rosa cut ... while she was cooking breakfast.
4. They had a great time. They really enjoyed ... .
5. Guys, be careful! The pan is very hot. Don't burn ([*бW<sup>o</sup>n*] – сжигать, жечь) ... .
6. Sometimes it's very difficult for me to express ... . My words fail me.
7. The car can't stop ... we need a master.

**12. Fill in the gaps using Reflexive Pronouns if necessary.**

1. Richard dressed ... , combed his hair and left home.
2. The problem ... wasn't that complicated. So, you could sort it out (решить) ...
3. This is my house, I built it ... 10 years ago.
4. We had a great party. We relaxed ... to the full, that's why I can't concentrate now.
5. Who told you that?! – Linda ... .
6. Little Henry always dresses ... , his mother doesn't help him.
7. The children cleaned the room ... .The tutor was very delighted.

**13. Read the words and write them down into your vocabularies. Pay attention to their orthography and pronunciation.**

- |  |   |
|--|---|
| 1. quiet ['kwaɪə] – тихий, спокойный                                   | 8. sit-and-drive – детский автомобиль   |
| to keep quiet – вести себя тихо  | 9. glue [glu:] – клей; клеить   |
| quietly ['kwaɪəli] – тихо, спокойно                                    | 10. scissors ['sɪzəz] – ножницы   |
| 2. soft – мягкий   | 11. crayons ['kreɪnz] – цветные карандаши   |
| 3. to whisper ['wɪʃpə] – шептать                                       | 12. chalks [tʃɔ:ks] – мелки   |
| a whisper – шепот  | 13. paint set – набор для рисования   |
| 4. to share [ʃeə] (something with somebody) – делиться чем-то с кем-то | 14. colouring book ['kɔ:lərɪŋ bʊk] – книжка-раскраска                                   |
| 5. a sewing set [sɪwɪŋ sɛt] – набор для шитья                          | 15. jigsaw ['dʒɪɡsɔ:] – головоломка   |
| 6. railway ['reɪlweɪ] – железная дорога                                | jigsaw puzzle ['dʒɪɡsɔ: pʊzəl] – картинка-загадка (сложив кусочки, получается картинка) |
| 7. pretend play [prɪ'tend] – игры для развития фантазии                | 16. to find out – узнать, познать   |
|  | 17. play buckets [pleɪ bʌkɪts] – игрушечные ведерки и формочки                          |

**14. Read the sentences and translate them into your mother tongue. Make up small situations with the words in bold type.**

1. Lanny is a **quiet** boy. Linda is as quiet as a mouse. The teacher asked the pupils to sit **quietly** and work with the modeling materials (материалы для лепки).
2. Kids are fond of **soft** toys, especially girls. But not always they easily **share** their toys, dolls with the others.
3. The girls took plastic **scissors**, **paint sets**, **colouring books** and **jigsaw puzzles**. They were going to cut out interesting pictures from magazines and **glue** them to the wallpaper (стенгазета). To solve jigsaw puzzles wasn't that simple, but the picture itself looked beautiful.
4. As for the boys they made up their minds (= decided) to draw pictures on the sports-ground with the help of **crayons** and **chalks**. Jim and Terry found mechano, mosaic and kaleidoscope more interesting. They didn't join the boys.

5. Children can *find out* a lot by reading books, studying the globe, looking into the microscope.
6. Who does Walter *share* the room *with*? – With, Chris. – Why are you *whispering*? There's nobody here. You may speak louder.
7. Where was Jack? – He was *playing buckets* in the sandpit, while Martin was in the “*sit-and-drive*”. He likes it very much.
8. Toy *railway*, doll's house farm, “sit-and-drive” belong to *pretend plays*, don't they? – Yes, they do.

**15. Continue the sentences using the words and word combinations from exercises 2 and 14.**

1. You are making so much noise. Please ... .
2. Bonny has got a lot of toys: play table and chairs, funny doll's house, garage, even a ... and a ... .
3. Children should be taught to ... toys with each other.
4. We can draw on the asphalt with ... and ... .
5. If you want to learn more about plants use ... .
6. It's far from here. Take the ... . It'll be seen clearly.

**16. Read and translate the text. Develop your ideas on the situations given below. Retell it.**

***Play and games in the kindergarden***

There are plenty of advantages when speaking about kinder gardens. But their educational purpose is out of the question. We all know that games prevail<sup>1</sup> in children's activity till they are approximately<sup>2</sup> 7 years old, besides we are to teach and bring up children in the form of a game. That's why a lot of various educational games exist<sup>3</sup>: manipulative<sup>4</sup>, pretend<sup>5</sup>, creative play, jigsaws, and table games.

