

ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«ДОНЕЦКИЙ НАЦИОНАЛЬНЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

Кафедра  
«Технического иностранного языка»

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**  
**к выполнению практических работ**  
**по дисциплине**  
**Б.1.Б.1. ИНОСТРАННЫЙ ЯЗЫК**  
**(английский язык)**

для студентов направления подготовки:

13.03.02 «Электроэнергетика и электротехника»

профилей «Электрические станции», «Электроэнергетические системы и сети», «Электроснабжение», «Электропривод и автоматика»

09.03.02 «Информационные системы и технологии»

профиль: «Информационно-аналитические системы и технологии в международной экономике»

**Б.1.Б.1. ИНОСТРАННЫЙ ЯЗЫК**  
**Б.1.В.1. ИНОСТРАННЫЙ ЯЗЫК**  
**(английский язык)**

направления подготовки 15.03.06 «Мехатроника и робототехника»

профиль «Системы управления робототехническими комплексами»

РАССМОТРЕНО  
на заседании кафедры  
«Технического иностранного  
языка»  
Протокол № 9 от 20.04. 2020

## **Составители:**

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**Методические указания к выполнению практических работ по дисциплине «Иностранный язык»:** для студентов направления подготовки 13.03.02 «Электроэнергетика и электротехника», профилей «Электрические станции, «Электроэнергетические системы и сети», «Электроснабжение», «Электропривод и автоматика»; направления подготовки 15.03.06 «Мехатроника и робототехника», профиль «Системы управления робототехническими комплексами»; направления подготовки 09.03.02 «Информационные системы и технологии», профиль: «Информационно-аналитические системы и технологии в международной экономике» / ГОУВПО «ДонНТУ», Каф. «Технического иностранного языка», сост.: А.С. Барвинок; А.Н.Кобзарева; Л.А. Кукушкина. – Донецк: ДонНТУ, 2020. – 42с.

В методических указаниях содержатся рекомендации к выполнению практических работ по дисциплине **«Иностранный язык»**, приведен тематический план дисциплины, план практических занятий, критерии оценки знаний студентов при проведении промежуточного (итогового) контроля.

Методические указания разработаны для студентов-бакалавров, изучающих английский язык в 1-4 семестре, и представляют собой набор текстов и упражнений, направленных на тренировку лексических единиц и совершенствование разговорных навыков по темам «Внешность и характер», «Еда», «Путешествия и туризм», «Здоровье», «Повседневная жизнь», «Профессии и успех», «Интернет» и др., запланированным в рабочей программе по дисциплине «Иностранный язык», а также разнообразные грамматические упражнения, организованные по уровню сложности и позволяющие закрепить правила использования различных местоимений, числительных и видовременных форм глаголов.

Методические указания соответствует рабочей программе дисциплины и предназначены для студентов очной и заочной форм обучения.

## 1. КРАТКИЕ СВЕДЕНИЯ О ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК»

Дисциплина рассматривает вопросы совершенствования языковых умений и навыков для дальнейшего конкурентного поведения на рынке труда.

Целью дисциплины является:

развитие навыков чтения и понимания аутентичных текстов специализированного характера:

- развитие навыков устной и письменной монологической и диалогической речи;
- формирование способности реагировать на типичные академические и профессиональные ситуации;
- усвоение студентом определенного лексического минимума из различных бытовых ситуаций и приобретения навыков общения с иноязычными коллегами;
- достижение студентами уровня коммуникативной компетенции, достаточного для решения коммуникативных задач на иностранном языке в ситуациях социально-бытового и академического общения и осуществления в дальнейшем автономной учебно-познавательной деятельности средствами иноязычной компетенции.

В результате освоения дисциплины студент должен

знать:

- терминологию и понятийный минимум специальности;
- грамматические и структурные особенности текстов общенаучного и специализированного характера;
- принципы построения монологической и диалогической речи социально бытового и общенаучного характера;
- исторические, географические и культурные особенности стран носителей языка.

уметь:

- понимать аутентичные тексты общенаучного и специализированного характера;
- анализировать и находить актуальную текстовую, графическую информацию по специальности;
- использовать различные языковые формы и высказывания;
- пользоваться базовыми формами устного и письменного общения (ведение деловой переписки, написание аннотаций);
- осуществлять коммуникации на иностранном языке в профессиональной среде и в обществе в целом, разрабатывать документацию, презентовать и защищать результаты комплексной инженерной деятельности.

Перечисленные результаты обучения являются основой для формирования следующих компетенций:

- - способностью к обобщению, анализу, восприятию информации, постановке цели и выбору путей ее достижения (ОК-1);
- - способностью к письменной и устной коммуникации на государственном языке: умение логически верно, аргументированно и

ясно строить устную и письменную речь, готовностью к использованию одного из иностранных языков (ОК-2);

- - готовностью к самостоятельной, индивидуальной работе, принятию решений в рамках своей профессиональной компетенции (ОК-7);
- - способностью и готовностью осуществлять свою деятельность в различных сферах общественной жизни с учетом принятых в обществе моральных и правовых норм (ОК-8);
- - способностью научно анализировать социально-значимые проблемы и процессы, готовностью использовать на практике методы гуманитарных, социальных и экономических наук в различных видах профессиональной и социальной деятельности (ОК-10).

- способностью и готовностью анализировать научно-техническую информацию, изучать отечественный и зарубежный опыт по тематике исследования (ОПК-6);

- способностью формировать законченное представление о принятых решениях и полученных результатах в виде отчета с его публикацией (публичной защитой) (ОПК-7)

Дисциплина относится к базовой части гуманитарного цикла блока дисциплин учебного плана.

Пререквизитами дисциплины «Иностранный язык» является приобретение базовых знаний, умений и навыков по иностранному языку в период получения среднего образования.

## 2. ТЕМАТИЧЕСКИЙ ПЛАН ДИСЦИПЛИНЫ

Наименование тем	Количество часов		
	Всего	Практ.	СРС
Тема 1. Знакомства. Внешность и характер личности.	22	10	12
Тема 2. Природа и погода. Вокруг света.	22	10	12
Тема 3. Еда и напитки Здоровое питание. Разнообразное питание в мире.	22	10	12
Тема 4. Путешествия. Туризм и эмиграция. Свободное времяпровождение.	22	10	12
Тема 5. Жилье. Бытовая техника.	20	11	9
Тема 6. Здоровье.	22	10	12
Тема 7. Повседневная жизнь.	22	10	12
Тема 8. Ориентация в городе.	22	10	12
Тема 9. Корпоративные взаимоотношения.	22	10	12
Тема 10. Профессии и успех. Образование.	20	11	9
Тема 11. Природные катаклизмы. Катастрофы.	14	6	8
Тема 12. Интернет.	14	6	8
Тема 13. Развлечение и телевидение.	14	6	8
Тема 14. Промышленность и экономика.	16	8	8
Тема 15. Личностные отношения. Любовь и	14	8	6

дружба.			
Тема 16. Красота. Moda.	14	6	8
Тема 17. Виды спорта.	14	6	8
Тема 18. Спортивное оборудование. Спортивные навыки и квалификации в спорте.	14	6	8
Тема 19. Великие люди в истории науки.	16	8	8
Тема 20. Изобретения.	14	8	6
Итого:	360	170	190

## 2.1. Практические (семинарские) занятия

№ п/п	Тема занятия	Содержание занятия	Объем, час.
1	Тема 1. Знакомства. Внешность и характер личности.	Приветствия; как представиться и представить кого-либо; произношение по буквам. Описание внешности человека. Виды одежды. Качества человека. <u>Грамматика:</u> the verb "to be" and its conjugation in the present simple tense. Demonstrative pronouns.	10
2	Тема 2. Природа и погода. Вокруг света.	Давать характеристику временам года. Описание климата. <u>Грамматика:</u> cardinal and ordinal numerals.	10
3	Тема 3. Еда и напитки. Здоровое питание. Разнообразное питание в мире.	Знание продуктов питания. Привычки здорового питания. Виды напитков. Разнообразные кухни мира. <u>Грамматика:</u> the present simple tense; affirmative, negative and interrogative sentences.	10
4	Тема 4. Путешествия. Туризм и эмиграция. Свободное времяпровождение.	Восстановление и отдых. Путешествия и его положительные стороны. Туристический бизнес. <u>Грамматика:</u> the present simple and present continuous; stative and dynamic verbs; subject and object questions.	10
5	Тема 5. Жилье. Бытовая техника.	Описывать жилье; комментировать предметы интерьера; распорядок в доме: информировать о запретах; отправлять почтовую открытку друзьям. <u>Грамматика:</u> comparatives; comparing nouns.	11
6	Тема 6.	Описывать жалобы; давать советы;	10

	Здоровье.	побуждать кого-л. к чему-л.; отклонить предложение; рассказывать о том, что произошло; удостовериться в чем-л. Здоровый образ жизни. <u>Грамматика:</u> the verb “to be” in the past simple tense.	
7	Тема 7. Повседневная жизнь.	Дать справку о событиях своей деятельности и жизни. Повествование о своих целях. Планы на будущее. <u>Грамматика:</u> the past simple tense.	10
8	Тема 8. Ориентация в городе.	Указывать места; описывать маршрут; называть преимущества и недостатки. <u>Грамматика:</u> : the present and past continuous tenses.	10
9	Тема 9. Корпоративные взаимоотношения.	Взаимоотношение коллег. Планирование покупок и выбор подарков; современные гаджеты; выражать желания; писать приглашение. <u>Грамматика:</u> the past simple and past continuous compared.	10
10	Тема 10. Профессии и успех. Образование.	Виды профессий. Моя профессия. Составление резюме. Образование в мире. <u>Грамматика:</u> the past simple and past continuous compared	11
11	Тема 11. Природные катаклизмы. Катастрофы.	Знание и описание природных катаклизмов. Катастрофы и их причины. <u>Грамматика:</u> numerals.	6
12	Тема 12. Интернет.	Цели и задачи использования интернета. Преимущества и недостатки. <u>Грамматика:</u> <u>Passive Voice.</u>	6
13	Тема 13. Развлечение и телевидение.	Телевизионная программа; советы в радиопередаче; песни; уличное искусство. <u>Грамматика:</u> Present Perfect.	6
14	Тема 14. Промышленность и экономика.	Производство и экономика. Профессии в инженерной сфере; посменная работа. Экономический рост и кризисы. <u>Грамматика:</u> Past Perfect.	8
15	Тема 15. Личностные отношения. Любовь и дружба.	Любовь и уважение к родителям. Личностные отношения. Первая любовь. Уважительное отношение к противоположному полу. Периоды жизни. <u>Грамматика:</u> past simple, past continuous, adjectives, adverbs, joining sentences.	8
16	Тема 16. Красота. Мода.	Красота внутри нас и вокруг нас. Создание красоты. Мода и наш внешний вид.	6

		<u>Грамматика: the passive voice.</u>	
17	Тема 17. Виды спорта.	Спорт – залог здоровья. Каждому человеку – свой вид спорта. <u>Грамматика: the passive voice. The modal verbs “can” and “may”, “should”, “might” and “could”</u>	6
18	Тема 18. Спортивное оборудование. Спортивные навыки и квалификации в спорте.	Образ жизни вместе со спортом. Виды спортивного оборудования и снарядов. <u>Грамматика: the modal verbs “might” and “could”. Present and Past Perfect.</u>	6
19	Тема 19. Великие люди в истории науки.	Великий вклад в науку. Прорыв в научной мысли. <u>Грамматика: the modal verbs of obligation “must”, “have to” and “need” compare</u>	8
20	Тема 20. Изобретения.	Великие изобретения современности. Чем занимается современная наука. <u>Грамматика: повторения.</u>	8

## 2.2. ТЕКСТЫ И УПРАЖНЕНИЯ ПО ТЕМАМ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

### READING AND VOCABULARY

#### UNIT APPEARANCE AND CHARACTER. BEAUTY AND FASHION

1. Add the missing letters to the adjectives describing character. Pronounce them correctly.

SOC\_\_LE

S\_\_ATHETIC

KIND-H\_\_TED

SUP\_\_TIVE

S\_\_BORN

TO\_\_Y

V\_\_ERABLE

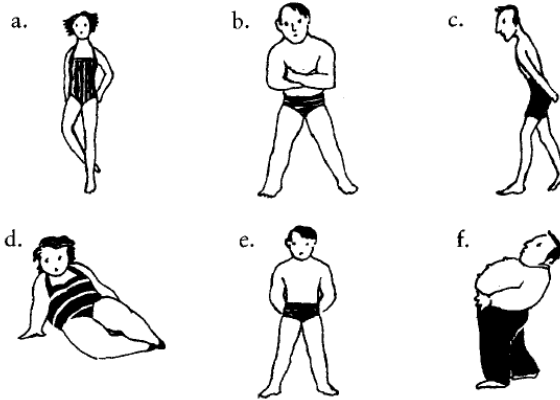
CH\_\_FUL

\_\_POSEFUL

GR\_\_Y

2. Match the describing with the pictures.

1. He isn't very tall. He's short and stocky.
2. She's tall and slim. She's got a lovely figure.
3. He's quite a big guy. He's quite well-built.
4. She's a bit over weight. She's quite plump, isn't she?
5. He's very fat. He's absolutely enormous.
6. He's very thin. He's so skinny.



