



СБОРНИК САМОСТОЯТЕЛЬНЫХ РАБОТ ПО АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СТУДЕНТОВ

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Практикум для студентов филологического факультета

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Практикум предназначен для студентов 2 курса филологического факультета по дисциплине «Практика устной и письменной речи английского языка», направления подготовки 44.03.05 Педагогическое образование (с двумя профилями подготовки), профили «Родной язык, литература» и «Иностранный язык (английский язык)».

CONTENT

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА	4
Part 1 ACTIVE VOICE	6
Part 2 PASSIVE VOICE	16
Part 3 DIRECT AND INDIRECT SPEECH	17
Part 4 THE NON-FINITE FORMS OF THE VERB	19
THE PRACTICAL EXERCISES	30
THE ADDITIONAL TEXTS FOR READING AND TASKS	42
СПИСОК ЛИТЕРАТУРЫ	67

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Данный практикум предназначен для самостоятельной работы студентов 2 курса филологического факультета, направления подготовки 44.03.05 Педагогическое образование (с двумя профилями подготовки), профили «Родной язык, литература» и «Иностранный язык (английский язык)». Практикум соответствует компетенциям ФГОС ФО 3++ 44.03.05 «Педагогическое образование» (с двумя профилями подготовки): ПК – 2.1. Способен выявлять в языке/тексте единицы всех уровней языковой системы и анализировать их в аспекте формальных, семантических и коммуникативных свойств; ПК – 2.2. Знает систему иностранного языка, ее основные единицы и законы их функционирования в языке и речи.

Практикум может быть использован для правильной организации самостоятельной работы студентов по исправлению ошибок и развитию правильной речи и письма студентами филологического факультета.

В настоящем практикуме охвачены также упражнения для развития и совершенствования у студентов навыков устной и письменной речи английскому языку.

Цель практикума – повторение и систематизирование грамматического материала, активизация навыков устной и письменной речи на английском языке.

Особое место в практикуме отводится упражнениям с грамматическим материалом для самостоятельной работы студентов.

При подготовке данного практикума использована классическая литература, при этом тексты адаптации не подвергались.

Практикум поможет студентам понять характер описываемых грамматических явлений и овладеть практическими навыками употребления грамматических структур, типичных для современного английского языка, что позволит им в дальнейшем с успехом использовать на практике полученные знания. В практикуме преследовалась цель приблизить язык упражнений к живому разговорному языку.

Благодарности

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PART 1

ACTIVE VOICE

There are four groups of tense forms in English: the indefinite tense forms (the tense forms of the non-continuous aspect, the non-perfect tense correlation), the continuous tense forms (the tense forms of the continuous aspect, the perfect tense correlation), and the perfect continuous tense forms (the tense forms of the continuous aspect, the perfect tense correlation). The tenses of the indefinite group state the fact of an action being performed in the present, past, future, regardless of any action or moment; the nature of the action is not indicated. Continuous tenses represent action as a process and denote an ongoing unfinished action that occurs at some point in the present, past or future. The tenses of the perfect group represent a completed action, completed at some point in the present, past or future and associated with this moment in the form of some result or in the form of indicating a period of time that has not yet ended. The tenses of the perfect continuous group denote an action that is in progress for a whole period of time until a certain moment; the action is either completed or continues at that moment.

Present Indefinite Tense.

Using of the Present Indefinite tense.

In English grammar there are some specific ways of using the Present Indefinite tense:

1. Common, regularly repeated action:

The postman calls every day.

The action can be specified by the adverbs usually, sometimes, often, rarely, always, etc.

2. Action or state characteristic of the subject of the sentence:

Helen plays the piano very well.

3. A series of sequential actions:

Susan walks toward the door, hesitates a moment, then goes out.

4. A fact that is an indisputable truth:

The sun rises in the east.

5. Future action in subordinate clauses of time and conditions (after conjunctions if, when, etc.):

I will ring you up, when I come home.

Forming of the Present Indefinite tense.

To form the Present Indefinite tense, it consists of the types of the sentences:

Subject + Verb (-s) – affirmative sentence

I play volleyball every day

You play volleyball every day

She plays volleyball every day

He plays volleyball every day

It sounds every day

We play volleyball every day

They play volleyball every day

Subject + auxiliary verb do or does negative particle ‘not’ + verb (bare form) – negative sentence

I do not play volleyball every day

You do not play volleyball every day

She does not play volleyball every day

He does not play volleyball every day

It does not sound every day

We do not play volleyball every day

They do not play volleyball every day

Auxiliary verb Do or does + Subject + Verb (bare form)

Do I volleyball every day? – Yes, I do; No, I do not

Do you play volleyball every day? – Yes, I do; No, I do not

Does she play volleyball every day? – Yes, she does; No, she does not

Does he play volleyball every day? – Yes, he does; No, he does not

Does it sound every day? – Yes, it does; No, it does not

Do we play volleyball every day? – Yes, we do; No, we do not

Do they play volleyball every day? – Yes, they do; No, they do not.

For this group of tenses, we can use time expressions that show us the correct tense form. They are adverbs of frequency like always, sometimes, usually, hardly ever, seldom, never, adverb

phrases: every day (every week, every month, every year) and so long.

The Present Continuous Tense

Using of the Present Continuous tense.

1. A long continuous action performed at the moment of speech or for a certain period of time in the present:

The orchestra is rehearsing.

2. Near future with verbs to go, to start, to leave, to come:

Robert is going to a new school today.

A moment in the present can be specified by time circumstances such as now, at this moment, etc., and can also be clear from the context.

There are some time expressions to identify the correct tense: now, at the moment, right now, at present, these days, tonight, still.

Forming of the Present Continuous tense.

To form the Present Continuous tense, we can use the auxiliary verb to be in the present forms (am, is, are) and the present participle (or Participle 1):

Subject + to be (am, is, are) + present participle

For example:

I am doing my homework now.

You are doing your homework now.

She is doing her homework now.

He is doing his homework now.

It is working itself at the moment.

We are doing our homework now.

They are doing their homework now.

To form negatives in the Present Continuous tense we can add the negative particle after the auxiliary verb to be.

I am not doing my homework now.

You are not doing your homework now.

She is not doing her homework now.

He is not doing his homework now.

It is not working itself at the moment.

We are not doing our homework now.

They are not doing their homework now.

There is no specific way to form questions in the Present Continuous tense; we just replace the auxiliary verb to be in the initial position as traditionally. It looks like this one.

Am I not doing my homework now? – Yes, I am; No, I am not.

Are you doing your homework now? – Yes, I am; No, I am not.

Is she doing her homework now? – Yes, she is; No, she is not.

Is he doing his homework now? – Yes, he is; No, he is not.

Is it working itself at the moment? – Yes, it is; No, it is not.

Are we doing our homework now? – Yes, we are; No, we are not.

Are they doing their homework now? – Yes, they are; No, they are not.

The Present Perfect Tense

The forming of the Present Perfect Tense:

The Present Perfect Tense is formed with the auxiliary verb **to have** and **Past Participle** (past participle of irregular verb is the third form of the list of irregular verbs, past participle of regular verb is adding suffix -ed, -d to the end of the verb).

The Perfect tenses denote to the completed action (action as a result) and they are translated into Russian with the perfectible form of the verb.

Perfect	The Present Perfect have/has + Past Participle
I / we / you / they	I have written We have written You have written They have written
He / she / it	He has written She has written It has written

The using of the Present Perfect Tense:

The Present Perfect Tense is used to express an action that has taken a place up now or an action that began the past and continues at the moment of speech.

*We **have known** each other since childhood.*

Мы знаем друг друга с детства.

*She **has already written** her report.*

Она уже написала свой доклад.

The interrogative sentence is formed by replacing the auxiliary verb have/has in the first place.

***Have they bought** a car? - Yes, they have; No, they have not.*

Они купили машину? - Да. Нет.

The negative sentence is formed by using auxiliary verb **have/has** and negative particle **not**, which comes between auxiliary verb and past participle.

*I **have not translated** this text.*

Я не перевел этот текст.

*She **has not read** this book.*

Она не читала эту книгу.