It's very important for every kid to see the results of his or her work. So, we can use mechanoes, tool kits, constructor boxes for boys, sewing sets, mosaic for girls. It doesn't mean that girls shouldn't build any figures of constructor parts or boys mustn't sew. This manipulative play aims<sup>6</sup> to teach children elementary necessary things – to sew, to be able to repair<sup>7</sup>, they can develop their skills whether to imitate or to work out something that belongs only to a child's imagination<sup>8</sup>.

It's very funny and interesting to watch children being busy and puzzled with pretend play. Usually both boys and girls arrange the furniture in dolls houses, taking cars out of and putting them inside the toy garage or feeding<sup>9</sup> domestic animals on the toy farms. A boy or a girls can “sit-and-drive” or play with a toy railway. The fact is they very seldom quarrel<sup>10</sup> while playing, they share toys with each other. There are of course exclusions, so our task is to interest and involve all of them into the process.

Creative play is very significant too. Children express themselves drawing wherever it is possible – in albums, on the ground... Crayons, chinks, paint sets, felt-tip pens<sup>11</sup> will do. They can realize their thoughts and views in modeling with

plasticine. You'll be very surprised when you see how children make ornaments gluing different parts to a sheet of paper. If you let them work with dry flowers, leaves or some other natural material you'll be astonished<sup>12</sup> at the results.

It's necessary to develop children's mental activity as well by solving jigsaw puzzles. Dominoes and picture lotto provide thinking too. We can't do without kaleidoscopes, microscopes, binoculars, a globe at the lessons. They help find out and investigate<sup>13</sup> the world around us. Remember! Toys are for doing not having.

Would-be<sup>14</sup> teachers, let's go on thrilling excursion with our children. Be captains and at the same time assistants for the growing generation, they'll be very thankful for what you do for them.

---

<sup>1</sup> prevail [prɪ'veɪl] – превалировать, преобладать	<sup>8</sup> imagination [ɪ'mædʒɪ'neɪʃən] – воображение
<sup>2</sup> approximately [ə'prɒksɪmətli] – приблизительно	<sup>9</sup> to feed [fi:ð] – кормить
<sup>3</sup> exist [ɪg'zɪst] – существовать	<sup>10</sup> quarrel ['kwɔrəl] – ссориться, спорить
<sup>4</sup> manipulative [mæ'nɪpjʊlətɪv] – для работы руками	<sup>11</sup> felt-tip pens – фломастеры
<sup>5</sup> pretend [prɪ'tend] – для развития фантазии	<sup>12</sup> astonished [ə'stɒnɪʃt] – изумлён
<sup>6</sup> to aim [eɪm] – служить целью	<sup>13</sup> investigate [ɪn'vestɪgeɪt] – исследовать
<sup>7</sup> repair [rɪ'paɪə] – чинить	<sup>14</sup> would-be ['wʊdbi:] – будущий

1. Tell what kinds of activities prevail in children's "work".
2. Manipulative play.
3. Pretend play. It's purpose.
4. Creative play.
5. Other games to develop a child's mental activity.
6. Prove: we really need kinder gardens.

## 17. Discuss with your partner:

– We played with children different games at the practice. Describe them.

### 19.2. Настоящее завершённое время (*The Present Perfect Tense*). Значение, образование.

1. В английском языке существует настоящее завершённое время (*The Present Perfect Tense*), которое служит для обозначения результативности какого-либо действия. Обычно, точное время совершения действия не указывается, лишь используется наречие, характеризующее законченность процесса к настоящему моменту речи:

*already* [ə'ledʒɪ] – уже (*yet* – в вопрос)

**just** [*dʒʌst*] – *только что*

**not yet** [*ˈnɒt jət*] – *ещё не*

Другими словами, мы видим результат действия в настоящем.

Данное время образуется при помощи вспомогательного глагола **have** (**has**) и третьей формы смыслового глагола (причастие прошедшего времени). У правильных глаголов – это окончание **-ed**, у неправильных – 3-я колонка.

*Например:* I have just finished my work.

Я только что закончила свою работу.

(У нас результат на лицо – написанный доклад.)