**3. Match the extracts with their classification type.**

- An extract from a novel.
  - An extract from a news paper report.
  - An extract from the Guinness Book of Records.
  - An advertisement in a lonely hearts section of a newspaper.
- WLTM = Would Like To Meet GSH = Good Sense of Humor

a. **Small, slim, blue-eyed blonde, GSH, early 30's WLTM hunky male 28-38 for fun and friendship. Call me on 09765-567892.**

b. The first man was small and wiry, with sharp, strong features. Behind him walked his opposite, a huge man, with wide shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws.

c. The police are looking for a man of average height and medium build in his mid-twenties. He was last seen wearing a dark green or grey anorak.

d. The tallest man in medical history is Robert Pershing Wadlow who was born on 22nd February 1918 in Illinois, USA, and who died on 15th July 1940 in Michigan. He was last measured on 27th June 1940 and was found to be 272cm tall.



#### 4. Fill the text with the adjectives.

*long nails*  
*big feet*  
*lovely complexion*  
*hairy chest*  
*bad skin*  
*deep voice*  
*long legs*  
*thin legs*

1. Size 12! Are these your shoes? You've got \_\_\_\_\_, haven't you?
2. You've got such \_\_\_\_\_. Would you like to move the seatback a bit?
3. I've never seen you in shorts before. You've got such \_\_\_\_\_. You should go running and try to build up them up a bit!
4. My boy friend's got a really \_\_\_\_\_. It's like being with a gorilla.
5. You've got such lovely \_\_\_\_\_. Are they real?
6. He's got such a \_\_\_\_\_. I find it very sexy when he speaks to me on the phone.
7. Keith's new girl friend must spend a fortune on face cream to have such a \_\_\_\_\_.
8. Poor Tim. He's had really \_\_\_\_\_ since he was 13.

#### 5. Fill the text with the adjectives.

The most usual sequence of adjectives in English is:

order	relating to	examples
1	opinion	unusual, lovely, beautiful
2	size	big, small, tall
3	physical quality	thin, rough, untidy
4	shape	round, square, rectangular
5	age	young, old, youthful
6	colour	blue, red, pink
7	origin	Dutch, Japanese, Turkish
8	material	metal, wood, plastic
9	type	general-purpose, four-sided, U-shaped
10	purpose	cleaning, hammering, cooking

- *It was made of a 1strange, 6green, 8metallic material.*
- *It's a 4long, 8narrow, 10plastic brush.*
- *Panettone is a 4round, 7Italian, 9bread-like Christmas cake.*
- *She was a 1beautiful, 2tall, 3thin, 5young, 6black-haired, 7Scottish woman.*
- *What an 1amazing, 2little, 5old, 7Chinese cup and saucer!*

1. He's a \_\_\_\_\_, \_\_\_\_\_ man with \_\_\_\_\_, \_\_\_\_\_ hair. (short, tall, fair, good-looking)
2. She's a \_\_\_\_\_, \_\_\_\_\_ woman with \_\_\_\_\_ hair. (tall, long, thin)

3. I've got \_\_\_\_\_, \_\_\_\_\_ hair and I'm tall and very \_\_\_\_\_. (thin, straight, black)
4. She's very \_\_\_\_\_ with a \_\_\_\_\_ tan and \_\_\_\_\_ hair. (blonde, lovely, good-looking, long)
5. I wouldn't describe my husband as \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. !Short, overweight, and going thin on top is more accurate! (handsome, dark, tall)

## UNIT NATURE AND WEATHER

### Seasons and Weather

#### Reading

When two Englishmen meet, their first words will be "How do you do?" or "How are you?" And after the reply "Very well, thank you: how are you?" the next remark is almost certain to be about the weather. "It's a lovely morning, isn't it?" or "Isn't it hot today?" and the other person will reply "Yes, it's wonderful weather we are having. I hope it will **keep fine**, it seems almost too good to last."

Or perhaps the day is **dull**, it is raining a little, the sky is grey, and everyone is wearing a mackintosh or carrying an umbrella. As the cars and buses go along the street, they **splash** the water and mud on the passers-by.

Gradually it gets darker: a thick **fog** is **spreading** over London. The lamps are **lit** in the streets and in the shops and offices; cars and buses put on their lights and can only crawl along. As one friend bumps into another, he says, "Isn't it a **beastly** day?" — "Yes," replies the other, you can **hardly** see a yard in front of you."

Then comes winter. There has been a good fall of snow and a **hard frost**. It is just the day for a good country walk; let us have a tramp down the country lanes. The ground is like iron and rings under our feet, the frost **sparkles** on the branches, and **icicles** hang from the houses.

It is still freezing hard and the ponds are frozen over. There are crowds of people on them **sliding** and skating, and here is a merry group of schoolboys having a fight with snowballs. It is very pleasant while the frost lasts; the unpleasant time comes when the **thaw** begins.

A few months have passed and it is a beautiful spring day. The rain fell heavily last night, but now the soft white clouds are **floating** across the blue sky, and the sun is shining brightly. Raindrops and dew-drops shine on every small green leaf and every blade of young grass.

The farmer has ploughed his fields and the new corn is just beginning to appear above the ground. In a few months autumn and **harvest** time will come. When the corn has turned ripe and golden the farmer will reap it and put it in his barn.

(Abridged from "Modern English Course for Foreign Students" by  
Eckersley)

## DIALOGUE

### WEATHER TALK

Leon: Lovely day today, isn't it?

George: It is. There's hardly a cloud in the sky in fact.

Leon: We'll have a heat wave, I fear. It must be 25 **degrees** in the shade.

George: It is very **close** today. Not a leaf is stirring.

Leon: There's hardly a **breath** of air.

George: By the way, I've just read the **weather-forecast** in my newspaper here.

Leon: What does it say?

George: (*reading*) "Pressure will **remain** high to the southwest of the British Isles. There will be occasional rain or **drizzle**, but bright weather with a few scattered showers will spread to England and Wales."

Leon: I fear a **thunderstorm** is coming.

George: The sky is **overcast** and the sun is going in.

Leon: It looks like rain. Actually it's beginning to rain. And I have left my umbrella at home. It never rains but it **pours!**

George: **Fortunately** enough, I've got my folding umbrella with me. Let me put it up.  
 Leon: What a **tremendous** clap of thunder!  
 George: And what a flash of **lightning**!  
 Leon: But the English have a saying about the weather: If you don't like it now, just wait a bit.  
 George: Look! It's clearing up. The clouds are lifting.  
 Leon: It has stopped raining. Look at this wonderful rainbow!  
 George: Bright sunshine again. Now I know why English weather is something **worth** talking about.

(After "English by Radio")

### VOCABULARY NOTES

**keep (kept, kept)** *vt/i* держаться; оставаться (в известном состоянии); to keep fine, e. g. The weather kept fine,  
**dull** *adj* пасмурный; *Ant.* **bright**  
**splash** *vt* забрызгивать, брызгать(ся), e. g. The driver splashed mud on the passers-by,  
**fog** *n* туман; **a thick fog** густой туман; **foggy** *adj* туманный, e. g. It is foggy.  
**spread (spread, spread)** *vt/i* простираться, расстилаться, e. g. A green valley spread before us; **to spread over smth.**, e. g. The water spread over the floor.  
**light (up) (lit, lit/lighted)** *vt/i* зажигать(ся), освещать, e. g. The lamps are lit in the streets. Our houses are lighted by the electricity,  
**beastly** *adj* ужасный, противный; *Syn.* **nasty**; **beast** *n* зверь, животное; *Comp.* animal  
**hardly** *adv* с трудом, едва, e. g. I could hardly understand her.  
**hard** *adv* сильно; *Syn.* **heavily**, e. g. It is raining hard (heavily); **hard** *adj* сильный, as a hard frost  
**frost** *n* мороз; **frosty** *adj* морозный; **freeze (froze, frozen)** *vt* замерзнуть, покрываться льдом; e. g. It's freezing hard.  
**sparkle** *vt* сверкать; *Syn.* **shine**  
**icicle** *n* сосулька  
**slide (slid, slid)** *vi/t* скользить; кататься по льду  
**thaw** *n* оттепель  
**float** *vi/t* плыть (по течению, по воздуху), e. g. A lot of red and green balloons floated in the air.  
**harvest** *n* жатва, уборка хлеба; урожай  
**degree** *n* градус, e. g. We had 25 degrees above (below) zero yesterday.  
**close** *adj* душный, e. g. Open the window. It's very close here. *Syn.* **stuffy**  
**breath** *n* дыхание; *зд.* дуновение, e. g. At last we felt a breath of fresh air; **breathe** *vt/i* дышать, e. g. The child was breathing hard.  
**weather-forecast** *n* прогноз погоды  
**remain** *vi* оставаться, e. g. In England the fields and the parks remain green even in winter; *Syn.* **stay**  
**drizzle** *n* мелкий дождь, изморось; **drizzle** *vi*, e. g. It's drizzling.  
**thunderstorm** *n* гроза; **thunder** *n* гром; **a clap of thunder** удар грома  
**overcast** *adj* покрытый облаками; хмурый (о небе)  
**pour** *vt/i* лить, литься; наливать, e. g. It's pouring, Льет дождь. Pour yourself a cup of milk.  
**fortunately** *adv* к счастью; *Ant.* **unfortunately**  
**tremendous** *adj* страшный, громадный; *Syn.* **awful, terrible** **lightning** *n* молния, e. g. A flash of lightning lit up the sky.  
**worth** *predic. adj* заслуживающий, стоящий; **to be worth doing smth.**, e. g. It's not worth thinking about.

## TOPICAL VOCABULARY

season, to shine brightly; to be out-of-doors; to be in blossom (to be in bloom); flower-bed; to cycle; to boat; to fish; to go cycling (boating, fishing); to bathe, to swim; to lie in the sun; to play with a ball; to play tennis (football); to play a game of chess (tennis); to pick flowers, to pick (gather) berries and, mushrooms; to travel by car; at the seaside; on the beach; on the bank of the river

to blow; to go skating; skating-rink; to toboggan; flakes of snow; sleet; sledge; slush; to get wet through; melt

## UNIT FOOD

### 1. Look at the photographs and the article. Answer these questions.

- Who is the man?
- Where does he live?
- What is his problem?
- What is he doing about it?
- Is he successful?
- How does he want to help other people?



## THE BIG MAN

Walter Hudson is big. In fact, he's enormous. He weighs over 250 kilos. And yet Walter is on a diet. He's losing weight at an incredible nine kilos a week. He used to weigh over 630 kilos. That's more than half a ton, and it's heavier than a car or a young elephant. At his maximum size Walter's waist was 119 inches. His neck was as thick as a woman's waist. His biceps were as big as an average man's chest.

His diet was just as impressive. He used to eat enough to feed three families. For breakfast he ate two pounds of sausages, two pounds of bacon, twelve eggs, a pound of biscuits, six Danish pastries, a pot of coffee and four pints of orange juice. Lunch and dinner were even bigger. Then there were the snacks between meals. During the morning he ate twelve doughnuts.

Each afternoon he ate ten large packets of crisps and in the evening a couple of family-sized pizzas. On top of all that he drank 96 cans of soft drinks. That was one day's food and Walter ate that much every day.

Until recently the world knew nothing about Walter Hudson. In the past 28 years he's only been outside for two hours. That was when his family moved house. He hasn't seen the sun since he was 25 years old and he's now 43. He lived in a secret world - a prisoner in his own home near New York. He used to watch television for 12-15 hours a day and he only left his bed to walk the five yards to the bathroom. Even that short journey was exhausting.

Walter's secret world finally hit the headlines ten months ago. He fell over on his way back from the bathroom and became stuck in the doorway. It took eight police officers and firemen to free him.

But that incident changed his life. While he was lying on the floor he decided that enough was enough. The next day he started his diet. He didn't just cut down on food, he stopped eating completely.

Every morning now he drinks a cocktail of vitamins in a pint of orange juice, and during the day he drinks a lot of water. And that's it. He also takes more exercise now. He still has a long way to go, because he wants to get down to 85 kilos. That's the right weight for someone of his height.

'Food,' says Walter, 'is an addiction. It's worse than drugs or alcohol. You can just stop taking them. But you need food. And it's everywhere.' Walter doesn't watch television any more, because too many of the adverts are about food. He hopes that his example will help other overweight people, especially children. He encourages mothers to put photos of him on the fridge door. 'I want parents to say to their kids, "Do you want to look that big? If you keep putting your hands in the fridge, then that's how you'll look. That's what Walter did."

<https://www.ucan.vn/course/study/try/id/5521>

### Vocabulary

enormous [ɪ'nɔ:məs] – огромный  
to weigh [wei] – весить, взвешивать  
weight [weit] – вес  
to be on a diet – быть на диете  
to lose weight – худеть, сбрасывать вес  
incredible – невероятный  
ton [tʌn] – тонна  
waist – талия  
inch – дюйм  
neck – шея  
biceps ['baɪsɪps] – бицепсы  
average ['ævərɪdʒ] – среднестатистический  
chest – грудная клетка  
impressive – впечатляющий  
to feed (fed, fed) – кормить  
pastry ['peɪstri] – пирожное  
pot – чайник, кофейник  
to have a snack – перекусить  
doughnut ['dəʊnʌt] – пончик  
family-sized pizza – пицца семейного размера, семейная пицца  
can – банка, консервная банка для напитков!  
soft drinks/ hard drinks – безалкогольные, алкогольные напитки  
prisoner – заключённый  
exhausting [ɪg'zɔ:stɪŋ] journey – утомительное путешествие  
to stick in the doorway – застрять в дверном проёме  
enough [ɪ'nʌf] is enough – достаточно!  
to cut down on food – сократить объем пищи  
height [haɪt] – рост  
addiction – зависимость, пагубная привычка  
drugs or alcohol – наркотики или алкоголь  
overweight – лишний вес  
to encourage – поощрять

#### 2. Say if the statements are True/ False/ Don't Know.

1. Walter has lost over 400 kilos in ten months.
2. His waist measurement is 119 inches.
3. He used to eat a big breakfast, but he didn't usually eat lunch.
4. Walter used to spend almost the whole day in bed.