There are time expressions which are usually used in the Present Perfect Tense: *already, before, by, for, just, ever, lately, never, recently, since, this week/month/year, today, yet, etc.*

***Have you ever been** to New York city?*

Вы когда-либо были в городе Нью-Йорк?

***Has she travelled** this year?*

Она путешествовала ли в этом году?

The Past Simple Tense

The forming of the Past Simple Tense:

There are two types of verbs in English: regular and irregular. That's why the way of forming is not the same. You should remember about it.

The Past Simple Tense of regular verbs is formed by using the ending **-ed** to all of persons or we add suffixes **-ed, -d** to the end of the verb.

*I **visited** my parents last weekend.*

Она навестила своих родителей на прошлой неделе.

*You **worked** in this school at last.*

Ты работал в этой школе в прошлом.

*He **played** football last Sunday.*

Он играл в футбол в прошлое воскресенье.

*She **phoned** him the day before yesterday.*

Она звонила ему позавчера.

*It **started** on time.*

Оно началось вовремя.

We signed this contract last year.

Мы подписали этот договор в прошлом году.

You combined work with studies.

Вы совмещали работу с учебой.

*They **translated** this article yesterday.*

Они перевели эту статью вчера.

Past Simple Tense of irregular verbs is formed with the second form of irregular verbs.

*I **wrote** a letter yesterday.*

Она написала письмо.

*You **read** this book.*

Ты прочитал эту книгу.

*He **met** her before yesterday.*

Он встретил ее позавчера.

*She **went** to the gym.*

Она пошла в спортивный зал.

The movie (it) finished late.

Фильм закончился поздно.

We made friends some years ago.

Мы стали друзьями несколько лет тому назад.

You saw him yesterday.

Вы видели его вчера.

The interrogative sentence of the Past Simple Tense is formed with the helping of an auxiliary verb **did** to all of persons, which is placed before the subject, while the main verb returns to the bare infinitive form.

***Did** I visit my parents last weekend?*

Она навестила ли своих родителей на прошлой неделе?

Did you work in this school at last?

Ты работал ли в этой школе в прошлом?

Did he play football last Sunday?

Он играл ли в футбол в прошлое воскресенье?

Did she phone him the day before yesterday?

Она звонила ли ему позавчера?

Did it start on time?

Оно началось ли вовремя?

Did we sign this contract last year?

Мы подписали ли этот договор в прошлом году?

Did you combine work with studies?

Вы совмещали ли работу с учебой?

Did they translate this article yesterday?

Они перевели ли эту статью вчера?

The negative sentence is formed with the helping of an auxiliary verb **did** and the negative particle **not**, the main verb takes the bare infinitive form.

I did not write a letter yesterday.

Она не написала письмо.

You did not read this book.

Ты не прочитал эту книгу.

He did not meet her the before yesterday.

Он не встретил ее позавчера.

She did not go to the gym.

Она не пошла в спортивный зал.

The movie (it) did not finish late.

Фильм не закончился поздно.

We did not make friends some years ago.

Мы не стали друзьями несколько лет тому назад.

You did not see him yesterday.

Вы не видели его вчера.

There are time expressions which are usually used in the Past Simple Tense: *long ago, yesterday, last week (month/year), the day before yesterday, some years ago, in 2000/2010, etc.*

The using of the Past Simple Tense:

The Past Simple Tense is denoted to:

1. a permanent action;

2. a one-time action;
3. a repeated action;
4. a relatively future action:

a) in adverbial clauses of time and condition (in indirect speech)

b) if planned beforehand (in indirect speech)

For example:

1. They **lived** on a farm. She certainly **knew** her job.
2. They **drank** coffee in the morning and tea with their lunch.

Two or three times a year she **went** to stay with her married daughter. She **left** the room without a word and **did not bang** the door.

3. I knew that the earth was round. He used to say that the night was darkest before the morning.

4. a) I meant to tell her the truth when she **returned**. And I should never make fun of her again if only she **got well**.

b) The lecture began at ten so it was time to start. I only knew that her plane arrived in less than thirty minutes.

The Past Continuous Tense

The forming of the Past Continuous Tense:

The Past Continuous Tense is formed by using auxiliary verb **to be in the past form** (*was* – for singular form, *were* – for plural form) and Present Participle (or Participle I).

*I was **watching** TV the whole evening.*

Я смотрел телевизор весь вечер.

*They **were playing** basketball.*

Они играли в баскетбол.

The interrogative sentence is formed by replacing an auxiliary verb **to be in the past form** (*was/were*) before the subject. An auxiliary verb comes in the first place.

***Were** you **reading** a book when the telephone rang?*

Вы читали книгу, когда телефон зазвенел?

The negative sentence is formed by adding negative particle **not** between auxiliary and main verbs.

I was not working when she came.

Я не работал, когда она пришла.

There are time expressions which are usually used in the Past Continuous Tense: *last Monday at this time, all day, the whole evening, at 5 p.m. yesterday, when he came, all summer, from 5 till 7, etc.*

The using of the Past Continuous Tense:

The Past Continuous Tense denotes a temporary action taking place at a given moment in the past. This given moment in the past may be indicated by an adverbial expression (e.g. At that time I was reading for my examination in English), by an independent sentence (e.g. He came at a rather awkward time. I was reading for my examination in English).

At this time	}	
When smb did smth	}	smb was doing smth
Smb did smth	}	

1. At a quarter to five I was going to the University.
2. When I met Him, I was going to the University.
3. I came across him in Gorki Street. I was going to the University and had little time.

The moment in the past may be indicated in the principal clause and the temporary action, taking place at that moment, named in the adverbial clause of time.

Smb did smth was doing smth

1. She came when I was washing my hair.
2. She stopped me on the stairs when I was running down to check my coat out before a queue formed.

The Future Indefinite Tense

The forming of the Future Indefinite tense: to form this tense we can use the auxiliary verb will or shall and then we put the infinitive without particle “to”, for example:

I will go there tomorrow.

You will go there tomorrow.

She will go there tomorrow.

He will go there tomorrow.

It will come soon.

We will go there tomorrow.

They will go there tomorrow.

This is the forming of the affirmative sentence.

We know very well that in English grammar there are also negatives and questions.

Below there will be general information about negative and question sentences.

There is no specific feature to form negatives in the Future Indefinite tense, as traditionally we add the negative particle “not” after auxiliary verb in this case, it is “will”, for example:

I will not go there tomorrow.

You will not go there tomorrow.

She will go not there tomorrow.

He will go not there tomorrow.

It will not come soon.

We will not go there tomorrow.

They will not go there tomorrow.

Now we are going to perform the peculiarities of the question forms. As a rule, we replace the auxiliary verb in the first place, for example:

Will I go there tomorrow?

Will you go there tomorrow?

Will she go there tomorrow?

Will he go there tomorrow?

Will it come soon?

Will we go there tomorrow?

Will they go there tomorrow?

The using of the Future Indefinite tense. We use the Future Indefinite tense for future actions, situations and events. In English grammar there are some time expressions that show the using of the Future Indefinite. They are adverbs, adverb phrases and so on. We can name them, for example: tomorrow, soon, next time, the next, in the future, next year (next week, next day and etc.). They help to identify the appropriate group of tenses.

PART 2

THE PASSIVE VOICE

Most verbs in English can take direct objects can form passive constructions (e.g. I wrote that letter yesterday. - The letter was written yesterday).

If the subject is acted upon then the predicate is used in the form of the passive voice.

I **am** often **invited** by my friends to the cinema.

Меня часто приглашают мои друзья кино.

The Voice is a category of the verb that shows the relation of the action to the subject or object.

The Active Voice shows that the object or person which is the subject performs the action.

Corrosion of iron **causes** great economic losses.

Коррозия железа **вызывает** большие экономические потери.

The Passive Voice shows that the object or person which is the subject is being acted upon.

Great economic losses **are caused** by corrosion of iron.

Большие экономические потери **вызываются** коррозией железа.

The Passive Voice in English is expressed by combining the auxiliary verb to be with the Past Participle (or Participle 2).