2. **The Present Perfect Tense** может выражать действие, которое началось в прошлом и закончилось к настоящему моменту, либо оно будет продолжаться в будущем. Слова, обозначающие такое действие – это:

**since** [*ˈsɪns*] – с, с тех пор

**for** – на протяжении

**today, this week (month, year etc.)**

**never**

*Например:* We have lived in Odessa for 5 years.

Мы живем в Одессе 5 лет (жили, живем и, возможно, будем еще жить).

Richard hasn't seen Mary since she left school.

Ричард не видел Мэри с тех самых пор, как она окончила школу.

They have watched 3 thrillers this week.

Они посмотрели 3 триллера на этой неделе. (Неделя еще не закончилась.)

### 19.3. Отрицательные и вопросительные предложения.

1. Отрицательная форма образуется путем добавления отрицательной частицы **not** после вспомогательного глагола.

*Например:* I haven't seen you for ages.

100 лет тебя не видела.

Kate hasn't fulfilled her task yet.

Кейт еще не выполнила свое задание.

2. В специальных, общих и альтернативных вопросах вспомогательный глагол ставится перед подлежащим.

*Например:* What have you done? – I didn't mean to.

Что ты сделал? – Я не собирался этого делать.



Has he come yet? – No, he hasn't.

Он уже пришел домой? – Еще нет.

Have they studied at this school for 5 or 6 years? – For 7 years already.

Они учатся в этой школе 5 или 6 лет? – Уже 7 лет.

**18. Read and translate the sentences. Make up your own ones.**

I. George has opened the window. So it's cool in the room.

We have translated the text. You may take this book.

Marta has written the exercise. She is free now.

I have bought some food. Don't go to the market.

II. Henry and Lora have been married for 20 years and they are still happy.

I have known George since childhood.

Peter has broken his leg today.

Marilyn has watched TV since morning.

III. Derrick hasn't cleaned the window. It's still dirty.

Morgan hasn't sent any letter to his aunt this month.

We haven't read the book yet. Can you take it later?

The children haven't made an order in their playroom. The tutor is upset.

IV. Have you understood the text? – Not to the full.

Where has Richard gone? – Home.

Who has left this document on my table? – Linda has.

Has he driven a car for 3 or 5 years? – For 2 years.

You have answered all the questions, haven't you? – Yes, I have.

**19. Write down 3 forms of the following verbs:**

to give –

to rain –

to bend –

to meet –

to run –

to stumble –

to learn –

to speak –

to ride –

to open –

to organize –

to leave –

to consult –

to hop –

to wear –

**20. You are writing a letter to your friend. Make up sentences. Use the Present Perfect Tense.**

Dear Chris,

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

*For example:* I /buy/ a new car. – I have bought a new car.

1. My father /to start/ a new job.

2. I /to give up/ smoking.
3. Charles and Sarah /to go/ to Brazil.
4. Susanne /to have/ a baby.
5. Our group mates /to organize/ a sport society.
6. Michael /to change/ out of all recognition ([*'rekeg'nɪʃn*] – до неузнаваемости).
7. My daughter /to grow up/.
8. The police /to arrest/ that maniac.
9. Karen /to return/ from Europe.
10. Rose and Raymond /to establish/ their own firm “Orchid”.

**21. Prolong the situation. Use one of the verbs in a suitable form given before the sentences.**

*For example:* Where is Mike? Do you see him?

– He ... .

– He **has run** away.

*to rake, to dig, to bend, to ride, to stumble, to skip, to swing, to hop, to break, to play, to fall.*

1. There is something wrong with my leg. I ... down from the tree and ... it.
2. The roundabout is empty. Rosa ... just ... on it.
3. Why are you crying? – My arm hurts ([*ʁWɪ*] – болеть, причинять боль) I ... against this big stone.
4. Maria Ivanovna, may I go home? I ... , ..., ... hopscotch.
5. Fedya ... his arms down, so nobody can see him.
6. I want this bicycle, but Rita ... it since morning.
7. We ... out a big hole (яма). Let's plant an apple tree!
8. The children ... for an hour. There is not practically a dry leaf on the ground.

**22. Make these sentences negative. Mind that already changes into yet in negative sentences.**

*For example:* He has whispered some words.

*He hasn't whispered a word.*

1. They have kept quiet for an hour already.
2. Mum has shared the cake. Nothing is left.
3. This is Alex who has taken the kaleidoscope and binoculars.
4. Alice has gone to the railway station.
5. I have already shown London on the globe.
6. The modeling material has disappeared ([*'dɪsəpɪʃn*] – исчезать).
7. We have just seen the microscope and mechano on the table.
8. The kids have solved the jigsaw puzzle for half an hour.