5. Walter began his diet ten months ago.
6. He only eats one meal a day now.
7. Walter is two metres tall.
8. He still watches TV most of the day.
9. There are a lot of adverts for food on TV.

**3. What do these figures refer to?**

630 250 43 8 2 96 10 28 9 12-15 85 25 10

**4. Discuss these questions.**

1. How do you feel about Walter's story? Do you feel sorry for him?
2. What other kinds of eating disorders or addictions do you know of?
3. What do you think of people with eating problems?

*Use these expressions to help you:*

It's / isn't their fault.

It's because they are weak/ greedy/ stupid/ unhappy/ ill.

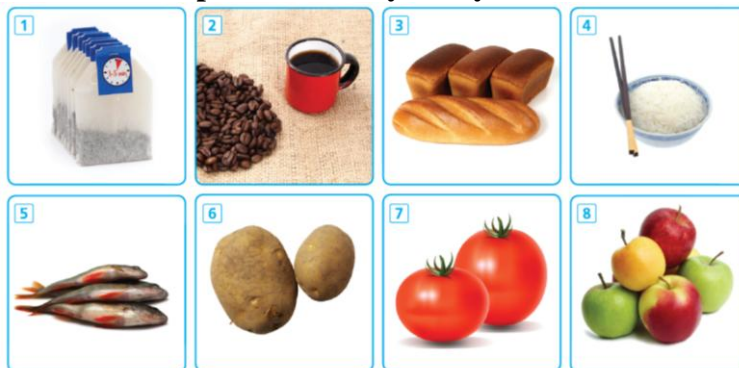
We should/ not try to help them.

They need medical attention/ understanding/ advice/ punishment.

It is the parents' / television's/ society's fault.

**Exercises**

**1. Look at the pictures. Can you say the words?**



**2. Which foods do you like? Tell your partner. Which foods are healthy? Write the words in two lists.**

	Healthy	Not healthy
carrots	.....	.....
tomatoes	.....	.....
hamburgers	.....	.....
sausages	.....	.....
oranges	.....	.....
chips	.....	.....
chocolate	.....	.....
apples	.....	.....
orange juice	.....	.....
cakes	.....	.....

**3. Read the sentences. Tick (✓) or cross (X) for you. Then ask your partner. Tick (✓) or cross (X) for your partner.**

**Is it healthy? Tick (✓) or cross (X).**

	You	Your partner	Is it healthy?
1 I eat fruit and vegetables five times a day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I drink coffee five times a day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I eat a lot of potatoes, rice and pasta.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I eat cakes and chocolate every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I eat chips every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I drink one litre of water or fruit juice every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I eat a lot of bread.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 I put a lot of butter on my bread.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I eat sausages and hamburgers every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 I drink a lot of cola.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 I drink a lot of alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. Now read the text. Check your answers. Were you right?**

**HEALTHY EATING**

- Eat a lot of fruit and vegetables. Eat five portions a day.
- Potatoes, rice and pasta are good for you. You can eat a lot of them.
- You can eat a lot of bread, but don't put a lot of butter on your bread.
- Drink a lot. You can drink water or fruit juice, but don't drink a lot of coffee.
- Don't drink cola. It has a lot of sugar.
- You can drink a little alcohol but not a lot.
- Don't eat chips, sausages and hamburgers. They make you fat.
- Don't eat a lot of cakes and chocolate. They have a lot of sugar and they make you fat.

**UNIT TRAVEL AND TOURISM**

**Paradise lost**

**Reading**

What can be done to stop tourism destroying the object of its affection? Maurice Chandler reports on the boom in the world travel.

On the sun-soaked Mediterranean island of Majorca, the locals are angry. Too late. In the last quarter of the twentieth century, they cashed in on foreign nationals, mainly Germans, wanting to buy up property on their idyllic island. Suddenly it occurred to Majorcans that the island no longer belonged to them. They don't deny tourism's vital contribution to the local economy. The industry has transformed Majorca from the Spain's poorest parts to the richest in per capita income. But the island's 630,000 inhabitants are increasingly convinced that the 14 million foreign visitors a year are far too much of a good thing. Water is rationed, pollution is worsening, and there is no affordable housing left for them to buy.

On the other side of the world, 250 Filipinos were recently evicted from their homes. Their lake-shore village of Ambulong was cleared by hundreds of police, who demolished 24 houses. The intention of the authorities was to make way for a major business venture – not oil, logging, or mining, but an environmentally-friendly holiday resort.

**A growth industry**

Tourism is the world's largest and fastest growing industry. In 1950, 25m people traveled abroad; last year it was 750m. The World Tourism Organization estimated that by 2020 1.6 bn people will travel each year, spending over two trillion US dollars.

**The effects of tourism**

To millions of tourists, foreign destinations are exotic paradises, unspoilt, idyllic, and full of local charm. But many of the world's resorts are struggling to cope with relentless waves of tourists, whose demands for ever more swimming pools and golf courses are sucking them dry.

“The issue is massive and global”, says Tricia Barnett, director of Tourism Concern, a charity which campaigns for more responsible approaches to travel. “Tourists in Africa will be having a shower and then will see a local woman with a pot of water on her head, and they are not making the connection. Sometimes you’ll see a village with a single tap, when each hotel has taps and showers in every room”.

The problem is that tourists demand so much water. It has been calculated that a tourist in Spain uses up 880 litres of water a day, compared with 250 litres by a local. An 18-hole golf course in a dry country can consume as much water as a town of 10,000 people. In the Caribbean, hundreds of thousands of people go without piped water during the high tourist season, as springs are piped to hotels.

In 1950, 25m people travel abroad; last year it was 750m.

#### Winners and losers

The host country may not see benefits. In Thailand, 60% of the \$4bn annual tourism revenue leaves the country. Low-end package tourists tend to stay at big foreign-owned hotels, cooped up in the hotel compound, buying few local products, and having no contact with the local community other than with the waiters and chambermaids employed by the hotel. “Mass tourism usually leaves little money inside the country”, says Tricia Barnett. “Most of the money ends up with the airlines, the tour operators, and the foreign hotel owners”.

These days the industry’s most urgent question may be how to keep the crowds at bay. A prime example of this is Italy, where great cultural centres like Florence, and Venice can’t handle all the tourist they get every summer. In Florence, where the city’s half-million or so inhabitants have to live with the pollution, gridlock, and crime generated by 11 million visitors a year, there’s talk not only of boosting hotel taxes, but even of charging admission to some public squares. The idea is to discourage at least some visitors, as well as to pay for cleaning up the mess.

#### The future

For many poorer counties, tourism may still offer the best hope for development. “The Vietnamese are doing their best to open up their country”, says Patrick Duffey of the World Tourism Organization. “Iran is working on a master plan for their tourism. Libya has paid \$1 million for a study. They all want tourist. And people to discover ever new parts of the world, they are tired of mass tourism. Even if a country doesn’t have beaches, it can offer mountains and deserts and unique cultures”.

Yet if something isn’t done, tourism seems destined to become a victim of its own success. Its impact on the environment is a major concern. In hindsight, tourist organizations might have second thoughts about what exactly they were trying to sell.

As Steve McGuire, a tourist consultant, says, “Tourism more often than not ruins the very assets it seeks to exploit, and having done the damage, simply moves on elsewhere.

For poorest countries, tourism may still offer the best hope for development.

## **UNIT HEALTH** **Healthy Way of Life** **Reading**

One of the first duties we owe to our-selves is to keep our bodies in good health. These are certain laws of health which deserve particular attention and they are very-simple to learn.

A constant supply of pure fresh air is necessary for good health. Perfect cleanliness is also very important.

Nobody likes to be fat and clumsy. We enjoy watching famous athletes, their strong and graceful bodies. But you must be prepared to make an effort if you want to be beautiful and healthy. You should develop healthy habits.

A very important factor is physical exercises. They help us to be fit and active. They make our body strong and keep us mentally well. If you want to be healthy you are to go in for sports and games. Those, who do in for sport regularly are cheerful, active people full of energy.



Another factor is healthy feeding habits. You mustn't eat too much. It is useful to eat fresh fruit and vegetables, they give us vitamins. It's good to eat fish, dairy products, brown bread. You should eat less cakes, sweets, chocolate, potatoes and other food rich in calories.

All over the world young people eat more and more snacks and fast food – chips, hamburgers, hot dogs. It's not good to eat a lot of fast food. It is not good to eat a lot of fast food. It is high in fat, salt and sugar. Of course we need some fat, salt and sugar and a little fast food won't hurt us. But a lot of fast food is bad for us.

It is also very important to have a sound and lasting sleep at night. Try to go to bed at the same time and not too late. It's good to go to bed early and to get up early.

Thus we must remember that moderation in eating and drinking, reasonable hours of labor and study, regular physical exercises, recreation and rest, cleanliness and other factors lay the foundation for good health and a long happy life.

Bad habits influence our health. Smoking, using alcohol, taking drugs damage your health. It's a pity but grown-ups set the example for children and teenagers.

## **UNIT ROUTINES**

### **Why sleep is the best medicine?**

#### **Reading**

It's late at night and you have an important exam in the morning. You're sitting with your notes and books and you're beginning to feel tired. Should you listen to your mother's advice and go to bed? Or should you stay up all night and try to learn?

Well, scientists say that our mothers are probably right – it is best to go to bed early before a big exam. Last year in Germany, scientists looked into the effects of sleep on university students. They found out that students who had at least four hours of sleep did better in exams. It also turned out that the students who had a lot of sleep had better scores in IQ tests. So why is sleep good for our brains?

First of all, scientists believe that after a hard day of thinking, our memories are very messy. Sleep helps to tidy up our thoughts and memories and to put everything in the right place again. Because of this, it's easier to remember facts clearly, which, of course, is important in exams.

When we sleep, our brains also continue thinking about our problems from the day before. We can sometimes come up with the answer to difficult problems after sleeping. There are many examples of this in history.

In the nineteenth century, the chemical structure of benzene was still a big mystery to scientists. The German chemist Friedrich von Kekule worked on this problem for many years. One afternoon, while he was travelling on a London bus, von Kekule fell asleep. He had a strange dream- snakes were coming towards him with their tails in their mouths! When he woke up, von Kekule knew that he had the answer to his problem - the atoms were arranged in a circle like his funny snakes!

But sleep does not only improve our memories and help us to find the answer to problems. Scientists believe that we are more creative after sleep too. Keith Richards, the guitarist of The Rolling Stones, came up with the melody for Satisfaction, their biggest hit, as he was taking a nap in a London hotel room. The Irish writer Bram Stoker also got the idea for his masterpiece Dracula, the classic horror story, while he was sleeping. He ate crabs late at night before going to bed, had some strange nightmares and kept on waking up!

So, take my advice - do you want to remember more in your exam tomorrow? The answer is simple - go to bed early!

## **UNIT PROFESSIONS**

### **1. Memorize the list of professions.**

accountant

actor

air steward

architect	receptionist
shop assistant	sailor
author	salesman/saleswoman/sale
baker	sperson
barman/barmaid/bar person	scientist
builder	secretary
businessman/businesswom	soldier
an/executive	surgeon
butcher	tailor
caretaker	teacher
chef	telephonist
civil servant	telephone operator
clerk	travel agent
computer	vet
operator/programmer	waiter
cook	writer
decorator	
dentist	
designer	
director	
company director	
film director	
doctor	
driver bus/taxi/train driver	
garbage man	
economist	
editor	
electrician	
engineer	
farmer	
fisherman	
fishmonger	
flight attendant	
hairdresser	
jeweler	
journalist	
judge	
lawyer	
lecturer	
manager	
miner	
musician	
news reader	
nurse	
painter	
photographer	
pilot	
plumber	
police officer	
politician	
porter	
prison officer/warder	

## 2. Comment on the following quotations.

- 1) The mark of a true professional is giving more than you get.
- 2) Pros are people who do jobs well even when they don't feel like it.
- 3) To depend upon a profession is a less odious form of slavery than to depend upon a father.  
*Virginia Woolf*
- 4) Your profession is what you were put on earth to do. With such passion and such intensity that it becomes spiritual in calling. *Virgil*

## 3. Complete the sentences with words:

*wages - work experience - employment - degree - part time - unemployed*

1. In many countries there aren't enough jobs for everyone. That's why many people are \_\_\_\_\_.
2. Many immigrants who come to Portugal work for long hours for low \_\_\_\_\_.
3. I'm still studying at university, so I got a \_\_\_\_\_ job so I have the time to prepare for my exams.
4. To get a good job it's important to have good qualifications, such as a \_\_\_\_\_.
5. When you go to an interview for a job, it's good to have some previous \_\_\_\_\_.
6. \_\_\_\_\_ agencies can help you get a job.

## UNIT THE POWER OF THE INTERNET

### Internet and Modern Life Reading

The Internet has already entered our ordinary life. Everybody knows that the Internet is a global computer network, which embraces hundred of millions of users all over the world and helps us to communicate with each other. The history of Internet began in the United States in 1969. It was a military experiment, designed to help to survive during a nuclear war, when everything around might be polluted by radiation and it would be dangerous to get out for any living being to get some information to anywhere. Information sent over the Internet takes the shortest and safest path available from one computer to another. Because of this, any two computers on the net will be able to stay in touch with each other as long as there is a single route between them. This technology was called packet switching.