The Forms of the Passive Voice

<i>Active Voice</i>	<i>Passive Voice</i>
writes	is written
is writing	is being written
wrote	was written
was writing	was being written
will write	will be written
has written}	
has been writing }	{ has been written
had written }	{ had been written
had been writing }	
will have written }	{ will have been written

will have been writing} would write} would be writing} would have written	{ would be written would have been written
--	---

There are two kinds of passive constructions: two-member passive constructions and three-member passive constructions.

E.g. 1. The papers have not yet been signed.

2. The papers have not yet been signed by all members of the commission.

We mostly use the two-member constructions. We use active constructions when we are interested in the doer of the action and **two-member passive** constructions when we are interested in the action itself and when the doer is either unknown or of no interest to the speaker.

Compare:

1. I **had made** the salad myself.

The salad ***had been*** already ***made***.

2. He **will meet** you at the station.

You ***will be met*** at the station.

3. He **is reading** his new play in the other room.

His new play ***is being read*** in the other room.

The three-member passive is used in emphasis speech to stress the doer of the action.

E.g.

1. By that time the point of the story **had been** long **forgotten** even by the story-teller himself.

2. Your story **is being typed** by our best typist.

The three-member passive is used comparatively seldom.

PART 3

DIRECT AND INDIRECT SPEECH

When we want to report something said by another person, we use reporting verbs.

Four verbs in the English language are mostly used to name the process of speaking: *to say, to tell, to talk, to speak*.

To say and *to tell* are reporting verbs. They are used with direct objects, giving the contents of what was said.

The verb *to tell* takes an indirect object as well as direct object.

To say }

to tell} it, this, so, nothing, something, that ...

E.g.

1. He said nothing. He told me nothing.

2. Why did you not say so? Why did you not tell me this?

3. He said (that) he did not want to do it. He told me (that) he did not want to do it.

Note 1.

The verb *to tell* is used without an indirect object:

a) in the following expressions: *to tell the truth, to tell a lie, to tell a story*;

b) if it means угадать, различить – How can I tell what may happen? They are so much alike that only their mother can tell which is which. Can you tell at this distance what ship it is?

Note 2.

The verb *to tell* may take a prepositional object when it means рассказать – to tell smb about smth. Will you tell me about it?

Direct speech is a speech transmitted on behalf of the person by whom it was delivered while maintaining its features.

Indirect speech is a speech in which a speaker conveys someone's words on his own behalf not literally, but retelling their content. In this case, the retelling is grammatically expressed by an additional subordinate clause:

1. The verb **to say** as a predicate of the main clause in the presence of an indirect object is replaced by the corresponding form of the verb **to tell**;

2. the conjunction that is used;

3. Since indirect speech is conducted on behalf of the author, and not on behalf of the person by whom it was said all personal and possessive pronouns in indirect speech are replaced by the meaning.

Direct speech	Indirect speech
He asked me, «Have you been abroad? » Он спросил меня: «Были ли вы за границей?»	He asked me whether (if) I had been abroad. Он спросил меня, был ли я за границей.
He asked me, «When will they be through with this experiment? » Он спросил меня: «Когда они закончат этот опыт?»	He asked me when they would be through with that experiment. Он спросил меня, когда они закончат этот опыт.

PART 4

THE NON-FINITE FORMS OF THE VERB

There are three non-finite forms of the verb in English: the infinitive, the gerund, the participle. The non-finite forms of the verb combine the characteristics of the verb with the characteristics of other parts of speech. The infinitive and the gerund are the forms of the verb, which have the syntactical characteristics of the noun, the participle is the form of the verb, which has the syntactical characteristics of the adjective or the adverb. They lack some of the grammatical categories of the verb. The non-finite forms of the verb have no categories of person, number, tense and mood. They have the category of voice, aspect and tense correlation.

The Infinitive

The morphological characteristics. As a verb the infinitive has the grammatical categories of voice, aspect and tense correlation.

1. The category of voice

Active

Passive

To teach

to be taught

To translate

to be translated

She comes here to teach English.

She comes here to be taught English.

2. The category of aspect

Non-continuous

Continuous

To teach

to be teaching

He promised to come in time.

b. After some adjectives and statives

I am ready to help him.

I am eager to help him.

I am able to help him.

4.4 An attribute

Here is the article to be translated at once.

In this case the infinitive has a modal meaning.

4.5 An adverbial modifier

a. Of purpose

He stopped to read a wall newspaper.

b. Of comparison

I am too excited to be quiet.

c. Of condition

To hear him talk one might think that knows everything.

4.6 A parenthesis (in the word combinations: to tell the truth, so to speak, to be more exact, to start with, etc.)

To tell the truth, I was disappointed by that letter.

4.7 A part of the complex object, the complex subject and for-complexes with the infinitive

a. The complex object

The complex object consists of a noun in the common case or a pronoun in the objective case and an infinitive. The complex object is used after:

(1) The verbs of physical perception (to hear, to see, to feel, to watch, etc.)

I saw him cross the street.

After these verbs the infinitive is used without the participle **to**.

(2) The verbs of mental perception (to think, to consider, to remember, to know, to find, etc.)

I know him to have said that.

(3) The verbs expressing permission, request or order

He ordered the children to stop talking.

(4) The verbs of liking and disliking (to love, to like, to hate, etc.)

I hate you to talk like that.

(5) The verbs of intention (to want, to wish, to mean, etc.)

I want you to help me.

b. The complex subject

The complex subject consists of a noun in the common case or a pronoun in the nominative case and an infinitive. The complex subject is used with:

(1) The verbs of speech (to say, to inform, etc.)

He is said to be a famous actor.

(2) The verbs of physical perception (to see, to hear, to observe, etc.)

He was seen to cross the street.

(3) The verbs of mental perception (to know, to consider, to think, etc.)

He is known to be a famous singer.

(4) The verbs of order, request, permission.

He was made to repeat the rule.

(5) Some other verbs (to appear, to seem, to happen, to prove, to turn out) and the combination “to be + adjective”

The child seems to be asleep.

He is likely to succeed.

In the complex subject the infinitive is always used with the particle **to**.

He was seen to dance in the hall.

He was made to repeat the rule.

c. For-complexes with the infinitive

d. In for-complexes with the infinitive the preposition **for** introduces a construction in which a noun in the common case or a pronoun in the objective case has an infinitive attached to it.

He opened the door for me to come in.

In for-complexes with the infinitive have the following functions in the sentence:

(1) The subject:

For him to help his friends is quite natural.

It's natural for him to help his friends.

(2) The predicative

The question is for you to decide.

(3) An object

I am anxious for you to come.

I waited for him to speak.

(4) An attribute

This is the book for you to read.

(5) An adverbial modifier

He made a remark in a voice too low for me to catch.

The Gerund

The gerund developed from the verbal noun.

Objective verbs have four forms of the gerund:

Indefinite	Passive
writing	Being written
Perfect	Perfect Passive
Having written	Having been written

Subjective verbs have only two forms of the gerund.

They have no passive forms:

Indefinite	Passive
Standing	-----
Perfect	Perfect Passive
Having stood	-----

Note 1.

1. There is a tendency at present to avoid using the Perfect forms of the gerund.

The gerund can take a direct object (writing a letter) and be modified by an adverb (writing slowly).

We say that the gerund has verbal features because it has tense and voice forms, can take a direct object and be modified by an adverb.

The gerund has also nominal (noun) features. It can be used with a preposition (by writing; after writing; before writing). Most of its syntactical functions strongly remind us of the noun because the gerund can be the subject and the object in the sentence.

Like noun the gerund can be modified by possessive pronoun or a noun in the possessive case. But the relations between the noun and the modifying pronoun or noun in the possessive case are

attributive while the relations between the gerund and the modifying pronoun or noun in the possessive case are predicative.

His reading has considerably improved. - the possessive pronoun *his* is an attribute to the verbal noun *reading* – его чтение...

His reading this passage was a mistake. - the possessive pronoun *his* plays the role of the secondary subject to the gerund *reading* – то, что он читал этот отрывок...

The gerund is the non-finite form of the verb. It has the grammatical features of both a verb and a noun and always expresses an action as an evolving process. For example:

burning *горение*

heating *нагревание*

building *строительство, построение*

welding *сварка*

refining *перегонка*

fighting *борьба*

The gerund historically derived from a verbal noun which is in the modern English.