**23. Make up questions to the sentences starting with the words in brackets.**

*For example:* You have driven a car (a general question).

*Have you ever driven a car before? – No, I haven't.*

1. They have shared all the toys and are happy now. (*Why?*)
2. Mark has whispered a word. (*Who?*)
3. Jack has kept silent for an hour already (*How long?*)
4. We have given the scissors to the tutor. (*a disjunctive question*)
5. Rachel and Sandy have painted a beautiful picture. (*What?*)
6. I have lived here since childhood. (*Since when?*)
7. Monika has glued a leaf to a sheet of paper. (*What ... to?*)
8. Jerry has found out the truth. (*an alternative question*)
9. We have already arranged the meeting. (*a general question*)
10. The children have modeled a nice figure ([fʲgq] – фигура). (*What kind of? ...*)

#### **24. Translate from Russian into English.**

1. Дети общаются, играют, узнают новое в детском саду. А воспитатели помогают им развиваться как личность, индивидуальность.
2. Обрати внимание сам на себя! Ты постоянно жалуешься на (complain of) нехватку денег. А что ты сделал полезного?
3. В детском садике все соответствует воображению ребенка, его потребностям, желаниям. Воспитатели создают все условия, чтобы ребенок чувствовал себя как дома.
4. Роза сама убрала со стола? – Да. Почему она так тихонечко сидит? – Она хочет взять сказку «Золушка» (fairy-tale “Cinderella”), но Борис ее еще не прочитал. Она поэтому грустная.
5. Кто в детском автомобиле? – Сэм. Он же только что играл с детской железной дорогой. Он ее сломал.
6. Где мягкие игрушки, мелки и цветные карандаши? – На полке. Вы не видите? – Я взяла только набор для рисования и книжечку-раскраску.
7. Я не могу собрать (to solve) картинку-загадку. Я лучше (I'd better) поиграю с игрушечными ведерками.
8. Ну и что же нового ты узнал из этого рассказа? – Я его еще не прочел.
9. Ричард порезался о ножницы. Остановите кровь! (the blood). Где бинт и вата? (bandage [bændʒdʒ]; cotton wool [kɒtn wʊl]) – В столе.
10. Мы каждый день играем в игры для развития, фантазии и клеим аппликации (appliqué [ə'plɪkeɪ]). Мы не можем обойтись без калейдоскопов, биноклей, глобуса, домино и лото на уроках.

### **Lesson 20**

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Повторение.</li><li>2. Текст для чтения “<i>Learning through play</i>”.</li></ol> |
|--|

**1. Recite your favourite rhyme.**

**2. Imagine: you are a little boy (girl). What games would you like to play:**

**a) as a girl;**

**b) as a boy?**

**3. Complete the sentences.**

1. Kinder gardens usually work from ...
2. Nurses and tutors ...
3. For most parents kinder gardens are a splendid way out because ...
4. Coming to the kinder garden a kid gets into some toy land ...
5. Games prevail in children's activity ...
6. Various educational games exist ...
7. Manipulative play aims ...
8. It's very interesting to watch boys and girls being busy ...
9. Creative play is very significant ...
10. We can develop children's mental activity by ...

**4. Group work. Speak on the topics given below. Prove your ideas. Role play them:**

- We are having a sport holiday today.
- Make you children's room toy land. Arrange the furniture and toys.
- Manipulative play at the lesson. Share the duties.
- Organize pretend play. Provide all possible conditions.
- Arrange materials for creative play.
- Discovering something new with the help of find out play.

**5. Open the brackets. Use a suitable grammar tense (The Present, Past, Future Simple; The Present, Past Progressive; The Present Perfect).**

1. We can go out now. It (not/to rain) any more.
2. Ann (to wait) for me when I (to arrive) yesterday.
3. I (to get) hungry. Let's go and have something to eat.
4. I (to look) for Paul. ... you (to see) him? – Yes, but he (to be) here a minute ago.
5. Why ... you (to go) to bed so early last night? – I (to feel) very tired.
6. How well ... you (to know) Bill? – Very well. We (to be) friends since childhood.
7. I (like) your doll. I (not/to see) it before. It (to be) new.
8. When ... Jack (to come)? – Tonight. I (to miss) him badly. We (to be) married for 20 years already!
9. If you (to tell) me how to find the Opera theatre I (to take) a taxi and (to get) there in no time.
10. While Charlie (to swing) on the bar, Kate (to draw) funny animals.
11. How (to be) your children? – Fine, the youngest ... just (to start) school. He (to get on – справляться) well with all school subjects. But I (not/to work) now. I (to lose) it last week because of a strange incident.
12. Next year they (to travel) around the world on condition that they (to save up) enough money.