Invention of modems, special devices allowing your computer to send the information through the telephone line, has opened doors to the Internet for millions of people.

Most of the Internet host computers are in the United States of America. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundred of millions of users and their number is growing.

Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they are at home or in the internet clubs or at work. Other popular services are available on the Internet too. It is reading news, available on some dedicated news servers, telnet, FTP servers, etc.

However, there are some problems. The most important problem is security. When you send an e-mail, your message can travel through many different networks and computers. The data is constantly being directed towards its destination by special computers called routers. Because of this, it is possible to get into any of the computers along the route, intercept and even change the data being sent over the Internet. But there are many encoding programs available. Notwithstanding, these programs are not perfect and can easily be cracked.

### VOCABULARY:

network	- сеть
to embrace	- охватывать, окружать
user	- юзер, пользователь

to survive	- выжить
nuclear war	- ядерная война
available	- доступный,

to design	- задумывать, придумывать, разрабатывать
packet switching	- пакетное переключение
invention	- изобретение
accurate	- точный
to count	- считать, сосчитать
approximately	- приблизительно, примерно
to receive	- получать
message	- послание

	наличный
alternative	- альтернативный
provider	- провайдер, поставщик
security	- безопасность
router	- маршрутизатор
to intercept	- перехватить (сигнал и т. д.)
to encode	- кодировать, шифровать
notwithstanding	- тем не менее, однако, все же
to crack	- взломать

### **Email – a good thing or a bad thing** **Reading**

In recent years email has become an increasingly important means of communication. However, in my opinion, like most things it has both advantages and disadvantages.

#### **On the plus side:**

First of all, email is easy. All you need is the appropriate software on your computer. There are no stamps to stick and no trips in the freezing cold to postboxes.

A second point is that email is fast. No matter where it is to the next street or to the other side of the planet it takes only seconds to reach its destination. Nowadays, whenever I send regular mail (or snail mail as email users call it), I can't believe that it's actually going to take days to reach its destination. How primitive!

Email is not only fast, it is also cheap. Unlike long distance telephone calls, you pay no more for messages sent from the US to London, Ohio, or London, Ontario, or London, England.

Also, email messages are easily stored. Because they are electronic, saving an email message you've received (and calling it back up again later) is a breeze.

In addition to this, email is environmentally friendly because being electronic, it saves natural resources such as paper.

Last but not least, email is practically universal. Even my great aunt in Galashiels, Scotland is using it these days.

#### **On the minus side:**

Firstly, email is impersonal. Unlike when face to face or in telephone conversation, it's difficult to get across subtle meaning in email prose with no visual or voice clues.

Secondly, it can be argued that email is in fact too easy. You can write a message in a few seconds and send it off with one click. And once sent, you can't get back a message that may have been written in a fit of irritation or anger.

Another point is that email security is lax. As your email message makes its way to its destination, it has to pass through other, public, systems. Anyone with the right technical know-how can intercept it without you knowing.

Although, as stated above, it is an advantage that email messages are easily stored, this can also be a disadvantage. If you say nasty things about your boss in a message, a saved copy can come back to haunt you in the future.

A final and very important point is that email can take over your life. Because it is so easy you start getting more and more correspondence, and you end up spending most of your day reading and responding to floods of messages.

Overall, however, to my mind the pros of email easily outweigh the cons, and email is a good thing. It has transformed the world of communication in largely beneficial ways, and alongside text messaging, is now a major way of keeping in touch.

## UNIT FAMILY LIFE AND RELATIONS

### "If you want to have a friend..."

#### Reading

Let us suppose that everybody here in this group has a good friend. Friendship between two people grows when they do something useful together and when they have the same interests. Their friendship is still better if they understand each other well.

Do you remember the English proverb "A friend in need is a friend indeed"? We agreed that you cannot live without friends, that real friends are always ready to help each other. Let us also agree that the real friendship is possible only when people respect and trust each other.

So you can see that friendship between two people is a very great thing. As English people say, "A good friend is as the sun in winter". A good proverb, isn't it? A real friend makes your life happier and more interesting. He is dear to you and you want your friendship to last for a very long time.

Well, there are some other English proverbs about friendship and friends. Take, for example, this one: "A friend is easier lost than found". What does it mean? It means that it is difficult to find a good friend. You may lose a friend quickly if you do something wrong. Always think how to keep friendship.

And there is another thing which is no less important: if you want to have a friend, you have to be good, friends you.

### The Problems of Youth

#### Reading

Life used to be fun for 'teenagers'. They used to have money to spend, and free time to spend it in. They used to wear teenage clothes, and meet in teenage coffee bars and discos. Some of them still do. But for many young people, life is harder now. Jobs are difficult to find. There's not so much money around. Things are more expensive, and it's hard to find a place to live.

Teachers say that students work harder than they used to. They are less interested in politics, and more interested in passing exams. They know that good exam results may get them better jobs.

Most young people worry more about money than their parents did twenty years ago. They try to spend less and save more. They want to be able to get homes of their own one day.

For some, the answer to unemployment is to leave home and look for work in one of Britain's big cities. Every day hundreds of young people arrive in London from other parts of Britain, looking for jobs. Some find work, and stay. Others don't find it, and go home again, or join the many unemployed in London. There used to be one kind of teenage fashion, one style, one top pop group. Then, the girls all wore mini-skirts and everyone danced to the music of the Beatles and the Rolling Stones.

But now an eighteen-year-old might be a punk, with green hair and chains round his legs, or a skin head, with short, short hair and right wing politics, or a 'rasta', with long uncombed hair and a love for Africa. There's a lot of different music around too. There's reggae, the West Indian sound, there's rock, there's heavy metal, country and western, and disco. All these kinds of music are played by different groups and listened to by different fans.

When you read the newspapers and watch the news on television, it's easy to get the idea that British young people are all unemployed, angry and in trouble.

But that's not true. Three quarters of them do more or less what their parents did. They do their best at school, find some kind of work in the end, and get married in their early twenties. They get on well with their parents, and enjoy family life. They eat fish and chips, watch football on TV, go to the pub, and like reading about pop stars. After all, if they didn't, they wouldn't be British, would they?

**GRAMMAR**  
*The verb 'to be'*

**1. Choose the correct form of be (am, are, is).**

Peter Baker \_\_\_\_\_ from Manchester, but Paul and John \_\_\_\_\_ from London. Manchester and London \_\_\_\_\_ cities in England. Hamburg \_\_\_\_\_ a city in Germany. Sandra \_\_\_\_\_ at school today. Jack and Peter \_\_\_\_\_ her friends. They \_\_\_\_\_ in the same class. Mr and Mrs Baker \_\_\_\_\_ on a trip to the USA to visit their cousin Anne. She \_\_\_\_\_ a nice girl. Peter says: "My grandfather \_\_\_\_\_ in hospital. I \_\_\_\_\_ at home with my grandmother." What time \_\_\_\_\_ it? It \_\_\_\_\_ 8 o'clock. \_\_\_\_\_ you tired? No, I \_\_\_\_\_ not.

**2. Form questions from the given words or phrases.**

- 1) are how you old?
- 2) is in that what English?
- 3) you how are?
- 4) where teacher is your?
- 5) Gerry late why is?
- 6) where my is pencil case?
- 7) the children are why late?
- 8) is home when his sister?

**3. Form questions from the given words or phrases.**

- 1) this apple is your?
- 2) happy you are?
- 3) Josephine is name your?
- 4) the comics are old?
- 5) is in Charlie class your?
- 6) blue is your sandwich box?
- 7) German they are?

**4. Answer the questions.**

- 1) Are you from England? - Yes, \_\_\_\_\_.
- 2) Is she nice? - Yes, \_\_\_\_\_.
- 3) Are the friends at school? - Yes, \_\_\_\_\_.
- 4) Is the dog in the garden? - Yes, \_\_\_\_\_.
- 5) Are you 12? - No, \_\_\_\_\_.
- 6) Is your school bag black? - Yes, \_\_\_\_\_.
- 7) Is he a teacher? - Yes, \_\_\_\_\_.
- 8) Are your parents from Italy? - No, \_\_\_\_\_.
- 9) Are we students? - Yes, \_\_\_\_\_.
- 10) Am I your friend? - Yes, \_\_\_\_\_.

**5. Answer the questions.**

- 1) Are they new here? - No, \_\_\_\_\_.
- 2) Is your classroom big? - Yes, \_\_\_\_\_.
- 3) Are you from Scotland? - Yes, \_\_\_\_\_.
- 4) Is your van green? - No, \_\_\_\_\_.
- 5) Are the DVDs in this box? - Yes, \_\_\_\_\_.
- 6) Is Henry in his room? - No, \_\_\_\_\_.
- 7) Are you football fans? - Yes, \_\_\_\_\_.
- 8) Is Tom's mother in the kitchen? - Yes, \_\_\_\_\_.
- 9) Are Dan and Sue at home? - No, \_\_\_\_\_.
- 10) Is the monster ugly? - Yes, \_\_\_\_\_.

### 1. Write the following cardinal numbers in words.

5, 8, 12, 14, 17, 9, 1, 2, 3, 11, 15, 19, 16, 6, 4, 20, 21, 22, 23, 24, 26, 13, 29, 30, 31, 32, 36, 39, 27, 45, 51, 62, 75, 83, 96, 53, 50, 71, 70, 82, 80, 91, 90, 100, 101, 102, 115, 173, 154, 246, 259, 387, 531, 723, 922, 418, 1312, 1421, 1725, 1929, 2619, 3827, 5614, 10217.

### 2. Write the dates in words.

Example: What date is it today? - 18.10.2005 Today it is the 18th of October 2005.

1. What date is it today? - 2.11.2005 2. What date is it today? - 5.01.2006 3. What date is it today? - 12.05.1999 4. What date is it today? - 22.03.2004 5. What date is it today? - 14.04.2005 6. What date is it today? - 1.07.2006 7. What date is it today? - 18.02.2005 8. What date is it today? - 22.08.2006 9. What date is it today? - 17.06.2006 10. What date is it today? - 31.12.2005.

### 3. Write the time in words.

1. What time is it now? - 8:00 a.m. 2. What time is it now? - 6:00 p.m. 3. What time is it now? - 10:00 a.m. 4. What time is it now? - 9:00 p.m. 5. What time is it now? - 7:00 a.m. 6. What time is it now? - 5:00 p.m. 7. What time is it now? - 12:00 a.m. 8. What time is it now? - 11:00 a.m. 9. What time is it now? - 1:00 p.m. 10. What time is it now? - 1:00 a.m.

### 4. Write the time in which the action occurs.

Example: At what time do you usually have lunch? - 12:00 a.m. - At 12 o'clock in the afternoon.

1. At what time do you usually come to the office? - 9:00 a.m. 2. At what time do you usually have lunch at the office? - 2:00 p.m. 3. At what time do you usually come home from work? - 6:00 p.m. 4. At what time do you usually have dinner? - 7:00 p.m. 5. At what time do these children usually come from school? - 1:00 p.m. 6. At what time do they have dinner? - 3:00 p.m. 7. At what time does your friend usually phone you? - 9:00 p.m. 8. At what time do your parents usually go to the country on Sundays? - 10:00 a.m. 9. At what time does your sister go to the university? - 8:00 a.m. 10. At what time does your chief have tea at the office? - 5:00 p.m. 1. What time is it now? - 8:00 a.m. 2. What time is it now? - 6:00 p.m. 3. What time is it now? - 10:00 a.m. 4. What time is it now? - 9:00 p.m. 5. What time is it now? - 7:00 a.m. 6. What time is it now? - 5:00 p.m. 7. What time is it now? - 12:00 a.m. 8. What time is it now? - 11:00 a.m. 9. What time is it now? - 1:00 p.m. 10. What time is it now? - 1:00 a.m.

### 5. Translate into English.

1. 7 часов утра. 2. 8 часов вечера. 3. 2 часа ночи. 4. В этой комнате тепло. 5. На улице холодно. 6. Летом у нас жарко. 7. В университете интересно. 8. Зимой холодно. 9. Сегодня тепло. 10. Осенью не холодно.