While retaining some of features of a noun, the gerund acquired the properties of a verb including tense and voice forms.

Sentence Patterns with the Gerund

Pattern 1

The Subject

A.

It { is } no use }
 { was } useless } doing something
 no good }

E.g. 1. It is no use **crying**.

Бесполезно плакать

2. It was no good **objecting**.

Возражать не имело смысла.

B.

There { is } no doing something
 { was } }

E.g.

1. There is no **hiding** these facts.

Эти факты не спрячешь.

2. There was no **going** back.

Назад пути уже не было.

C.

	{ does smth
doing something	{ did smth
	{ will do smth
	{ would do smth

E.g.

1. Crying will do you no good.

Слезы вам не помогут.

2. Reading love stories made her cry.

Чтение романов доводило ее до слез.

Pattern 2

The Predicate

A.

The main thing	}
Smb`s wish	} is / was doing something
job	}
duty	}

E.g.

The main thing is getting there in time.

Главное попасть туда вовремя.

B.

to feel like (up to)	} doing something
to be for / against	}

E.g.

1. I do not feel like walking.

Мне не хочется идти пешком.

2. Are you for or against staying here?

Ты за или против того, чтобы остаться здесь?

Pattern 3

The Direct Object

A.

(can) avoid }

need }

want }

doing something

(can) afford }

(can) stand }

(can) help }

B.

to be worth }

to hate }

doing something

C.

to mind }

like }

doing something

love }

E.g.

1. I could not avoid speaking to her.

Я не могу избежать разговора с ней.

2. That coat needs / wants pressing.

Пальто надо погладить.

3. The film is worth seeing.

Картину стоит посмотреть.

4. I do not mind waiting.

Ничего, я подожду.

5. Do you mind saying it again.

Повторите, пожалуйста.

Pattern 4

The Prepositional Object

To think }

to suspect smb } of

to accuse }

to be afraid }

to object }		
to be used }	to	
to succeed }		
to be engaged }	in	doing something being done
to insist }		having done something
to depend }	on	having been done
to apologize }		
to be grateful }		
to be responsible }	for	
to thank smb }		
to blame smb }		
to be clever at		
to prevent smb from		

E.g.

He apologized for coming late.

Он извинился за опоздание.

The gerund:

1) has tense and voice forms; so the forms *being done*, *having done*, *having been done* can not be nouns;

2) can take a direct object; so an “-ing” form following by a direct object (*reading* a letter) can not be a noun;

3) can be modified by an adverb: so an “-ing” form modified by an adverb (*reading* fast) can not be a noun;

4) can be part of an aspective verbal predicate; so “-ing” form following the verbs *to begin*, *to stop*, *to go on*, *to keep*, *to continue* are mostly gerunds.

The Participle

The Participle is a non-finite form which has certain verbal features and the syntactical functions of adjectival or adverbial character.

There are two principle participles in the English language – Participle 1 and Participle 2. They are also called the present and the past participles through they differ in voice rather than in tense.

Objective verbs have four forms of Participle 1:

Indefinite active	Indefinite passive
Writing	Being written
Perfect active	Perfect passive
Having written	Having been written

Subjective verbs have only two forms of Participle 1:

Indefinite active	Indefinite passive
Standing	-----
Perfect active	Perfect passive
Having stood	-----

Participle 2 has only one form:

written

Most subjective verbs have no forms of Participle 2 outside the analytical forms of the verb. (Such participles as *died*, *risen*, *walked* cannot be used predicatively or attributively, they only help to form the analytical forms of the verb – *have waled*, *etc.*)

The tenses of the participle are relative and show whether the action named by the participle took place at the same time with that of the finite verb or whether it preceded it.

Participle 1 Indefinite active and passive show that the action named by the participle took place at the same time with that of the finite verb. These forms denote simultaneousness in the present, past or future.

E.g.

1. Do you *see* that child? The curly-headed one. The one **waving** a flag.
2. That day we *stayed* at home **watching** “The Lone Ranger” on TV.
3. In a few more minutes the first guests *will be arriving* **wearing** smiles and **carrying** delicately beribboned boxes.

Participle 1 Perfect active and passive shows that the action named by the participle preceded that of the finite verb. These forms denote priority to a present, past or future action.

E.g.

1. **Having said** what I was obliged to say I *want* to tell you know how sorry I am that it has come to this.

2. **Having** thus **said** “a” he *proceeded* to saying “b” without loss of time.

3. **Having settled** this point to your satisfaction you *will look* round for something to take your mind off business.

Participle 2 in most cases denotes priority.

E.g.

She *pulled* the long **forgotten** letter out of its hiding place.

Participle 2 may sometimes have a meaning of simultaneousness.

E.g.

The dog carried by the youngest child gave a sharp yelp of protest.

Participle 1 Indefinite and Perfect may take direct objects.

E.g.

1. Holding the child close to her she seemed to be showing him something.

2. Having written the last word she looked up interrogatively.

Participles 1 and 2 may be modified by adverbs.

E.g.

1. The dolphin came a little closer; the dark ringed eye watching me steadily with what I could have sworn was a friendly and interested light.

2. Deeply hurt, Mrs. Stabbins cleared the table without any further suggestions.

Different forms of the participle have different syntactical functions.

a) Participle 1 Indefinite active and passive can be an attribute and an adverbial modifier.

E.g.

1. I looked at the **smiling** child. **Smiling** she showed me the letter.

2. Cinema theatre **being built** here will be one of the largest in Moscow. **Being asked** for her opinion she blushed.

b) The Perfect and Perfect passive participles can be only adverbial modifiers.

E.g.

1. **Having voiced** his objection he sat down.

2. **Having been told** to wait, she waited.

c) Participle 2 can be an attribute and a predicative.

E.g.

1. She was wearing a **knitted** cap **pulled** low over her eyes.

2. She was always well **dressed**.

d) Participle 2 can be an adverbial modifier when it is used with the conjunctions *when, while, as if, as though, though, unless, if*.

E.g.

1. A good child was not supposed to speak **unless spoken** to. (condition).

THE PRACTICAL EXERCISES

Indefinite

1. Read the following sentences and analyse the use of the tense forms of the verb.

1. She quickly shut the door behind her, and walked rapidly down the garden. (Less.) 2. I think it is a very good plan. (S.M.) 3. Ben. Grief makes some people laugh and some people cry. 4. Holmes often visited the scene of a crime and when possible spoke to witnesses. (McCallum) 5. "I hope that you will be happy here..." she remarked. (A.Chr.) 6. I will never do anything as good as that. (S.M.) 7. "Mast, give me the pistol and I will hold it for you... I promise I won't keep it. I will give it back to you." (J.Jones) 8. I lived with an uncle and an aunt on the outskirts of a little Kentish town by the sea. (S.M.) 9. Oh, why did not you tell me the other day? (S.M.)

2. Use the appropriate tense form instead of the infinitive in brackets.

1. I (to know) just how you (to feel). I feel the same myself. 2. And at five o'clock you (to cut) your birthday cake. 3. When she (to go), Bertran (to put) his arm about his son's shoulders, (to lead) him into the house. 4. We (to grow) wiser as we (to grow) older. 5. I (to see) you soon. And by then I (to have) some interesting news for you. 6. "I (to give) you a lesson if you like", he said. 7. She (to help) me with my coat and (to take off) my muffler and ((to snatch) my

cap out of my hand and (to draw) me into the room. 8. You (to find) a bus at the bottom of the street. I (to walk) down with you.

3. a) Read the following extract and translate it.

b) Retell the story in the Present Indefinite tense.

There he entered and found the room warm... He lit the gas and sat down. Then he got up and stripped to examine his shoulder. It was a mere scratch. He washed his hands and face, still in a brown study, apparently, and combed his hair. Then he looked for something to eat, and finally sat down in his comfortable rocking-chair. It was a wonderful relief. (Dr.)