**6. Read and translate the text. Answer the questions after it. Use them as a plan in your retelling.**

***Learning through play***

Until the age of about two your baby learns mainly through seeing, hearing and touching.

Playing is another important way, babies can practise new skills and learn about the world around them. Only a very unhappy or ill child will not want to play. Through play you can help your child to learn all kinds of new skills, so never feel guilty<sup>1</sup> about spending time playing with your child. However, don't feel you have to join in all the time. Children need to make some of the exciting discoveries for themselves.

Try to make life easier for yourself by moving any dangerous<sup>2</sup>, breakable or valuable<sup>3</sup> objects out of reach<sup>4</sup>, so that your child can explore safely and you can feel more relaxed<sup>5</sup>.

Provide a variety of<sup>6</sup> toys – a wooden spoon<sup>7</sup> and a plastic cup are just as exciting to your baby as expensive new toys. If you're not sure which toys are right for which age ask your health visitor or friends with children.

Many small children become very attached<sup>8</sup> to a special toy or object like a dummy or blanket<sup>9</sup>. Provided these are kept clean, parents needn't worry. They can be very comforting<sup>10</sup> to your child and can help him feel secure.

---

<sup>1</sup> guilty [ˈɡɪlti] – виновен

<sup>2</sup> dangerous [ˈdæŋdʒəs] – опасный

<sup>3</sup> valuable [ˈvæljuəbəl] – ценный, дорогой

<sup>4</sup> out of reach – вне досягаемости

<sup>5</sup> to relax [rɪˈlæks] – расслабиться

<sup>6</sup> a variety of [vəˈraɪəti ɒf] –  
разнообразие

<sup>7</sup> a wooden spoon [ˈwɒdn spuːn] –  
деревянная ложка

<sup>8</sup> to become attached [q'tɪtʃt] –  
привязаться к ...

<sup>9</sup> dummy or blanket [ˈbʌŋkɪt] – соска  
или одеяло

<sup>10</sup> to comfort [ˈkɒmfɜːt] – успокоить

1. What does a child learn through until the age of about two?
2. What can playing practise provide? Who won't play? Do you have to join in all the time? Why?
3. How can you make your life easier? You should provide a variety of toys, shouldn't you?
4. Are you always sure which toys are right for your child? Do many small children become attached to special toys or other objects?
5. Express your point of view on the topic.

## Приложение

### 1. Произношение гласных.

Звучание гласной зависит:

1) типа слога, в котором она стоит ( открытый или закрытый)

*Например:* pin – pine [pɪn] – [paɪn]

2) от того, является ли гласная ударной или неударной

*Например:* present – present ['preznt] – [pri'zent]

3) от ее положения среди других букв

*Например:* shot, short, shoot, shout.

В английском языке имеются “немые” (непроизносимые) гласные. Это буква “e” в конце слов: make [meɪk] и буква “u” в середине слова перед a, e, i: build [bɪld], guest [gest].

**Таблица чтения гласных в открытом и закрытом слогах.**

Буквы	Звуки		Примеры
	Открытый слог	Закрытый слог	
a	[eɪ]		take, lake, Kate
		[æ]	cat, pat, bad, lad
e	[i]		Pete, mete, complete
		[e]	bend, bed, led, elm
i/y	[aɪ]		Mike, pine, line, side, like
		[ɪ]	did, ink, pin, bid, tin, lid
o	[əʊ]		mode, note, sole, bone, lone, stone
		[ɒ]	dog, got, not, log, spot, lock
u	[jʊ]		humour, music, super, huge, tune
		[ʌ]	but, much, nut, duck, cut, luck, sum, sun, summer