## *Pronouns*

### 1. Use a subject pronoun as the subject of each sentence based on the word(s) in parentheses.

1. \_\_\_\_ works at National Bank. (Mary)
2. \_\_\_\_ are in the cupboard. (the cups)
3. \_\_\_\_ lives in Oakland, California. (Derek)
4. \_\_\_\_ enjoy watching movies on Friday evenings. (My brother and I)
5. \_\_\_\_ is on the table. (the magazine)
6. \_\_\_\_ is working at the moment. (Mary)
7. \_\_\_\_ study French at university. (Peter, Anne and Frank)
8. \_\_\_\_ are good friends. (Tom and I)
9. \_\_\_\_ went to school yesterday. (Anna)
10. \_\_\_\_ think this exercise is difficult. (the students)

### 2. Use an object pronoun as the object in each sentence based on the word(s) in parentheses.

1. Please give \_\_\_\_ the book. (Peter)

2. I bought \_\_\_\_ last week. (the car)
3. Angela visited \_\_\_\_ two months ago. (Mary)
4. I enjoyed listening to \_\_\_\_ last week. (the song)
5. Alexander asked \_\_\_\_ to give the book to him. ( I)
6. She ate \_\_\_\_ quickly and left for work. (breakfast)
7. I picked \_\_\_\_ up at seven o'clock. (Peter and Jane)
8. I like reading \_\_\_\_ before I go to sleep. (magazines)
9. It's very difficult to memorize \_\_\_\_\_. (the new vocabulary words)
10. Tom gave \_\_\_\_ some advice. (my wife and I)

**3. Use a possessive adjective in the gap in each sentence based on the word(s) in parentheses.**

1. That's \_\_\_\_ book on the table. (I)
2. Peter asked \_\_\_\_ sister to the dance. (Jane)
3. We bought \_\_\_\_ book last week. (Alex Smith)
4. \_\_\_\_ color is red. (The car)
5. Would you like to buy \_\_\_\_ cookies? (My friends and I)
6. Peter picked up \_\_\_\_ lunch and left for school. (Peter)
7. Alison asked \_\_\_\_ questions because they couldn't come. (Mary and Frank)
8. I think \_\_\_\_ idea is crazy! (You)
9. I'd like to hear \_\_\_\_ opinion. (Susan)
10. She works for \_\_\_\_ company. (John)

**4. Use a possessive pronoun in the gap in each sentence based on the word(s) in parentheses.**

1. The book is \_\_\_\_\_. (John)
2. I think we should go in \_\_\_\_\_. (The boy's car)
3. That house is \_\_\_\_\_. (Kathy)
4. Do you hear the telephone? I think it's \_\_\_\_\_. (my telephone)
5. I'm sure it's \_\_\_\_\_. (the computer that belongs to my sister and me)
6. Look at that car. It's \_\_\_\_\_. (Mary and Peter)
7. That dog over there is \_\_\_\_\_. (Henry)
8. Those bicycles are \_\_\_\_\_. (Jack and Peter)
9. No, that one is \_\_\_\_\_. (you)
10. Yes, that one is \_\_\_\_\_. (I) Go to the next page for the answers to these exercises.

### *Reflexive Pronouns*

**1. Fill in the correct reflexive pronoun.**

1. Tom cut \_\_\_\_\_ while he was shaving this morning.
2. We really enjoyed \_\_\_\_\_ very much.
3. I repaired my bike \_\_\_\_\_.
4. Why don't you clean the windows \_\_\_\_\_?
5. Jack and I introduced \_\_\_\_\_ to our new neighbour.
6. He decided to repair his bike \_\_\_\_\_.
7. They looked at \_\_\_\_\_.
8. The film \_\_\_\_\_ wasn't very good, but I liked the music.
9. The old woman sat at the park bench talking to \_\_\_\_\_.
10. Let's paint the house \_\_\_\_\_.
11. Did you write it \_\_\_\_\_ party.
13. The children cleaned their room \_\_\_\_\_.
14. Ann backed the cake \_\_\_\_\_.
15. The cat nearly killed \_\_\_\_\_ when it ran across the road.
16. I enjoyed \_\_\_\_\_ at the party.
17. The cat caught the mouse \_\_\_\_\_.
18. Sally saw \_\_\_\_\_ in the mirror.
19. Tom can paint the picture \_\_\_\_\_ because he's good at painting.
20. The children did the washing up \_\_\_\_\_.
21. I like to watch \_\_\_\_\_ in a video film.
22. Simon and George did their homework \_\_\_\_\_.
23. Sue, did you bake the cake \_\_\_\_\_?
24. The boys opened the parcels \_\_\_\_\_.
25. Susan made a video film about cats \_\_\_\_\_.
26. Bob, can you find the way to the cinema \_\_\_\_\_?
27. My father built the tree house \_\_\_\_\_.
28. The Millers drew all the paintings \_\_\_\_\_.
29. "Did Sue's dad write the story?" No, she did it \_\_\_\_\_.
- 30.



"Shall I cook the soup?" No, I can do it \_\_\_\_\_. 31. "Your face is dirty! Look at \_\_\_\_\_ in the mirror." 32. Jack's brother painted the bike \_\_\_\_\_.

**2. Use the correct reflexive pronouns to complete the sentences.**

1. Tell me a little about \_\_\_\_\_.
2. He never talks about \_\_\_\_\_.
3. She did all the work by \_\_\_\_\_.
4. They were concerned for \_\_\_\_\_ in such an unsafe situation.
5. He has to fix that \_\_\_\_\_.
6. I want him to do the job \_\_\_\_\_.
7. The horse hurt \_\_\_\_\_.
8. The players clean the field \_\_\_\_\_.
9. She asked \_\_\_\_\_ some questions.
10. Grandpa cut \_\_\_\_\_.
11. I always find the way \_\_\_\_\_.
12. Elizabeth sang quietly to \_\_\_\_\_.
13. John hurt \_\_\_\_\_ while he was repairing his car.
14. Mrs Miller planted the roses \_\_\_\_\_.
15. I went to the shop to buy \_\_\_\_\_ some lunch.

**3. Choose the correct reflexive pronouns.**

1. Alan made this dish \_\_\_\_\_.
2. Laura sent the email \_\_\_\_\_.
3. We shall not quarrel easily among \_\_\_\_\_ and forget our common objective.
4. Sara, did you write this poem \_\_\_\_\_?
5. Yes, I called her \_\_\_\_\_.
6. He cut \_\_\_\_\_ with the knife while he was sharpening it.
7. My computer often crashes and turns off by \_\_\_\_\_.
8. She often talks to \_\_\_\_\_ when she is upset.
9. John and Alan, I am not going to do the homework for you. You have to do it \_\_\_\_\_.
10. The students were so noisy. Even Nancy and Leila were making a lot of noise \_\_\_\_\_.
11. Did the children behave \_\_\_\_\_?
12. I caught sight of \_\_\_\_\_ in the mirror \_\_\_\_\_.

**4. Fill the gaps with reflexive pronouns.**

1. He built a boat all by \_\_\_\_\_.
2. I hurt \_\_\_\_\_ quite badly falling down the stairs.
3. The children did everything \_\_\_\_\_ without any help.
4. "Maria and Alison, you really should look after \_\_\_\_\_ better."
5. "Forget it! I'll do it \_\_\_\_\_."
6. I burnt \_\_\_\_\_ on the oven yesterday.
7. She blames \_\_\_\_\_ for what happened.
8. Bob taught \_\_\_\_\_ to type last summer.
9. I talk to \_\_\_\_\_ all the time. It doesn't mean I'm crazy.
10. We all enjoyed \_\_\_\_\_ very much on the picnic.
11. I was so stupid I could have kicked \_\_\_\_\_.
12. The protesters locked \_\_\_\_\_ into the church and refused to come out.

*The Present Simple Tense*

**1. Put the verbs in the brackets into correct affirmative, interrogative and negative forms.**

1. My sister \_\_\_\_\_ (read) a book.
2. Frank \_\_\_\_\_ (like) dogs.
3. My parents \_\_\_\_\_ (do) the shopping.

4. We sometimes \_\_\_\_\_ (meet) in front of the cinema.
5. Our friends \_\_\_\_\_ (play) football in the park.
6. She \_\_\_\_\_ (go) to the park every Friday.
7. He \_\_\_\_\_ (ride) his bike every day.
8. We \_\_\_\_\_ (have) the best ideas.
9. She \_\_\_\_\_ (be) the best singer in our class.
10. My sister \_\_\_\_\_ (live) in a big house.
11. The children \_\_\_\_\_ (eat) hamburgers.
12. You \_\_\_\_\_ (be) at home.

**2. Circle the keywords and fill in the blanks with the simple present in the affirmative.**

1. Mary (play) \_\_\_\_\_ tennis every day.
2. My friends always (eat) \_\_\_\_\_ lunch at the cafeteria.
3. It (snow) \_\_\_\_\_ in the winter time in Canada.

**Exercise 3. Circle the keywords and fill in the blanks with the simple present in the negative.**

1. Sometimes, my parents (wake up, not) \_\_\_\_\_ early.
2. James (swim, not) \_\_\_\_\_ every day.
3. We (watch, not) \_\_\_\_\_ television every night.

**Exercise 4. Circle the keywords and answer the questions with short answers.**

1. Does Mary play tennis every day? Yes, \_\_\_\_\_
2. Do John and Lynn drink beer with their dinner every night? No, \_\_\_\_\_
3. Does David always eat lunch at McDonald's? No, \_\_\_\_\_

**3. Make yes/no questions to go with the highlighted answers.**

1. \_\_\_\_\_?  
Yes, Sandra likes to speak English.
2. \_\_\_\_\_?  
No, Pete and Dave don't live in Montreal.
3. \_\_\_\_\_?  
No, I don't text my friends in class.

**4. Use short forms (isn't, don't,...).**

1. We have some milk. We \_\_\_\_\_ any milk.
2. Mother sews Jenny's jeans. Mother \_\_\_\_\_ Jenny's jeans.
3. I hate Maths lessons. I \_\_\_\_\_ Maths lessons.
4. The monkey likes to eat bananas. The monkey \_\_\_\_\_ to eat bananas.
5. My parents often watch westerns. My parents \_\_\_\_\_ often \_\_\_\_\_ westerns.
6. Children like ice cream. Some children \_\_\_\_\_ ice cream.
7. The monkey wants some bananas. The monkey \_\_\_\_\_ some bananas.
8. They are hungry. They \_\_\_\_\_ hungry.
9. We get up early on Sundays. We \_\_\_\_\_ up early on Sundays.
10. Sometimes Peter is very tired. Sometimes Peter \_\_\_\_\_ very tired.
11. I am a good pupil. I \_\_\_\_\_ a good pupil.
12. School always starts at seven o'clock. School \_\_\_\_\_ always \_\_\_\_\_ at seven o'clock.
13. Kate always has her piano lesson on Fridays. Kate \_\_\_\_\_ always \_\_\_\_\_ her piano lesson on Friday.
14. In summer it's sometimes very hot. In summer it \_\_\_\_\_ sometimes very hot.

**5. Put the sentences into the negative form. Use short forms (doesn't, don't, isn't,...)**

Example: I like reading. - I don't like reading.

1. They wash the car. They \_\_\_\_\_ the car.
2. I get up early. I \_\_\_\_\_ early.
3. They walk to school. They \_\_\_\_\_ to school.
4. Jim eats an orange. Jim \_\_\_\_\_ an orange.
5. My sister listens to her new CD. My sister \_\_\_\_\_ to her new CD.
6. Ann cleans her shoes. Ann \_\_\_\_\_ her shoes.
7. Henry climbs the tree. Henry \_\_\_\_\_ the tree.
8. They meet at the cinema. They \_\_\_\_\_ at the cinema.
9. We like pizza. We \_\_\_\_\_ pizza.
10. Gary and Peter go to the party. Gary and Peter \_\_\_\_\_ to the party.
11. My parents work in a restaurant. My parents \_\_\_\_\_ in a restaurant.
12. We like our uncle. We \_\_\_\_\_ our

uncle. 13. She sings her favourite song. She \_\_\_\_\_ her favourite song. 14. Bill reads a book. Bill \_\_\_\_\_ a book. 15. Mary goes to the zoo. Mary \_\_\_\_\_ to the zoo.

**6. Fill in don't or doesn't into the gaps.**

1. Sarah \_\_\_\_\_ like reading books. 2. Rita's mother \_\_\_\_\_ watch horror movies. 3. We \_\_\_\_\_ often go to the cinema. 4. Kevin \_\_\_\_\_ like spinach and beans. 5. The children \_\_\_\_\_ play in the garden very often. 6. They \_\_\_\_\_ learn for their tests very much. 7. She \_\_\_\_\_ play football. 8. My cat \_\_\_\_\_ catch mice. 9. I \_\_\_\_\_ want to get up early in the morning. 10. We \_\_\_\_\_ have to wear school uniforms. 11. His sister \_\_\_\_\_ like watching TV shows. 12. My brother and I \_\_\_\_\_ go to work by bus. 13. My parents \_\_\_\_\_ eat anything for breakfast. 14. He usually \_\_\_\_\_ eat anything for dinner. 15. My neighbours \_\_\_\_\_ go on holidays in winter.

**7. Put in the correct verb forms into the gaps. Use Simple Present.**

1. \_\_\_\_\_ you \_\_\_\_\_ mineral water? (to drink)
2. \_\_\_\_\_ Sarah and Linda \_\_\_\_\_ their pets? (to feed)
3. \_\_\_\_\_ your teacher \_\_\_\_\_ your homework? (to check)
4. \_\_\_\_\_ they \_\_\_\_\_ in the old house? (to live)
5. \_\_\_\_\_ the cat \_\_\_\_\_ on the wall in the mornings? (to sit)
6. \_\_\_\_\_ Nina \_\_\_\_\_ computer games? (to play)
7. \_\_\_\_\_ your parents \_\_\_\_\_ TV in the afternoon? (to watch)
8. \_\_\_\_\_ your grandmother \_\_\_\_\_ the phone? (to answer)
9. \_\_\_\_\_ Andy \_\_\_\_\_ the shopping? (to do)
10. \_\_\_\_\_ Garry and Ken \_\_\_\_\_ a cup of tea in the afternoon? (to have)

**8. Fill in do or does into the gaps.**

1. \_\_\_\_\_ work at night?
2. \_\_\_\_\_ you sleep at 9.30 in the morning Saturday?
3. \_\_\_\_\_ he work on Friday?
4. \_\_\_\_\_ class start at 8.30?
5. \_\_\_\_\_ we go the library?
6. \_\_\_\_\_ Ann have lunch?
7. \_\_\_\_\_ Peter go to bed at 10?
8. \_\_\_\_\_ Ann and Jane take the taxi?
9. \_\_\_\_\_ they write letters nowadays?
10. \_\_\_\_\_ children use dictionary?