4. Think about using and forming of the tenses and then explain them, after translate them into Russian.

1. I go to the gym every day. 2. I wake up early on Mondays. 3. She often makes up a lot of mistakes in the grammatical task. 4. He usually plays the guitar in the evening. 5. The teachers are always very responsible. 6. We never do bad things to people. 7. My parents advise to be more polite. 8. They are twins. 9. They understand each other without words. 10. My pleasure to people who interested in learning and development. 11. The students sometimes look forward their winter holidays. 12. You are the second-year students at the Tuvan State University. 13. I live in Kyzyl. 14. She travels around the world. 15. He knows three foreign languages. 16. Knowing is a power. 17. Kyzyl is the capital of the Republic of Tuva. 18. The Republic of Tuva is one of the unique places in Siberia. 19. The Republic of Tuva borders with Mongolia in the south and south-east, Khakassia in the north-west, the Republic of Altai in the west, Krasnoyarsk region in the north. 20. My favourite town is Kyzyl. 21. I was born in Tuva.

Continuous

5. Read the following sentences and analyse the use of the tense forms of the verb in bold type.

1. They were sitting on a wicker bench, full of themselves and romantic and happy. (F.F.) 2. Mrs. Quest looked up and enquired jealously, "What are you laughing at?" (Less.) 3. He telephoned a quarter of an hour ago that he was starting at once. (S.M.) 4. James Howden offered his hand. "You'll be joining us in Washington, I understand". (Hailey 5. "So?" She shrugged. "What are we missing?" (I.Shaw) 6. I expect I shall be playing a lot of football this term.

(S.M.) 7. Oh, it's you. We wondered when we were going to see you.
(S.M.)

Mixed Bag

1. Read the following sentences and analyse the use of the tense forms of the verb.

1. I hope you don not mind that you are not invited. (Slyke)
2. "He's the man I want to see", Lord Trimingham said. "I expect he'll be playing in the month on Saturday. I'll have a word with him then". (Hartley) 3. I am sorry I have been so long, Martha, have you been very impatient? – No, I have been passing the time very pleasantly. (S.M.) 4. For years I was told that when I had finished my education I could come to London. (How.) 5. My life will have a sick headache until he returns. (Less.) 6. Later, Larry came to where she was seated on the boat-deck to ask her if she was going to accompany them ashore. (King) 7. Adrian had smiled at her and told her that he had passed a comfortable night and was feeling much better. (King) 8. Everything that can be done is being done. (Can.) 9. What on earth do you think you are doing? Have you gone mad? (P.W.) 10. "Good God Almighty", she said, "whatever has happened to the hospital to the Colonel?" (Bates) 11. He was told that Antonie had also come to the hospital, but Michael had been sleeping, and the nurse sent him away. (I.Shaw)

2. Use the appropriate tense form instead of the infinitive in brackets.

1. Stephen (to redden). He (to see) that Chester (to talk) about him. 2. It (to take) me a minute or two to discover which letter (to write) first. 3. Ah, come in! I just (to make) the arrangements for tomorrow's fête. 4. (to come) into my room to say good night to me. He (to sit) on my bed. He (to chat) nicely and he (to ask) what I (to do) with myself all the evening. 5. Louis (to say) that he (to be born) there. 7. At that he (to smile), (to lift) his hand, and (to push) the letter towards me. 8. The children (to put to bed) at seven o'clock. 9. Jean Claude (to sit) here where I (to come down). 10. Later in the morning I (to see) Marian again, and she (to talk) if I (to take) Lord Trimingham her message.

3. Use the appropriate tense form instead of the infinitive in brackets.

1. I felt that I (fulfil) my notion in life. 2. At first, with a darkening brow he thought they (not to meet), then his eye cleared. 3. Before I knew what (to happen) she (to sweep) me from the room. 4. She was asked whether she (to want) anything to eat. 5. He assured her that he (to be) in good shape, she was sure he (to go) to the doctor for the checkup he (to promise) to have. 6. Paul asked Peter if he (to mind) taking a photograph of Dora. 7. I told him I (to wire) to him the date of my actual arrival in England. 8. I thought that amongst those surroundings, with their recollections of his boyhood, Dirk Stroeve (to forget) his unhappiness. 9. Well, you said you (to stay) here till the next bus (to come). 10. He said he (not to feel) well. 11. I thought I (to spend) my birthday at home when I asked Ted if he (to take) a message. 12. In the taxi he told her he (to quit) his job and (to leave) the city. 13. After the boat had docked, she found herself a porter, who wanted to know if she (to travel) by car or by train. 14. Gray had gone to play golf, but she told me he (to be in) presently. 15. The day after my arrival I called up Isabel and asked if she (to give) me a cup of tea if I (to come) along at five.

4. Transform the following sentences from direct into indirect speech. Make all the necessary changes.

Note: In indirect speech we do not give the person's exact words, we report his idea using the same tenses and pronouns as we use in reporting the rest of the situation we are talking about.

Compare: He said, "I'm going home"

He said he was going home.

1. "It's all very well for us", remarked Martha with a half-defiant laugh, seeing that she was being observed. (Less). 2. "I've been sitting here listening to you", I said. "I liked that last piece you played". (P.W.) 3. "If you want to know", she said calmly, "I never thought she was speaking the truth". (A. Chr.) 4. Mr. Hopkins and I struck up an acquaintance on the beach", explained Fifi. "He's been spending the summer down here for his health". (F.F.) 5. "Don't interrupt", she hissed. "Do not stop me once to ask a question or I shall miss what is being said." (Susann) 6. "You can have your dinner as soon as it's done", replied the mother. (Law.) 7. "Are we late?" the girl asked. "I've brought Larry back. Is there anything for him to eat?" "I expect so", smiled Mrs. Bradley. "Ring the bell and tell Eugene to put another place". (S.M.) 8. "You have all been so

kind to me”, I ventured. (Hartley) 9. “Why are you looking so lovely tonight?” he asked. (S.M.) 10. “You’ll get just as bad as I am now in about six months”, said the dying man. “Then you won’t care about anything but sleep and more sleep”. (Brad.)

5. Complete the following sentences using the elements in brackets.

1. Turning, she saw that (Melly, to stand, with her hands clasped to her breast). 2. I felt sure (you, to like, to have, the latest news of her). 3. In point of fact, I met Strickland before (to be, a fortnight in Paris, I). 4. It seemed to me for the most magnificent occasion (ever, I, present at, to be). 5. I bit the end of the pencil with which (notes, to make, I). 6. Let me look at you. (You, not to change, much.) 7. We know the hotel at which (she, and we can keep in touch with her through Thibaut, to stay). 8. I promise you (to take you home, the taxi, to come, I, the minute). 9. Hugo became conscious that (to be stared at, he). 10. She gave a glance over her shoulder at the firm and stable back of Mr. Maynard, (who, the corner, just to turn). 11. It was the first time (ever, to meet, Grandison, he) and he sincerely hoped (that, the last, it, to be). 12. She wondered if (to see, she, again, ever, him). 13. Meaning to take Edward by surprise (his arrival, not to cable, he, to announce). 14. Marian’s engaged to marry Trimmingham – (after the ball, to announce, it). 15. I got the uncomfortable feeling that (they, me, to watch, throughout my meal). 16. Stay about the place in case (no need, you). 17. I explained that we usually played together in the afternoon, but that (I, this afternoon, instead, to take, a walk).

6. Complete the following sentences with appropriate principal clauses.

1. ... while they were still talking about it. 2. ... till I’ve had a talk with you. 3. ... I had found to pleasing in her ten years before. 4. ... since I saw you last. 5. ... you’ve seen the garden properly. 6. ... as soon as I was better. 7. ... as he had never wept before. 8. ... that it was too late. 9. ... if I would drop in that evening at six for a cup of tea. 10. ... if he had remembered all the shopping. 11. ... that we should find him on the top floor. 12. ... she would have returned from London at that hour. 13. ... that they would come down to the country at the end of June. 14. ... you’ve had a very rough time these last two and a half years. 15. ... what you’ve been doing for the last

five minutes. 16. ... that you can have an appointment with Dr. Stern any time. 17. ... if something must be done about this. 18. ... that I had been invited to this party. 19. ... you won't be disappointed by this letter. 20. ... until the train was out of sight. 21. ... when the country house had to be sold. 22. ... in case people saw me. 23. ... how often they had sat thus, in a small room filled with books, at the station. 24. ... it was raining softly and steadily. 25. ... till the next bus comes.