Сочетание букв	Звуки	Примеры
ai ay	[eɪ]	sailor, wait, main, plain, distain day, play, say, may, gay, spray
au aw	[ɔ]	author, autumn, autograph, August saw, law, dawn, awful, claw, pawn
all	[ɔ]	all, wall, ball, call, tall, stall
ee	[i:]	three, green, tree, see, meet, need
ea	[i:] [e] [eɪ]	speak, teach, sea, east, peace, meat bread, weapon, weather, head, lead great, break, Jean
eu ew	[ju:] [u:]	neutral, Europe flew, crew, clew, grew, few, new, sew, stew
ie	[i:]	field, piece, believe, niece
oa	[qu]	boat, coat, scap, soak, road, soal
oi oy	[ɔɪ]	voice, noise, coin, boil, oil, spoil boy, joy, toy, coy, cloy
oo	[u:] [u]	spoon, tooth, doom, pool, loom, mood good, foot, book, took, look, cook
ou	[au] [u:]	loud, count, South, mouth, sound, found country, young, double, courage, couple
ow	[au] [qu]	now, down, cow, town, brown narrow, window, own, low, yellow
ei ey	[i:] [eɪ]	ceiling, receiving, eight, deign, feign they, grey, key, monkey, galley

Гласные с последующими буквами “r”, “re” читаются следующим образом:

Буквы	Звуки		Примеры
	Гласная +r	Гласная +re	
a	[ɔ]		are, ear, bar, start, cart, tar

		[eɛ]	care, stare, mare, snare, fare
o	[ɔ]		for, tor, pork, door
		[ɒ]	pore, more, before, tore
u	[ʊ]		burn, hurt, curl, spurt, gurgle
		[juɛ]	pure, cure, lure, mural, mure
e	[ɜ]		her, term, nerve, tern, serve
		[ɛ]	sphere, severe, interfere
i/y	[ɪ]		girl, first, third, skirt, dirty
		[aɪ]	fire, tyre, lyre, satire, tire

Запомните произношение таких буквосочетаний:

force, form, more, store, term, germ, here, mere, cure, pure, first, bird, third, fire, wire, care, stere, spare, dare.

Сочетания	Звуки	Примеры
air	[eɪ]	air, pair, fair, chair, lair
ear	[ɪə]	ear, hear, dear, near, clear
ear + согласная	[ɜ]	earth, heard, learn, early
eer	[ɪə]	cheer, sneer, deer, leer
oor	[uə]	poor, moor
	[ɔ]	door, floor
oar	[aʊə]	oar, board, roar, course
our	[aʊə]	hour, flour, sour, our
	[ɔ]	four, pour, court, course
ure	[jʊə]	cure, pure, lure



<b>a</b>	<	plane, date, name, play, plate, say, page, scale man, sand, hand, flat, map, black, bad, lamp
<b>e</b>	<	he, she, me, be, we, mete, eko, eve, dene men, ten, bell, tell, twenty, let, test, best, led
<b>i</b>	<	time, pipe, nine, mine, like, nice, five, side did, till, sit, still, miss, six, big, wish, which
<b>o</b>	<	no, note, nose, stone, home, open, those, phone lot, not, got, long, clock, box, stop, dog, hot
<b>y</b>	<	my, type, style, good-bye, why, white, by, dynamo gym, hymn, myth, symphony, system, mystery, nymph
<b>u</b>	<	music, use, tune, mute, tube, Cuba, student cut, gun, bus, club, up, us, drum, cup, trumpet

ar	–	car, dark, garden, part, far, start, star, are
are	–	share, hare, pare, bare, fare, care, dare, rare
or	–	or, for, north, forth, short, nor, form, port
oer	–	tore, more, ore, core, bored, before, shore
er	–	germ, her, term, serve, verse, berth
ere	–	here, mere, sphere, severe
ir	–	fir, girl, first, third, dirt, shirt, stir, firm
ire	–	hire, fire, admire, wire, inspire, tired, mire
ur	–	curl, hurl, curtain, burn, burly, burden, turn
ure	–	pure, lure, cure, during, mural, sure, mure

## 2. Ударение в словах

В двусложных словах-существительных ударение, как правило, падает на первый слог: student, public, member, talent, pupil.

В двусложных же глаголах ударение часто падает на второй слог хотя в соответствующих существительных – на первый слог:

pre'sent (дарить)	–	'present (подарок)
con'vert (превращать)	–	'convert (новообращенный)
pro'ject (проектировать)	–	'project (проект)
com'bine (объединять)	–	'combine (комбайн)

В словах, состоящих из трех и более слогов, ударение обычно падает на третий слог от конца, причем ударная гласная произносится кратко: activity, majority, polytechnical, conventional, professional, documentary, beautiful.