*Simple Tense Forms*

**1. Open the brackets using the verbs in the Present, Past или Future Simple.**

1. I (to go) to school at ten o'clock every day.
2. He (to go) to disco at ten o'clock yesterday.
3. We (to go) to our granny at ten o'clock tomorrow.
4. I (not to go) to the cinema every day.
5. I (not to go) to the cinema yesterday.
6. I (not to go) to the cinema tomorrow.
7. You (to watch) TV every day?
8. You (to watch) TV yesterday?
9. You (to watch) TV tomorrow?
10. When you (to leave) home for school every day?
11. When you (to leave) home for school yesterday?
12. When you (to leave) home for school tomorrow?
13. What you (to buy) at the shop yesterday? — I (to buy) a book.
14. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

## 2. Open the brackets using the verbs in the Present, Past или Future Simple.

1. He (to turn) on the television to watch cartoons every morning. (*to turn* [tɛ:n] *on the television* ['telivɪzn] *включать телевизор: cartoon* [kɑ:'tu:n] – *мультфильм*)
2. He (to turn) on the television to watch cartoons yesterday morning.
3. He (to turn) on the television to watch cartoons tomorrow morning.
4. I always (to go) to the village to visit my granny there. (*village* ['vɪlɪdʒ] – *деревня*)
5. I (to be) very busy last summer and I (not to go) there.
6. I (not to go) there next year.
7. They (to enjoy) the symphony yesterday evening? (*to enjoy* [ɪn'dʒɔɪ] *the symphony* ['sɪmfəni] – *наслаждаться симфонией*)
8. Who (to take) care of the child in the future? (*to take care* [kɛə] *of* – *заботиться о ком-то*)
9. How often you (to go) to the dentist's?
10. We (not to have) very good weather, but we still (to have) a good time during our short stay in London. (*during* [dʒuəriŋ] *our short stay* [steɪ] – *во время нашего короткого визита*)
11. She (to do) all the washing in their house.
12. He even (not to know) how to use the washing machine. (*to use* [ju:z] – *использовать*)
13. Two years ago they (to be) rich and money (to be) never a problem.
14. You (to think) you (to be) happy in your new neighborhood? (*neighborhood* ['neɪbəhʊd] – *соседство*)
15. When the cabbage soup (to be) ready?
16. He (to arrive) in London at 3 o'clock yesterday. (*to arrive* [ə'raɪv] – *прибывать, приезжать*)
17. I (to like) pastry. (*pastry* ['peɪstri] – *выпечка, мучные кондитерские изделия*)
18. When (to be) your birthday? (*birthday* [bɛ:θdeɪ] – *день рождения*)
19. When you (to get) your watch?
20. Who (to create) Mickey Mouse? (*to create* [kri'eɪt] – *создавать*)

## 3. Complete the sentences.

1. He ... all the questions at the last lesson.  
a) answers  
b) answered  
c) will answer
2. My sister ... English in a year.  
a) learned  
b) learns  
c) will learn
3. I... my homework everyday.  
a) do  
b) did  
c) will do
4. I... a funny cat yesterday.  
a) draw  
b) drew  
c) will draw
5. Last year I... this interesting film.  
a) see  
b) saw  
c) will see
6. They ... last year.  
a) meet  
b) met  
c) will meet
7. There ... no TV in our classroom.  
a) is b) are c) —
10. Did he ... a letter yesterday?

- a) writes
  - b) wrote
  - c) write
12. ... it rainy yesterday?
- a) Is
  - b) Will be
  - c) Was
13. ... there much snow last year?
- a) Is
  - b) Was
  - c) Were

**4. Complete the sentences.**

1. ... you ... to me tomorrow?
- a) Do ..come
  - b) Will ...come
  - c) Does ... come
2. It ... rainy today.
- a) is
  - b) be
  - c) will be
3. They ... to Britain next year.
- a) go
  - b) goes
  - c) will go
4. The forest ... green in spring.
- a) will
  - b) is
  - c) are
5. The children ... and ski in winter.
- a) will
  - b) skate
  - c) skates
6. The weather ... sunny tomorrow.
- a) will be
  - b) is
  - c) does
7. What season ... your father like?
- a) will
  - b) is
  - c) does
8. ... you play the piano tomorrow?
- a) Do
  - b) Will
  - c) Does
9. When it is hot, I... like to be at home.
- a) will
  - b) don't
  - c) can
10. What... your brother usually ... for breakfast?
- a) will ... have
  - b) does ... have
  - c) do ... have

**5. Make up questions to the underlined words, choosing the appropriate question word.**

1. The children will ski in winter.

- a) Who
  - b) When
  - c) Where
2. The forest is green in spring.
- a) What
  - b) When
  - c) How
3. Rabbits wear white fur in winter.
- a) Who
  - b) When
  - c) What
4. He will come back home and change his coat.
- a) What
  - b) Where
  - c) Who
5. I'll fly to Britain next month.
- a) Who
  - b) When
  - c) Where

**6. Make up questions to the underlined words, choosing the appropriate question word.**

1. Yesterday we went to the park.
- a) Who
  - b) What
  - c) When
2. My friends will go to school tomorrow.
- a) When
  - b) What
  - c) Where
3. I gave him a lot of postcards.
- a) When
  - b) Who(m)
  - c) What
4. Last year autumn was cold.
- a) What
  - b) When
  - c) Why
5. He swam very well two hours ago.
- a) How
  - b) Who
  - c) Why
6. There were no postcards on the table.
- a) What
  - b) When
  - c) Where
7. In the evening I read books.
- a) Who
  - b) What
  - c) Why
8. Last year the winter was cold.
- a) When
  - b) Where
  - c) What

**1. Use the present continuous form of the verb in brackets.**

1. You \_\_\_\_\_ (use) my mobile phone!  
→ You are using my mobile phone!
2. My dad \_\_\_\_\_ (wash) his car.
3. It \_\_\_\_\_ (not rain) today.
4. Who \_\_\_\_\_ (chat)?
5. What \_\_\_\_\_ (you / do) at the moment?
6. We \_\_\_\_\_ (sit) on the train.
7. The students \_\_\_\_\_ (have) lunch in the canteen.
8. 'Are you making dinner?' 'Yes, I \_\_\_\_\_.

**2. Use the present continuous (positive or negative form).**

1. He \_\_\_\_\_ to school now. (walk)  
→ He is walking to school now.
2. I \_\_\_\_\_ study at the moment. (study)
3. I \_\_\_\_\_. (not / sleep)
4. You \_\_\_\_\_ badminton tonight. (play)
5. We \_\_\_\_\_ TV. (watch)
6. She \_\_\_\_\_ in Spain. (not / work)
7. He \_\_\_\_\_ for the bus. (not / wait)
8. They \_\_\_\_\_. (read)
9. We \_\_\_\_\_ to the cinema tonight. (not / go)
10. You \_\_\_\_\_ the newspaper. (not / read)
11. She \_\_\_\_\_ chocolate. (eat)
12. I \_\_\_\_\_ in Paris. (not / live)
13. We \_\_\_\_\_ French. (study)
14. They \_\_\_\_\_ now. (not / leave)
15. They \_\_\_\_\_ in London. (live)
16. He \_\_\_\_\_ in a restaurant now. (work)
17. I \_\_\_\_\_ my father at four. (not / meet)
18. She \_\_\_\_\_ tea now. (not / drink)
19. She \_\_\_\_\_ the guitar. (play)
20. We \_\_\_\_\_. (cook)

**3. Complete the sentences with Present Continuous**

1. Look! Andy \_\_\_\_\_ in the garden.
2. I \_\_\_\_\_ TV at the moment. \
3. We \_\_\_\_\_ a book.
4. She \_\_\_\_\_ the piano.

**4. Put the verbs into present continuous**

1. My sister (to clean) \_\_\_\_\_ the bathroom.
2. Look! They (to go) \_\_\_\_\_ inside.
3. I (to wait) \_\_\_\_\_ in the car now.
4. Mrs Miller (to listen) \_\_\_\_\_ to CDs.
5. We (to speak) \_\_\_\_\_ English at the moment.

**5. Put the verbs into present continuous. Be careful with spelling.**

1. His brother (to write) \_\_\_\_\_ a test at the moment.
2. They (to swim) \_\_\_\_\_ in the pool.
3. Look! David and Max (to come) \_\_\_\_\_ home.
4. Charlie (to walk) \_\_\_\_\_ in the park.
5. I (to make) \_\_\_\_\_ breakfast now.

**6. Rewrite the sentences using the short forms (where long forms are given) or the long forms (where short forms are given).**

1. We are reading a letter. \_\_\_\_\_
2. He is opening the window. \_\_\_\_\_
3. I am playing computer games. \_\_\_\_\_
4. She's dancing at the party. \_\_\_\_\_
5. They're drinking a cup of tea. \_\_\_\_\_

**7. Rewrite the sentences using the negative forms.**

1. We are playing a game. \_\_\_\_\_
2. I'm drawing a picture. \_\_\_\_\_
3. He is making pizza right now. \_\_\_\_\_
4. Susan and her brother are taking photos. \_\_\_\_\_
5. Dad is working in the kitchen. \_\_\_\_\_

**8. Write questions in present continuous.**

1. Robin / to ride / his bike → Is Robin riding his bike?
2. where / she / to go → \_\_\_\_\_
3. what / your mother / to do / now → \_\_\_\_\_
4. why / they / not mauve → \_\_\_\_\_
5. who / snore / at the moment → \_\_\_\_\_

**9. Complete the text below with the appropriate tenses (present simple or present continuous). Explain your choice.**

1. Every Monday, Sally (drive) \_\_\_\_\_ her kids to football practice.
2. Usually, I (work) \_\_\_\_\_ as a secretary at ABT, but this summer I (study) \_\_\_\_\_ French at a language school in Paris. That is why I am in Paris.
3. Shhhhh! Be quiet! John (sleep) \_\_\_\_\_.
4. Don't forget to take your umbrella. It (rain) \_\_\_\_\_.
5. I hate living in Seattle because it (rain, always) \_\_\_\_\_.
6. I'm sorry I can't hear what you (say) \_\_\_\_\_ because everybody (talk) \_\_\_\_\_ so loudly.
7. Justin (write, currently) \_\_\_\_\_ a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.
8. Jim: Do you want to come over for dinner tonight?  
Denise: Oh, I'm sorry, I can't. I (go) \_\_\_\_\_ to a movie tonight with some friends.
9. The business cards (be, normally) \_\_\_\_\_ printed by a company in New York. Their prices (be) \_\_\_\_\_ inexpensive, yet the quality of their work is quite good.
10. This delicious chocolate (be) \_\_\_\_\_ made by a small chocolatier in Zurich, Switzerland.

**9. Add the ending -ing to the verbs.**

Work, swim, come, play, lie, tell, get, take, cut, drink, make, hit, sleep, try, look, walk, serve, eat, die, sit, cry, ski, travel, smile, begin, prepare, stop, listen, shave.

**10. Put the verb to be in the right form.**

1. Frank and Martin \_\_\_\_\_ watching a TV show now.
2. Kelly \_\_\_\_\_ washing her dress in the bathroom.
3. Our teacher \_\_\_\_\_ writing something on the blackboard.
4. It \_\_\_\_\_ getting dark.
5. The birds \_\_\_\_\_ singing sweetly in the garden.
6. I \_\_\_\_\_ preparing for my report at the moment.
7. The children \_\_\_\_\_ decorating the hall for the party.
8. The wind \_\_\_\_\_ blowing now.
9. People \_\_\_\_\_ speaking quietly in the conference-hall.
10. You \_\_\_\_\_ waiting for the call.



**11. Build the sentences in the Present Continuous Tense.**

1. I/play/tennis/with/my/friend/now.
2. We/walk/on/the/ beach/now.
3. They/have/a/great/time/at/the/camp/at/the/ moment.
4. Angela/paint/a/beautiful/picture/now.
5. Tina/ and/Pam/stay/in/a/five-star/hotel.
6. It/rain/outdoors/at/the/ moment.
7. Bobby/prepare/for/the/test/in/his/room.
8. The/ dog/bark/at/some/strangers.
9. The/water/in/the/kettle/boil.
10. Somebody/knock/at/the/door.
11. The/children/still/sleep.
12. You/watch/the/sunset/now.
13. The/girls/choose/the/ costumes/for/the/party.
14. We/wait/for/the/bus/at/the/ bus-stop.
15. A/little/girl/cry.

**12. Put the sentences into negative form.**

1. Molly is translating an article.
2. Jack and Sam are gathering pears in the garden.
3. It is getting warm.
4. We are climbing a mountain.
5. You are playing basketball now.
6. The children are washing hands in the bathroom.
7. My grandfather is reading a newspaper now.
8. My family is having supper now.
9. Angela is ironing her dress now.
10. I'm looking for my kitten now.

**13. Build the sentences as in example.**

Example: Tim isn't reading now. (to sleep) + Tim isn't reading now. He is sleeping. Colin and Den are playing now. (to work) — Colin and Den are playing now. They aren't working.