7. Complete the following sentences with appropriate subordinate clauses.

1. I'll wait here till 2. She was playing the piano when 3. They were both remembering how often 4. I didn't want to go to the Pavilion in case 5. In that minute they both realized without words that 6. Even as he dialed he wasn't sure what 7. The time came when 8. It's dead easy if 9. I was surprised that 10. I don't quite know that 11. But I didn't doubt that 12. She was afraid that 13. I wrote to Uncle James as soon as 14. I wondered where 15. I don't believe that 16. I've known that girl since 17. I knew from experience that 18. I won't mention where 19. It is improbable that 20. The young people had promised not to marry until 21. The question was why 22. An old friend rang up to ask if 23. Will it surprise you to know that ... ? 24. It was understood that 25. One day I'll tell you why

8. Develop the following sentences into situations.

Model: I have been thinking about you lately. – I have been thinking about you lately, and I cannot forget that when I saw you last you were very fragile.

1. I've had a letter from him. 2. He is coming here tomorrow morning. 3. While the bags were being brought he stood aside. 4. I was afraid you had forgotten me. 5. He had never been well since his sleeping on the ground. 6. Are you sure you have omitted nothing? 7. I've known that little girl since she was a tiny child. 8. I wondered where Mrs Maudsley was. 9. She had never been away at tea before. 10. I was shaken and frightened and didn't trust myself and anyone. 11. He was reading when I went in soon after tea. 12. He had a streaming cold in the head and he was feeling rather ill. 13. I think you've been talking the most terrible nonsense all the time. 14. When

you came to think of it, it was really rather odd. 15. He turned his head slowly and looked at her. 16. She had raised her veil and he saw that she had been crying. 17. He was told they were not at work that morning. 18. I had never seen her confused before. 19. I was vaguely told that something was wrong. 20. I have unfortunately missed the post today. 21. I've never been so happy in my life. 22. It's raining – you'll get soaked. 23. It was not going to be so simple as he had expected. 24. I thought you'd never come. 25. It is in our hands to decide exactly what is to be done here and now.

9. Make up short dialogues using the following sentences.

Model: Have you had any supper? – I've just had a sandwich while I was waiting for you.

1. My dear, I've been hunting for you everywhere. What have you been doing? 2. For heaven's sake, Ann, will you please leave me alone? 3. What have you been doing with yourself lately? We haven't seen you for ages. 4. What on earth are you talking about? 5. I was sure I had seen her. But where? Where had I seen the girl? 6. What has he been saying to you? 7. Have you been having a good time, Bessie?

10. a) Explain the use of the tense forms.

b) Retell the story.

A boy who had been to school for a year came home one midsummer for his holidays.

One evening there were two roast pigeons on the supper table, and the boy, who thought himself very smart, said to his father, "I can prove to you by arithmetic that those two pigeons are three." "Ah", said his father. "how do you manage that?" "Well this is one, and that is two, and, of course, one and two make three".

"How very clever", exclaimed his father. "Your mother will take the first, I shall eat the second, and you may have the third".

11. a) Read the story, insert the proper tense form instead of the infinitive in brackets.

b) Retell the story as if you were Jack.

Telephone call

A fellow (to dial) his home telephone number.

"Hello", he (to say). "Is that Mrs. Brown?"

"Yes".

“This is Jack speaking. I say, dear, will it be all right if I (to bring) a couple of fellows to dinner?”

“Certainly, darling.”

“Did you hear what I said?”

“Yes – you asked if you (can) bring home a couple of fellows to dinner. Of course, you can, dear.”

“Sorry, madam,” said the fellow as he (to hang up), “I (to get) the wrong Mrs. Brown.”

12. Translate into English.

1. Утро было солнечное, но с одиннадцати часов изменилась, и теперь идет дождь. 2. Он узнал меня только после того, как я напомнил ему, где мы с ним встречались. 3. Не звоните мне от трех до пяти: я буду работать в лаборатории. 4. Он сказал, что пошлет телеграмму, если не получит в ближайшее время никаких известий из дома. 5. Эти люди так пристально смотрят на вас. Вы их знаете? 6. Не было ясное, и звёзды ярко светили. 7. Был вечер, и семья сидела за столом; ужин только что подали на стол. 8. Я никогда не видела такого большого красного солнца. 9. Мы будем вам очень признательны, если вы напомните сестре о ее обещании. 10. Ей бы хотелось знать, когда она закончит работу над диссертацией. 11. Прошлым летом я посетила место, где я родилась и провела детство. 12. Она не имеет ни малейшего представления, о чем вы говорите. 13. Они проговорили около двух часов, а затем она сказала, что ей надо повидать кое-кого из друзей. 14. Он проснулся. Возле его кровати звонил телефон. 15. Когда он вернулся, мы постарались сделать вид, что мы говорили не о нем. 16. Она подумала, что он устал, и спросил его, что он делал все это время. 17. Я получил огромное удовольствие от балета. Почему ты не пошел с нами? 18. Завтра я уезжаю в город на три недели. 19. Не приходи рано утром. Он будет ещё спать. 20. Она никогда его не встречала и не знала, как он выглядит. 21. Она долго сидела в саду и не знала, что происходит в доме. 22. Знает ли он твой новый адрес? – Да, знает. Он заходил ко мне два дня назад. 23. Я уверена, что вы сможете сделать эту работу без моей помощи, если постараетесь. 24. Мне не верится мысль провести каникулы в Крыму. Давай лучше поедem на Кавказ. 25.

С минуту она смотрела на отца, затем повернулась и вышла из комнаты.

13. Translate into Russian. Pay your specific attention to the using and forming of the Passive voice.

1. The letter is written. 2. The window is broken by the boy.
3. The presentation is done by me. 4. My sister is read this book. 5. The article is translated by the student. 6. The article is used from the scientific work. 7. The flat is cleaned. 8. The problem was solved. 9. The questions were discussed. 10. The text was read by the pupils.

14. Finish the crossword asking the questions to the words below.

15. Describe these pictures.





Direct and indirect speech

1. Quotations

Can you complete these humorous quotations with one of the following words in the box?

Mother	mother-in-law	grandfather	family
--------	---------------	-------------	--------

- All the men in my _____ had beards – and most of the women. (W.C. Fields)
- I have not spoken to my _____ for eighteen months – I do not like to interrupt her. (Ken Dodd)
- You see this watch? This is an absolutely fantastic, very fine, elegant gold watch which was sold to me by my _____ on his deathbed. (Woody Allen)
- My _____ loved children – she would have given anything if I'd been one. (Groucho Marx)

2. Match the sentences in the box A to their reported equivalents in the box B.

A

She said:

- "I will always think about you".
- I have always thought about you".
- "I am always thinking about you".
- "I always think about you".

- e) I always thought about you”.
- f) “I was always thinking about you”.
- g) “I would always think about you”.

B

She said ...

- 1. she had always thought about him.
- 2. she had always been thinking about him.
- 3. she always thought about him.
- 4. she would always think about him.
- 5. she was always thinking about him.

3. Put the following sentences into the reported speech and backshift the tenses. You will need to change some of the pronouns.

- a) “It is too late to cancel the wedding”.

She said that _____

- b) “Carmen is still going out with John”.

She said that _____

- c) “Mum, there is something you should know”.

She told her mum that _____

- d) “The speech went really badly”.

She said that _____

- e) “They were holding hands!”

She said that _____

- f) “We have had a terrible day”.

She said that _____

- g) “She will never speak to him again”.

She said that _____

- h) “I have got a problem I want to discuss”.

She told him that _____

4. Correct the grammatical mistakes.

- a) Rose told that there was something going on between Charlie and Clare.
- b) Ella pointed out that Clare she was married to Dave.
- c) Rose said that lots of married people do have affairs.
- d) Ella asked her how she did know.
- e) She replied her that she had heard them talking on the phone.
- f) Charlie asked Clare of could how come and see her.

- g) Rose said that she have got an idea.
h) Ella asked her what was it.