## ЛИТЕРАТУРА

1. Барбарига А. А. В школах Англии. Пособие по страноведению: Учеб. пособие для педвузов. – М.: Высш. шк., 1988. – 112 с.
2. Ваулина Ю. Е. Английский язык для студентов факультета дошкольного воспитания. Начальный курс. – М.: гуманитар. пед. центр ВЛАДОС, 2005. – 235 с.
3. Доценко І. В. Вибрані твори англійських та американських письменників. Посібник для студентів та викладачів вищих навчальних закладів. – Вінниця: Нова Книга, 2004. – 192 с.
4. Мельчина О. П., Морозова Л. Ю. On education. О педагогике: практикум по английскому языку. – М.: Флинта: Наука, 1999. – 176 с.
5. Тарасюк Н. А. Иностранный язык для дошкольников: Уроки общения (на примере англ. языка). – 2 изд. – М.: Флинта: Наука, 2000. – 112 с.

## Содержание

Предисловие.....	3
<b>Lesson 1</b>	
1. Открытый закрытый тип слога.....	4
2. Немая гласная <i>e</i> .....	5
3. Глагол-связка <b>to be</b> (am/is/are): утвердительная, отрицательная, вопросительная формы. (Соответственное интонационное оформление The Low Fall / Rise).....	5
5. Диалоги для чтения и драматизации.....	7
<b>Lesson 2</b>	
1. Словесное ударение.....	10
2. Редукция звука.....	10
3. Буквосочетания: qu [kw], (t)ch [tʃ], sh [ʃ], ck [k]; согласные буквы и звуки: Zz [z], Hh [h], Ff [f], Jj [dʒ], Vv [v], Ww [w], Q q; редуцированный гласный [ə].....	10
4. Глагол <b>to have (has)</b> : утвердительная, отрицательная, вопросительная формы.....	13
5. Диалоги для чтения.....	15
<b>Lesson 3</b>	
1. Буквосочетания гласных: (ou) oi [oi], ey [ei] / [i]; буквосочетания согласных: th [θ] / [ð]; буквосочетания гласных и согласных: <i>y</i> перед гласными, <b>ild</b> [aɪld], <b>ind</b> [aɪnd].....	16
2. Неопределенный артикль <b>a (an)</b> .....	17
3. Определенный артикль <b>the</b> .....	17
4. Диалоги для фонетического чтения.....	19
<b>Lesson 4</b>	
1. Буквосочетания: ir / ur / er [ɜː]; ar [ɑː]; or [ɔː]; ow [ɔː] / [aʊ]; ou [aʊ].....	22
2. Множественное число существительных.....	24
3. Текст для чтения <b>Susie</b> .....	29
4. <b>Reading for fun</b> .....	31
<b>Lesson 5</b>	
1. Буквосочетания: <b>ee</b> и <b>ea</b> [iː], <b>oo</b> [uː] / [ʊ], <b>igh</b> [aɪ], <b>al</b> перед <b>k</b> [l], <b>al</b> перед <b>f, m, ve</b> + согласный [ɑː], <b>air</b> [ɛə].....	32
2.оборот <b>there is/are</b> (положительные, отрицательные и вопросительные формы).....	33
<b>Lesson 6</b>	
1. Неопределенные местоимения <b>some / (not) any</b> .....	40
2. обороты <b>a lot of, lots of, plenty of; many / much</b> .....	40

3. <i>few / a few, little / a little</i> .....	41
4. Текст для чтения " <i>Peter Grey's house</i> " .....	42

### Lesson 7

1. Буквосочетание <i>ng, nk</i> .....	45
2. <i>s</i> в положении между двумя гласными, <i>c</i> перед <i>e, i, y</i> .....	45
3. Буквосочетание <i>ew</i> .....	45
4. Буква <i>o</i> перед <i>m, n, v</i> , и <i>th</i> .....	45
5. <i>Простое настоящее время (The Present Simple Tense)</i> . Значение и образование .....	47

### Lesson 8

1. Буквосочетание <i>ear; aw, au; eer, ere</i> .....	51
2. Суффиксы существительных <i>tion, (s)sion; ture</i> .....	51
3. Буква <i>a</i> перед <i>th; o</i> перед <i>ld</i> .....	52
4. <i>The Present Simple</i> . Отрицательные и вопросительные предложения (общий, альтернативный, специальный и разделительный вопросы) .....	54
5. Текст для чтения " <i>Mr. Widdle's day</i> " .....	57