1. Pupils aren't writing a dictation now. (to translate the text) +
2. Margaret is washing the dishes, (to sweep the floor) —
3. The days are getting shorter, (to get longer) —
4. My Granny isn't reading a magazine, (to watch TV) +
5. My friend and me are sunbathing, (to swim) —
6. The kitten isn't sleeping, (to play) +
7. Greg and his boss aren't having lunch, (to read a report) +
8. Cliff and Julia are preparing for the test, (to dance at the disco) —
9. My father isn't washing his car. (to dig in the garden) +
10. I'm not learning a poem now. (to write an essay) +
11. You are skating now. (to play snowballs) —
12. I'm drinking tea now. (to drink coffee) —
13. My father and me aren't listening to music now. (to listen to news) +

**14. Put the verbs in the brackets into correct form.**

1. Alice and Ron \_\_\_\_\_ (to sit) in a cafe now.
2. It \_\_\_\_\_ (not to snow) outdoors now.
3. We \_\_\_\_\_ (to wait) for our teacher in the classroom.
4. I \_\_\_\_\_ (to watch) the children playing in the yard.
5. The girls \_\_\_\_\_ (to argue) about what present to buy for Lewis.
6. Andrew \_\_\_\_\_ (not to have) a rest at the moment.
7. Look! All the people \_\_\_\_\_ (to come) into the hall.
8. Unfortunately our experiment \_\_\_\_\_ (not to go) according to the plan.

9. Pam \_\_\_\_\_ (to stand) too close to the road.
10. The students \_\_\_\_\_ (not to have) a lecture now.
11. Her health \_\_\_\_\_ (to improve) day after day.
12. The rainforests \_\_\_\_\_ (to disappear) from our planet nowadays.
13. The baby-sitter \_\_\_\_\_ (not to look) after the child because the child \_\_\_\_\_ (to sleep) now.
14. Look! The guide \_\_\_\_\_ (to point) at some ancient building.
15. I \_\_\_\_\_ (not to discuss) this question now.

**15. Put the questions to the sentences.**

1. We are gathering apples in the garden.
2. Mary is listening to music now.
3. I'm sweeping the floor in the kitchen.
4. The cat is running after the mouse.
5. The boys are making a plane.
6. The wind is getting stronger.
7. You're building a nice house.
8. I'm taking a bath now.
9. A woman is feeding the chickens.
10. They are trying to catch a taxi.

**16. Give short answers to the questions.**

1. Is he peeling the potatoes? — Yes, \_\_\_\_\_.
2. Are they walking in the park? — No, \_\_\_\_\_.
3. Are you watching TV? — Yes, \_\_\_\_\_.
4. Is Martin washing the car? — No, \_\_\_\_\_.
5. Are Jane and Molly cleaning their rooms? — Yes, \_\_\_\_\_.
6. Is the washing-machine working? — No, \_\_\_\_\_.
7. Are you reading a magazine? — No, \_\_\_\_\_.
8. Is Victor writing a report? — Yes, \_\_\_\_\_.
9. Is Ann typing a document? — No, \_\_\_\_\_.
10. Is the sun shining? — Yes, \_\_\_\_\_.

**17. Put the verbs in the brackets into correct form. Give short answers to the questions.**

1. \_\_\_\_\_ Anna \_\_\_\_\_ (to type) the documents? — No, \_\_\_\_\_. She \_\_\_\_\_ (to speak) to her boss.
2. \_\_\_\_\_ it \_\_\_\_\_ (to get cold)? — Yes, \_\_\_\_\_. And the wind \_\_\_\_\_ (to get) stronger.
3. \_\_\_\_\_ you \_\_\_\_\_ (to look) through the papers? — No, I \_\_\_\_\_. I \_\_\_\_\_ (to write) a report for the conference now.
4. \_\_\_\_\_ Bill and Mike \_\_\_\_\_ (to mend) the fence? — Yes, \_\_\_\_\_.
5. \_\_\_\_\_ your parents and you \_\_\_\_\_ (to rest) in the country house? — No, \_\_\_\_\_. We \_\_\_\_\_ (to spend) our weekend at the seaside.
6. \_\_\_\_\_ Edgar \_\_\_\_\_ (to play) a computer game? — Yes, \_\_\_\_\_.
7. \_\_\_\_\_ the phone \_\_\_\_\_ (to ring)? — No, \_\_\_\_\_. Somebody \_\_\_\_\_ (to ring) the door bell.
8. \_\_\_\_\_ your grandparents \_\_\_\_\_ (to rest)? — No, \_\_\_\_\_. My grandparents \_\_\_\_\_ (to work) in the kitchen garden.
9. \_\_\_\_\_ the kitten \_\_\_\_\_ (to sleep)? — No, \_\_\_\_\_. The kitten \_\_\_\_\_ (to hide) somewhere.
10. \_\_\_\_\_ you \_\_\_\_\_ (to slice) cheese? — No, I \_\_\_\_\_. I \_\_\_\_\_ (to mix) the vegetable salad.

**18. Build the sentences.**

1. gathering/forest/We/the/mushrooms/are/in.
2. horses/are/The/not/nov/boys/riding/the.
3. breakfast/sister/nov/your/having/Is?

4. whitewashing/garden/the/They/in/trees/are/the.
5. me/waiting/Are/for/you?
6. having/not/now/is/lunch/Roger.
7. to/teacher/speaking/Our/them/is/now.
8. carpet/the/Vicky/Is/the/vacuuming/ living-room/in?
9. is/coffee/Helen/for/making/not/me.
10. friend/going/and/My/are/the/me/cinema/to.
11. The/new/concert/learning/children/a/for/song/are/the.
12. is/now/brother/for/His/looking/not/work.
13. you/hall/the/hanging/in/the/Are/garlands?
14. the/in/dusting/is/now/sister/furniture/bedroom/the/My.
15. party/Everybody/the/enjoying/is.

### 19. Translate into English.

1. Они сейчас украшают комнату.
2. Он ждет меня?
3. Мы сейчас не готовим ужин. Мы убираем кухню.
4. Анна не плавает сейчас. Она играет в волейбол со своими друзьями.
5. Вы слушаете меня? — Да, я слушаю вас внимательно.
6. Сейчас я отдыхаю в саду.
7. Мой брат ищет какую-то информацию для своего проекта.
8. Они сейчас не красят крышу дома. Они ремонтируют ворота.
9. Джейн сейчас принимает душ? — Нет, она готовит завтрак.
10. Вы моете руки? — Да.
11. Твои друзья готовятся к концерту? — Да, они сейчас обсуждают костюмы.
12. На улице идет дождь.

### *The Past Simple Tense*

#### 1. Open the brackets using the verbs in the Past Simple Tense.

1. I (to work) in a bank many years ago
2. He (to live) in Moscow five years ago
3. I (to like) flowers before it happened
4. Tom (to play) the piano yesterday evening
5. I (to love) you many years ago
6. Kristina and Mike (to study) English together last winter
7. You (to enjoy) your last holidays
8. The concert (to finish) at 7 o'clock
9. He (to plan) to go to the party yesterday
10. Ann (to die) when she was 87 years old

#### 2. Open the brackets using the verbs in the Past Simple Tense.

1. Anna (to have) a shower this morning
2. They (to go) at work by bus last morning
3. Cats (to drink) milk yesterday
4. She (to get up) early this morning
5. You (to sleep) on a sofa last night
6. He (to swim) in a pool last week
7. We (to sing) a song on the party last night
8. I (to forget) to call her yesterday
9. She (to drive) a car last month
10. You (to lose) keys yesterday evening

#### 3. Open the brackets using the verbs in the Past Simple Tense.

1. I (to read) a newspaper this morning

2. We (to visit) her parents last month
3. I (to want) to read this book last year
4. They (to watch) TV this night
5. She (to see) him last year
6. They (to run) this morning
7. Marina (to stay) at home yesterday evening
8. He (to pay) by credit card yesterday
9. It (to happen) last summer
10. I (to win) last night

**4. Complete the sentences with the verb 'to be' in the Past Simple Tense.**

1. I \_\_\_ happy last night
2. I \_\_\_ a student many years ago
3. They \_\_\_ taxi drivers two years ago
4. They \_\_\_ married last years
5. My favorite color \_\_\_ red five years ago
6. I \_\_\_ angry yesterday
7. It \_\_\_ my car last week
8. This car \_\_\_ dirty day before yesterday
9. These cars \_\_\_ clear day before yesterday
10. He \_\_\_ your friend many years ago

**5. Make up sentences in the Past Indefinite.**

1. football / play / he / yesterday
2. Irina / nice clothes / day before yesterday / wear
3. my / pen / to be / it
4. have / we / breakfast / at 7 o'clock
5. this morning / I / drink / coffee
6. see / we / a spider / yesterday
7. she / eat / apples / this morning
8. London / they / in / to be / last year
9. my sister / him / call / yesterday
10. a doctor / to be / two years ago / my mother

**6. Translate into English using the Past Simple Tense.**

1. Я был учителем 5 лет назад
2. Ирина играла на гитаре вчера
3. Она жила в Париже, 2 года назад
4. Мой отец не читал газету сегодня утром
5. Анна соврала мне вчера
6. Я был счастлив этой ночью
7. Она любила эту машину
8. Я гуляла в парке вчера
9. Их не было здесь в прошлый понедельник
10. На прошлой неделе была хорошая погода

**7. Make the following affirmative sentences negative and interrogative.**

1. I was tired.
2. Kris spoke English.
3. His sister was a model.
4. I liked my phone.
5. Masha read magazine.
6. They were students.
7. This shop opened at 9 o'clock.
8. She was pretty.
9. Tom lied.

10. Marina wore skirts.

**8. Rewrite the following text in the Past Simple tense.**

On Monday we have five lessons. The first lesson is English. At this lesson we write a dictation and do some exercises. Nick goes to the blackboard. He answers well and gets a "five". Pete does not get a "five" because he does not know his lesson. After the second lesson I go to the canteen. I eat a sandwich and drink a cup of tea. I do not drink milk. After school I do not go home at once. I go to the library and take a book. Then I go home.

**9. Rewrite the following text in the Past Simple tense.**

On Tuesday I get up at half past six. I go to the bathroom and wash my hands and face and clean my teeth. Then I dress, go to the kitchen and cook breakfast for my family. At half past seven my son gets up and has breakfast. I have breakfast with my son. My son eats a sandwich and drinks a cup of tea. I don't drink tea. I drink coffee. After Breakfast my son leaves home for school. I don't leave home with my son. On Tuesday I don't work in the morning. I work in the afternoon. In the evening I am at home. My husband and my son are at home, too. We rest in the evening. My son watches TV, my husband reads newspapers and I do some work about the house. At about eleven o'clock we go to bed.

**10. Open the brackets using the verbs in the Present or Past Simple.**

1. I (to go) to the gym at seven o'clock every day. 2. I (to go) to the gym at seven o'clock yesterday. 3. John (to clean) his teeth every morning at 7.30 o'clock. 4. Yesterday John (to clean) his teeth at a half past seven in the morning. 5. Jane (not to do) English exercises every day. 6. Jane (not to do) English exercises yesterday. 7. His brother (to drink) coffee with milk every day. 8. His brother (to drink) coffee with milk yesterday. 9. Her husband (to like) his job. He (to go) to his office by bus. He (to go) to the office at 9 am every day. 10. Her husband usually (to go) to his office by bus. He (to come) to the office at 9.30 am yesterday.

**11. Open the brackets using the verbs in the Present or Past Simple.**

1. I (to study) English every day. 2. You (to come) to my place yesterday? 3. He (to live) in Dubai. 4. How long it (to take) you to get to the City Mall? 5. What you (to study) every Friday? 6. We (to have) dinner with my family yesterday. 7. His computer (to be) ready yesterday. 8. My friend (to like) running in the park every morning. 9. Their family (to invite) everybody to the party last week. 10. Jesse always (to come) to work early.

*The Past Continuous Tense*

**1. Complete the sentences with verbs was or were.**

1. I \_\_\_\_\_ listening to the new CD.
2. You \_\_\_\_\_ hiding in the garage.
3. He \_\_\_\_\_ sleeping, when you came.
4. She \_\_\_\_\_ cleaning the bathroom.
5. It \_\_\_\_\_ jumping when I cooked the dinner.
6. We \_\_\_\_\_ talking the whole evening about that trip.
7. You \_\_\_\_\_ cooking the breakfast and I \_\_\_\_\_ preparing the speech for the meeting.
9. They \_\_\_\_\_ leaving the party as it began to rain.
10. Our colleagues \_\_\_\_\_ trying to finish the experiment in time.

**2. Put the sentences in the Past Continuous.**

1. Around me people (to talk) Russian, Italian and English.
2. Arnold (to talk) to some of the other guests on the terrace when Hardy came.
3. Alex (to look) at his watch.
4. All night long the stars (to glitter).
5. Elizabeth (to eat) and didn't raise her head.
6. He drank some of the wine while he (to wait) for his dinner to come up.
7. The family (to prepare) for the party.
8. She (to argue) that only Belinda knew how to treat men.

9. A few minutes later Edward (to hurry) through the streets to his bus stop.
10. They moved across the room, which (to start) to fill up, to a vacant corner.
11. They (not to write) the test at this time yesterday.
12. He (to work) in the garden from six till nine o'clock.
13. We (not to watch) television the whole evening.
14. You (to play) chess at six o'clock?
15. You (to drink) tea at seven o'clock?
16. He (to draw) from three till five o'clock?
17. Who (to listen) to the radio at this time?
18. It (to rain) the whole day yesterday?
19. They (to skate) at five o'clock?
20. She (not to help) mother about the house from two till seven.