5. Complete these sentences with *say* \ *said* or *tell* \ *told*.

- a) She _____ me she was having second thoughts about our relationship.
b) Why didn't you _____ me you were jealous?
c) What will people _____ if I put green streaks in my hair?
d) My parents _____ that I should be more ambitious.
e) The children were _____ to apologise.
f) I promised to keep it a secret, so I cannot _____ anything.
g) What does it _____ on that poster?
h) How old were you when you learn to _____ the time?
i) I did not want to _____ the truth, so I _____ a lie.

6. Complete the puzzle using the appropriate words to the meaning.

1									
2									
3									
4									
5									
6									
7									
8									
9									

1. Your brother or sister's daughter
2. Unmarried
3. Lipstick, mascara, etc.
4. Brothers or sisters born on the same day
5. A woman whose husband has died
6. Say what you think will happen
7. Your daughter's husband
8. A child of your uncle or aunt
9. Stop working at 60 or 65 years old.

THE ADDITIONAL TEXTS FOR READING AND TASKS

OSCAR WILDE

(1854-1900)

THE REMARKABLE ROCKET¹

Chapter One

The King's son was going to be married, so there were general rejoicings. He had waited a whole year for his bride and at last she had arrived. She was a Russian Princess, and had driven all the way from Finland in a sledge drawn by six reindeers. The sledge was like a great golden swan, and between the swan's wings lay the princess herself. Her long ermine coat reached down to her feet, on her head was a tiny cap of silver tissue, and she was as a Snow Palace in which she had always lived. "She is like a white rose!" people cried and threw down flowers on her from the balconies.

At the gate of the Castle the Prince was waiting for her. He had dreamy violet eyes, and his hair was like fine gold. When he saw her, he kissed her hand?

"Your picture was beautiful," he said, "but you are more beautiful than your picture."

When the three days were over the marriage was celebrated. Then there was a State Banquet, which lasted for five hours. The Prince and Princess sat at the top of the Great Hall and drank out of this cup, for if false lips touched it, it grew grey and dull and cloudy

After the banquet there was to be a ball. He played very badly, but no one had ever dared to tell him so, because he the king.

The last item on the programme was a grand display of firework. So at the end of the King's garden a great stand had been set up. As soon as the Royal Pyrotechnist had put everything in its place, the fireworks began to talk to each other.

Note

1. "Remarkable Rocket" [ri`ma:kəbl `rɒkit] –
"Замечательная ракета"

VOCABULARY AND GRAMMAR TASKS

1. Give the Russian equivalents of the following:

In a sledge drawn by six reindeers	ermine coat
Between the swan's wings	true lovers
As pale as a Snow Place	false lovers
Dreamy violet eyes	firework

2. Replace the words in brackets by the ones from the text:

1. The King's son was going to be married, so there were general (celebration).
1. At the gate of the (Palace) The Prince was waiting for her.
2. Then there was a State Banquet, which (continued) for five hours.
3. He played (awfully), but no one had ever (risked) to tell him so, because he was the King.
4. The last (thing) on the program was a grand (show) of the firework.
5. At the end of the King's garden stand had been (place).

3. Choose Past Simple or Past Perfect, open the brackets and copy the sentences. Explain using Past Simple or Past Perfect.

1. She (be) a Russian Princess, and (drive) all the way from Finland in a sledge drawn by six reindeers.
1. She (be) as pale as a Snow Palace in which she always (live).
2. When he (see) her he (kiss) her hand.
3. When the three days (be) over the marriage (be) celebrated.
4. After the banquet there (be) to be a ball. And the King (promise) to play the flute.
5. As soon as the Royal Pyrotechnist (put) everything in its place, the fireworks (begin) to talk to each other.

READING COMPREHENSION AND DISCUSSING TASKS

1. Answer the questions:

1. Why were there general rejoicing in the Castle?
1. How long did the King's son wait for the Princess?
2. Who was she?
3. Where did the Princess come from?
4. How did she get to the King's castle?
5. What did the people say of the Princess?

6. Who was waiting for her at the gate of the Castle?
7. What did he say of the Princess?
8. When was the marriage celebrated?
9. How long did a State Banquet last?
10. The Prince and Princess were true lovers, weren't they? Prove it.
11. What was to be after the Banquet?
12. What did the King promise?
13. Why had no one dared to tell him so?
14. What was the last item on the program?
15. Who began to talk at the King's garden?

2. Describe the Princess and the King's son.

Chapter Two

"The world is very beautiful", cried a little Squib¹. "I am very glad I have travelled".

"The King's garden is not the world, you foolish Squib", said a big Roman Candle²; "the world is an enormous place, and it would take you three days to see it".

"Any place you love is the world to you", exclaimed the Catherine Wheel³; "but love is not fashionable any more, the poets have killed it. They wrote so much about it that nobody believed them, and I am not surprised. True love suffers, and is silent".

"Nonsense!" said the Roman Candle. "Romance never dies. It is like the moon, and lives forever".

But the Catherine Wheel shook her head. "Romance is dead, Romance is dead, Romance is dead", she said. She was one of those people who think that if you say the same thing over and over a great many times, it becomes true at the end.

Suddenly, a sharp, dry cough was heard, and they all looked round.

It came from a tall Rocket, who was tied to the end of a long stick. As soon as there was perfect silence, the Rocket began.

"How fortunate it is for the King's son", he remarked, "that he is to be married on the very day on which I am let to be off!"

"Dear me!" said the little Squib, "I thought it was the other way, and that we were to be let off in the Prince's honor".

"It may be so with you", he answered; "but with me it is different. I am very remarkable Rocket, and come from remarkable

parents. My mother was the most celebrated Catherine Wheel of her day. My father was the Rocket like myself, and of French extraction. He flew so high that the people were afraid that he would never come down again.

And I am extremely sensitive. No one in the whole world is so sensitive as I am”.

The Cracker⁴ nearly laughed.

“What are you laughing at?” asked the Rocket.

“I am laughing because I am happy”, replied the Cracker.

“That is a very selfish reason”, said the Rocket angrily. “What right do you have to be happy?” You should be thinking about others. In fact you should be thinking about me. I am always thinking about myself, and I expect everybody else to do the same. That is what is called sympathy. When I begin to reflect on the importance of my position, I am almost moved to tears”.

“If you want to give pleasure to others”, cried the Roman Candle, “you had better keep yourself dry. That is a very important thing”.

“Very important for you, I have no doubt”, answered the Rocket, “but I shall weep if I choose”, and he actually burst into real tears.

“He must have a truly romantic nature”, said the Catherine Wheel, “for he weeps when there is nothing at all to weep about”.

Notes

1. Squib [skwib] – петарда
1. Roman Candle [ˈrəʊmən kændl] – римская свеча
2. Catherine Wheel [ˈkæθrɪn wi:l] – огненное колесо
3. Cracker [ˈkrækə] – шутиха

VOCABULARY AND GRAMMAR TASKS

1. Match the English and Russian equivalents:

- | | |
|--------------------|--------------------|
| 1. Squib | a) огненное колесо |
| 1. Roman Candle | b) петарда |
| 2. Catherine Wheel | c) ракета |
| 3. Cracker | d) римская свеча |
| 4. Rocket | e) шутиха |

2. Complete the sentences and tell who said it:

1. The world is an ... place, and it would take you three days to see it.
1. Love is not ... any more, the poets have ... it.
2. I am always thinking about myself, and I ... everybody else to do the same. That is what is called
3. Romance never dies. It is like the ..., and lives
4. I am very ... Rocket, and come from ... parents.
5. I am ... sensitive. No one in the whole world is so ... as I am.
6. When I begin to ... on the importance of my ..., I am almost ... to tears.
7. "I shall ... if I choose", and he actually ... into real tears.

3. Translate the sentences into Russian:

1. Any place you love is the world to you.
1. True love suffers, and is silent.
2. She was one of those people who think that if you say the same thing over and over a great many times, it becomes true at the end.
3. He must have a truly romantic nature, for he weeps when there is nothing at all to weep about.

4. Copy the conversation in Reported Speech:

"What are you laughing at?" asked the Rocket.

"I am laughing because I am happy", replied the Cracker.

"That is very selfish reason", said the Rocket angrily.

"What right do you have to be happy?" You should be thinking about others. In fact, you should thinking about me. I am always thinking about myself, and I expect everybody else to do the same".