### Lesson 9

1. Буквосочетания <i>ai, ay; ea</i> перед <i>d</i> и <i>th</i> .....	61
2. Буквосочетания <i>wh</i> в начале слова перед <i>o; wor</i> перед согласной; <i>w</i> перед <i>r</i> .....	62
3. Буква <i>k</i> перед <i>n</i> .....	62
4. Повелительное наклонение ( <i>The Imperative Mood</i> ) .....	67
5. Побудительные предложения с глаголом <i>to let</i> .....	67
6. Текст для чтения: " <i>At the English lesson</i> " .....	69
7. <i>Reading for fun</i> .....	72

### Lesson 10

1. Буквосочетания <i>ph, sc, qua, are</i> .....	73
2. Суффиксы прилагательных <i>cian, cial</i> .....	74
3. Личные и притяжательные местоимения .....	76
4. Притяжательный падеж имен существительных ( <i>the Possessive Case</i> ) .....	78
5. Текст для чтения " <i>Our University</i> " .....	82

### Lesson 11

1. Модальные глаголы: <i>can (could, to be able to); must (to be to, to have to); may; should; shall</i> .....	87
2. Тексты для чтения: " <i>The rights of the child</i> " .....	85

“What do children need?” .....94

## Lesson 12

1. Степени сравнения имен прилагательных (*Degrees of Comparison of adjectives*). Односложные и многосложные прилагательные. Исключения.....98
2. Тексты для чтения “A Child grows” .....97  
“Being a parent” .....105

## Lesson 13

1. Будущее простое (или неопределенное) время.*The Future Simple Tense*. Значение, образование. Утвердительная, вопросительная, отрицательная формы.....110
2. Текст для чтения ” *Bringing up a better baby (and goodbye Dr. Spock) Part I*” .....107

## Lesson 14

1. Выражения будущего времени в придаточных предложениях времени и условия.....119
2. Конструкция *to be going to do something* .....120
3. Тексты для чтения: “*Bringing up a better baby (and goodbye Dr. Spock) Part II*” .....118  
“*The Future of our children*” .....124

## Lesson 15

1. Настоящее длительное время *The Present Progressive (= Continuous) Tense*. Значение, образование. Утвердительная, вопросительная, отрицательная формы.....126
2. Текст для чтения “ *Preschool education – the first link in the system of education*” .....132

## Lesson 16

1. Простое прошедшее время (*The Past Simple Tense*). Значение, образование.....135
2. Отрицательные и вопросительные формы.....137
3. Тексты для чтения: “*English weather*” .....134  
“ *Children of two to six*” .....143

## Lesson 17

1. Неправильные глаголы в *The Past Simple Tense* .....147
2. Модальные глаголы в *The Past Simple Tense* .....148
3. Текст для чтения “*Let’s have a picnic*” .....150

## Lesson 18

1. Прошедшее длительное <i>The Past Progressive (Continuous) Tense</i> . Значение, образование.....	158
2. Отрицательные и вопросительные предложения в <i>The Past Progressive (Continuous) Tense</i> .....	158
3. Тексты для чтения: “ <i>A sports day in the kinder garden</i> ”.....	155
“ <i>Ways to help children</i> ”.....	162

### Lesson 19

1. Возвратные местоимения ( <i>Reflexive Pronouns</i> ).....	167
2. Настоящее завершённое время ( <i>The Present Perfect Tense</i> ).....	171
3. Отрицательные и вопросительные предложения ( <i>The Present Perfect Tense</i> ).....	172
4. Тексты для чтения: “ <i>Toyland in the Kindergarden</i> ”.....	165
“ <i>Play and games in the kindergarden</i> ”.....	170

### Lesson 20

1. Повторение.	
2. Текст для чтения “ <i>Learning through play</i> ”.....	176

Приложение .....	178
------------------	-----

Литература .....	182
------------------	-----

Навчальне видання

**Мартінова Р. Ю.**  
**Михайлова Л. О.**  
**Ірхіна Ю. В.**

**НАВЧАЛЬНИЙ ПОСІБНИК  
ДЛЯ СТУДЕНТІВ ФАКУЛЬТЕТУ  
ДОШКІЛЬНОГО ВИХОВАННЯ**

Підп до друку 15.09.2013. Формат 60x90/16. Папір офсетний.  
Гарн. «Times » Друк цифровий. Ум. друк .арк. 10,64.  
Тираж 300 пр. Зам. № 6  
Видавець і виготовлювач Букаєв Вадим Вікторович  
вул. Пантелеймонівська 34, м. Одеса, 65012.  
Свідоцтво суб'єкта видавничої справи ДК № 2783 від 02.03.2007 р.  
Тел. 0949464393, 0487431393 email - [bukaev@gmail.com](mailto:bukaev@gmail.com)