### 3. Use Past Simple or Past Continuous.

1. She (to cook) yesterday.
2. She (to cook) at three o'clock yesterday.
3. She (to cook) from two till four yesterday.
4. I (not to read) at five o'clock.
5. I (not to read) when you came in.
6. What he (to do) when I came?
7. What he (to do) the whole day yesterday?
8. Pete (to water) flowers in the garden yesterday.
9. Pete (to water) flowers in the garden at five o'clock yesterday.
10. What Pete (to do) when I came to see him?
11. When my father (to come) home, I (to have) dinner.
12. When Alice (to return), I (to listen) to the radio.
13. When mother (to enter) his room, he (to draw) a picture.
14. When my sister (to come in), I (to do) my lessons.
15. When her aunt (to air) the room, she (to catch) cold.
16. When I (to meet) her, she (to go) to the office.
17. He (to wash) his face when somebody (to knock) at the door.
18. The young people (to dance) when I (to come) to the party.
19. When he (to wash) the dishes, he (to break) a plate.
20. What they (to do) when you (to see) them?
21. He (not to open) the window before classes yesterday.
22. I (to hurry) to the library when I (to meet) him.
23. She (to translate) a lot of articles at the office last week.
24. We (to smoke) in the room when he (to see) us.
25. We (to pack) our things when our taxi (to come).
26. The day before yesterday he (to finish) his work at seven o'clock.
27. What he (to do) ten years ago? – He (to study) at school.
28. Yesterday I (to ask) my friend not to ring me.
29. My father (to write) a very interesting article last month.
30. She (to come) home at eleven o'clock that's why she (not to call) you.
31. Why you (to be) angry with me yesterday? – I (not to be).
32. Where you (to be) last night? – We (to be) at the theatre.
33. When I (to come) to the bus stop, I (to see) a boy who (to play) with a dog.
34. It (to be) eleven o'clock, when I (to decide) to go to bed.
35. What time they (to have) dinner yesterday? – They (to have) dinner from 7 till 8.
36. When she (to see) him a year ago she (not to recognize) him.
37. I (to be) very busy yesterday. I (to prepare) for my exam the whole day.
38. My brother (to wash) the dishes while I (to sweep) the floor.
39. Why you (not to see) a doctor yesterday?
40. It (to rain) heavily when he (to go) out.

### *The Future Continuous Tense*

#### **1. Fill the gaps with the verb in brackets using the future continuous tense.**

1. – I wonder if the kids are enjoying the party?  
– They \_\_\_\_\_ havoc, I'm sure. (to cause)
2. – Sara and Marc are in Somerset.  
– They \_\_\_\_\_ a great time. (to have)
3. – Hopefully tomorrow, we \_\_\_\_\_ on the beach all day. (to lie)
4. I know my brother, he \_\_\_\_\_ hard about what to do next. (to think)
5. This time tomorrow, I \_\_\_\_\_ class to 20 spotty adolescents. (to give)
6. What \_\_\_\_\_ you \_\_\_\_\_ in a year from now? (to do)
7. Clare's idea proved disastrous. I \_\_\_\_\_ her advice again. (not to take)
8. At this rate you \_\_\_\_\_ Spanish fluently in a question of months. (to speak)
9. Before long, he \_\_\_\_\_ you for more money again. (to ask)
10. Just you wait. She \_\_\_\_\_ you every night before you know it. (to telephone)
11. If I know my boss, she \_\_\_\_\_ better sales figures than that. (to expect)
12. If you go now, you \_\_\_\_\_ around for ages without a doubt. (to wait)
13. Andrew \_\_\_\_\_ to hear all the news about Sandra. (to want)
14. This time tomorrow, we \_\_\_\_\_ on a train to Barcelona. (to sit)
15. – Shaun's gone to the sales.  
– Ah. He \_\_\_\_\_ for bargains. (to look)

#### **2. Use the verbs in brackets to write what they will be doing this time on Monday.**

Example: Peter is playing games on his new laptop. This time on Monday he will be writing an English test.

1. Mr. Scott is cleaning his car in the garage. This time on Monday he \_\_\_\_\_ to the airport. (drive)
2. Mrs. Scott is reading a fashion magazine. This time on Monday she \_\_\_\_\_ meals at the restaurant. (cook)
3. Marion, their daughter, is playing with a ball in the garden. And her grandma is watching her. This time on Monday Marion \_\_\_\_\_ a geography lesson. (have) And her grandma \_\_\_\_\_ a doctor. (see)
4. Ben, the oldest son, is still sleeping. And his grandpa is trying to wake him up. This time on Monday Ben \_\_\_\_\_ football in his club. (practise) And his grandpa \_\_\_\_\_ for grandma at the doctor's. (wait)
5. Samuel, the youngest son, is chasing their dog Spot around the house. This time on Monday Samuel \_\_\_\_\_ in a physical education lesson. (exercise) But we have no idea what Spot \_\_\_\_\_ tomorrow. (do)

#### **3. Complete the sentences with the future continuous (will be doing) and the verbs in the box.**

lie see use sleep watch  
take work wait decorate listen

1. When you come back home I \_\_\_\_\_ in my bed.
2. In a few days' time we \_\_\_\_\_ on the beach.
3. I'll call Jim at six. - No, don't. He \_\_\_\_\_ in his office then.
4. I'll tell him. I \_\_\_\_\_ him on the train as usual.
5. We can't meet you on Saturday. We \_\_\_\_\_ our house at the weekend.
6. In a ten years' time most people \_\_\_\_\_ electric cars.
7. I'll come at one o'clock. - OK. I \_\_\_\_\_ for you.
8. It won't be easy to get in. The warden \_\_\_\_\_ the gate closely.
9. Will you help me tonight? - Sorry, I \_\_\_\_\_ to the concert on the radio.
10. This time tomorrow my sister \_\_\_\_\_ her entrance exam.

#### **4. Rewrite the underlined forms with the future simple or continuous.**

Example: Don't call me at 10 o'clock. I am going to fly to Spain.

→ Don't call me at 10 o'clock. I'll be flying to Spain.

1. I suppose we're going to stay at a hotel next summer.

---

2. Come to see me in the afternoon. I work in the garden.

---

3. Do you think it is snowing at the weekend?

---

4. Is the coat OK.? - Yes, I am taking it.

---

5. This time on Sunday we are going to ski in France.

---

6. I don't know if I will stay here. Perhaps I move to a big city one day.

---

7. Every student is using a computer in the near future.

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### *The Present Perfect Tense*

#### **1. Make the present perfect - choose positive, negative or question:**

1. (I / go / to the library today)

2. (you / keep a pet for three years)

3. (you / eat Thai food before?)

4. (it / rain all day?)

5. (who / we / forget to invite?)

6. (we / not / hear that song already)

7. (he / not / forget his books)

8. (she / steal all the chocolate!)

9. (I / explain it well?)

10. (who / he / meet recently?)

11. (how / we / finish already?)

12. (he / study Latin)

13. (I / know him for three months)

14. (where / you / study Arabic?)

15. (what countries / they / visit in Europe?)

16. (he / hurt his leg)

17. (she / leave her phone in a taxi)

18. (we / not / lose our tickets)

19. (she / call her mother?)

20. (he / take a taxi?)

#### **2. Read the conversation and put the verbs in the present perfect or the past simple.**

David: I 1) haven't seen (see) those shoes before. Are they new?

Kate: Yes. I 2) \_\_\_\_\_ (just buy) them. Do you like them?

D: They're OK. How much 3) \_\_\_\_\_ they \_\_\_\_\_ (cost)?

K: Oh, not much. They 4) \_\_\_\_\_ (be) a bargain. Under £100.

D: You mean £99.99. That isn't cheap for a pair of shoes. Anyway, we can't afford to buy new clothes at the moment.

K: Why not?

D: 5) \_\_\_\_\_ you \_\_\_\_\_ (see) this?

K: No. What is it?

D: The phone bill. It 6) \_\_\_\_\_ (arrive) this morning. And we 7) \_\_\_\_\_ (not pay) the electricity bill yet.

K: Well, what about the iPad you 8) \_\_\_\_\_ (buy) last week?

D: What about it?

K: You 9) \_\_\_\_\_ (not need) a new one. The old one 10) \_\_\_\_\_ (work) perfectly well.

D: But I 11) \_\_\_\_\_ (need) the new model.



K: Well, I 12) \_\_\_\_\_(need) some new shoes.

### 3. HAVE YOU EVER...? Ask for more information as in example.

- Have you ever bought or sold something on eBay? Who did you sell it to? How much did you sell it for?
- Yes, I sold my old computer.
- bought or sold something on eBay or a similar site
- lost a credit card or your wallet
- saved for something for a long time
- wasted money on something you've never used
- won any money (e.g. in a lottery)
- lent money to someone who didn't pay you back
- bought something online and then discovered that it was a scam
- been charged too much in a restaurant

### 3. Критерии оценивания

Оценивание уровня освоения студентом учебного материала дисциплины «Иностранный язык» производится в ходе текущего контроля и промежуточной аттестации (семестрового зачета).

**Текущий контроль** знаний студента очной формы обучения осуществляется по результатам практических занятий, выполнения самостоятельных работ, во время письменных и устных опросов; студента заочной формы обучения – по результатам выполнения индивидуального задания и контрольной работы.

**Промежуточная аттестация** по результатам освоения дисциплины в семестре проводится в форме семестрового зачета в 1, 2, 3 семестрах и экзамена в 4 семестре в соответствии с «Положением об организации учебного процесса в Донецком национальном техническом университете», утвержденном приказом ДонНТУ от 02.05.2018г. № 337-14.

Для определения уровня знаний студентов преподаватель руководствуется критериями оценки знаний, являющимися составляющей учебно-методического комплекса дисциплины. Оценивание знаний студентов при семестровом контроле осуществляется по государственной шкале и шкале ECTS.

Сумма баллов по 100-бальной шкале	Оценка по шкале ECTS	Оценка по государственной шкале	
		Для государственной итоговой аттестации, экзамена, дифференцированного зачета	Для зачета
90-100	A	Отлично	Зачтено
80-89	B	Хорошо	
75-79	C		
70-74	D		
60-69	E	Удовлетворительно	Не зачтено
35-59	FX*	Неудовлетворительно	
0-34	F**		
-1		Не явился(лась)	Не явился(лась)
-3		Освобождение	Освобождение
		Не допущен(а)	

Оценка «**отлично**» выставляется, если по завершении курса студент демонстрирует полные знания программного материала, умеет работать с различными текстами научно-технического стиля, а именно правильно читать, переводить, анализировать, обсуждать текст, демонстрируя при этом высокий уровень владения активной лексикой и грамматически правильно выстраивая высказывания. Студент дает правильные, сознательные, уверенные ответы и не допускает ошибок.

Оценка «хорошо» выставляется, если по завершении курса студент умеет правильно читать и переводить тексты по специальности, пересказывать их и высказывать своё мнение по обсуждаемой теме, не совершая при этом грубых ошибок, умеет применять полученные знания в практических заданиях. В письменных работах допускает только незначительные ошибки.

Оценка «удовлетворительно» выставляется, если студент может прочитать и перевести предложенный текст, продемонстрировав достаточно большой объём изученной активной лексики, пересказать текст при помощи простых грамматических конструкций. Студент усвоил основной программный учебный материал. При применении знаний на практике испытывает некоторые затруднения. В устных ответах допускает ошибки при изложении материала и в построении речи.

Оценка «неудовлетворительно» выставляется, если студент не умеет работать с научно-технической литературой по специальности, не владеет необходимым лексическим и грамматическим минимумом программы, испытывает затруднения при пересказе текста и высказывании своего мнения о прочитанном, допускает грубые ошибки в устной и письменной речи.

#### **4. ТЕМЫ К ЭКЗАМЕНУ**

1. Внешность и характер.
2. Природа и погода. Катаклизмы.
3. Здоровое питание.
4. Путешествия.
5. Жилье.
6. Здоровье.
7. Отношения в коллективе.
8. Профессии.
9. Образование.
10. Интернет и электронная почта.
11. Личностные отношения.
12. Красота.
13. Виды спорта.
14. Изобретения.
15. Великие люди в истории в истории науки.

#### **5. РЕКОМЕНДУЕМАЯ ЛИТЕРАТУРА**

1. Virginia Evans, Jenny Dooley Enterprise 2 Elementary course book/ Virginia Evans, Jenny Dooley.- Express Publishing. 2016– 184 с.  
<https://za4ytaika.site/Pages/English-books/Enterprise.php>

2. Virginia Evans, Jenny Dooley Enterprise 3 Pre-Intermediate course book/ Virginia Evans, Jenny Dooley.- Express Publishing. 2018– 152 с. <https://za4ytaika.site/Pages/English-books/Enterprise.php>

3. Planet of English [Текст]: учебник английского языка для учреждений СПО : для использования в учебном процессе образовательных учреждений СПО на базе основного общего образования с получением среднего общего образования / [Г. Т. Безкоровайная, Н. И. Соколова, Е. А. Койранская, Г. В. Лаврик]. - 5-е изд., стер. - Москва : Академия, 2017. - 254, [2] с. : цв. ил., портр., табл.; 22 см. - (Профессиональное образование. Общеобразовательные дисциплины).

[https://bmu.vrn.muzkult.ru/media/2019/04/24/1259077996/angljskij\\_uchebnik.pdf](https://bmu.vrn.muzkult.ru/media/2019/04/24/1259077996/angljskij_uchebnik.pdf)

#### **Учебно-методические издания, разработанные в ДонНТУ:**

4. Чудина, Е.Ю., Кобзарева, А. Н., Рогова, В. С. Методические указания для подготовки студентов 1 и 2 года обучения к изучению английского языка в техническом вузе (основные математические понятия в английском языке) для обучающихся всех направлений подготовки / ГОУВПО «ДОННТУ», Каф. технического иностранного языка ; сост.: Е. Ю. Чудина, А. Н. Кобзарева, В.С. Рогова. – Донецк : ДОННТУ, 2019. – 60 с.