"If you want to give pleasure to others", cried the Roman Candle, "you had better keep yourself dry. That is a very important thing".

"Very important for you, I have no doubt", answered the Rocket, "but I shall weep if I choose".

READING COMPREHENSION AND DISCUSSING TASKS

1. Tell what you have known of each firework.

Chapter Three

Then the moon rose, and the stars began to shine, and a sound of music came from the palace.

The Prince and the Princess were leading the dance.

Then ten o'clock struck, and then eleven, and then twelve, and the last stroke of midnight everyone came out on the terrace, and the King sent for the Royal Pyrotechnist.

"Let the firework begin", said the King; and the Royal Pyrotechnist made a low bow, and marched down to the end of the garden.

It was certainly a magnificent display.

Whizz! Whizz! Went the Catherine Wheel, as she spun round and round. Boom! Boom! Went the Roman Candle. Then the Squibs danced all over the place, and Bengal Lights made everything look scarlet. "Goodbye", cried the Fire-balloon, as he soared away, dropping tiny blue sparks. Bang! Bang answered the Crackers, who were enjoying themselves immensely.

Everyone was a great success expect the Remarkable Rocket. He was damp with crying that he could not go at all.

The next day workmen came to put everything tidy.

"This is evidently a deputation", said the Rocket; "I will receive them with becoming dignity.

But they took no notice of him till they were going away. Then one of them looked at him. "Hallo!" he cried, "what a bad rocket!" and he threw him over the wall into the ditch.

"Bad Rocket? Bad Rocket?" he said, as he flew through the air, "Impossible! Grand Rocket, that what the man said.

Bad and Grand sound very much the same", and he fell into the mud.

VOCABULARY AND GRAMMAR TASKS

1. Open the brackets using Past Simple or Past Continuous. Then copy Irregular Verbs and add Participle II:

Then the moon (rise), and the stars (begin) to shine, and a sound of music (come) from the palace.

The Prince and the Princess (lead) the dance.

Then ten o'clock (strike), and then eleven, and then twelve, and at the last stroke of midnight everyone (come) out on the terrace, and the King (sent) for the Royal Perotechnist.

The Royal Pyrotechnist (make) a low bow, and (march) down to the end of the garden.

It (be) certainly, a magnificent display.

Everyone (be) a great success expect the Remarkable Rocket. He (be) so damp with crying that he (can) not go at all.

The next day the workmen (come) to put everything tidy.

They (take) no notice of him till they (go) away. Then one of them (look) at him. "Hallo!" he (cry), "what a bad rocket!" and he (throw) him over the wall into the ditch. And he (fall) into the mud.

2. Fill in the gaps with the fireworks. Tell which of them were not mentioned in Chapter 3:

Whizz! Whizz! Went the ..., as she spun round and round. Boom! Boom! Went the Then the ... danced all over the place, and the ... made everything look scarlet. "Goodbye", cried the ..., as he soared away, dropping tiny blue sparks. Bang! Bang answered the ..., who were enjoying themselves immensely.

3. Look through the text of Chapter 3 and find out synonyms for the words:

To start to fly

To go small

Great very much

Showwet

To circleclean

READING COMPREHENSION AND DISCUSSING TASKS

1. Answer the questions:

1. When did the firework start?
2. Who sent for the Royal Pyrothechnist?
3. It was certainly a magnificent display, wasn't it?
4. Who was not a success? Why?
5. Why did the workmen come the next day?
6. What did one of them say of the Rocket?
7. How did the Rocket change his words?
8. What did the man do then?
9. Where did the Rocket fall?

2. Describe the firework.

3. Tell the events of the next day as the Rocket.

Chapter Four

“It was not comfortable here”, he remarked, “but no doubt it is some fashionable watering place, and they have sent me away to recruit my health. My nerves are certainly very much shattered, and I need rest”.

Then a little Frog, with bright eyes and a green coat, swam up to him.

“A new arrival, I see!” said the Frog. “Well, after all there is nothing like mud. Give me rainy weather and a ditch, and I am quite happy. Do you think it will be a wet afternoon? I am sure I hope so, but the sky is quite blue and cloudiness. What a pity!”

“Ahem! Ahem!” said the Rocket, and he began to cough.

“What a nice voice you have!” cried the Frog. “Really it is quite like a croak, and the croaking is, of course, the most musical sound in the world. You will hear our club this evening. We sit in the old duck-pond close by the farmer house, and as soon as the moon rises we begin”.

“Ahem! Ahem!” said the Rocket. He was very much angry that he could not get a word in.

“A nice voice, certainly”, continued the Frog. “I hope you will come over to the duck-pond. I am off to look for my daughters, and I am so afraid the Pike may meet them and have breakfast of them. Well, goodbye. I have enjoyed out conversation very much”.

“Conversation!” said the Rocket. “You have talked the whole time yourself. That is not conversation”.

“Somebody must listen”, answered the Frog, “and I like to do all the talking myself. It saves time, and prevents arguments”.

“But I like arguments”, said the Rocket.

“I hope not”, said the Frog. “Arguments are extremely vulgar, for everybody in good society holds exactly the same opinions. Goodbye a second time. I see my daughters”, and the little Frog swam away.

“I hate people who talk about themselves”, said the Rocket. “I am well known for my sympathetic nature. You should take example by me. You could not possibly have a better model. I am going back to Court. I am a great favourite at Court. The Prince and Princess were married yesterday for my honor”.

“There is no good talking to him”, said a Dragon-fly”, no good at all, for he has gone away”.

“Well, that is his lost, not mine”, answered the Rocket. “I am going to stop talking to him because he plays no attention. I like hearing myself talk. It is one of my greatest pleasures”.

“Then you should certainly lecture on Philosophy”, said the Gragon-fly and flew away into the sky.

“How very silly of him not to stay here!” said the Rocket. “However, I don’t care a bit. Genius like mine is sure to be appreciated someday”.

VOCABULARY AND GRAMMAR TASKS

1. Translate the sentences into Russian

1. I like to do all the talking myself.
1. It saves time, and prevents arguments.
2. Arguments are extremely vulgar, for everybody in good society holds exactly the same opinions.
3. You should take example by me.
4. You could not possibly have a better model.
5. There is no good talking to him, no good at all, for he has gone away.
6. I am going to stop talking to him because he plays no attention.
7. That is his lost, not time.
8. I like hearing myself talk.
9. It is one of my greatest pleasures.
10. However, I don’t care a bit.
11. Genius like mine is sure to be appreciated some day.

2. Fill in the gaps with prepositions:

1. We sit ... the old duck-pond close ... the farmer house, and as soon as the moon rises we begin.
2. I hope you will come ... the duck-pond.
3. I am ... to look ... my daughters.
4. The Prince and Princess were married yesterday ... my honor.
5. How very silly ... him not to stay here!
6. They have sent me ... to recruit my health.
7. You should certainly lecture ... Philosophy.
8. The Gragon-fly flew ... sky.

3. Copy the dialogue in Reported Speech:

“A nice voice, certainly”, continued the Frog. “I hope you will come over to the duck-pond. Well, goodbye. I have enjoyed our conversation very much”.

“Conversation!” said the Rocket. “You have talked the whole time yourself. That is not conversation”.

“Somebody must listen”, answered the Frog, “and I like to do all the talking myself. It saves time, and prevents arguments”.

“I hope not”, said the Frog. “Arguments are extremely vulgar. Goodbye a second time. I see my daughters” and the little Frog swam away.

“I hate people who talk about themselves”, said the Rocket.

READING COMPREHENSION AND DISCUSSING TASKS

1. Answer the questions:

1. What did the Rocket think of the ditch?
2. Who swam up to him soon?
3. What was the Frog pity?
4. Where did the Frog invite the Rocket?
5. Why did he like Rocket’s voice?
6. What was the Frog afraid of?
7. Who has enjoyed the conversation? Why?
8. Was the Rocket pleased with it? Why?
9. Who came up then?
10. What did the Dragon-fly say?

2. Tell the story of the Frog.

3. Make up the dialogue using the Chapter 4. Pay your specific attention to the using of the Reported Speech.

Chapter Five

After some time a large White Duck swam up to him. “Quack, quack, quack,” she said. “What a curious shape you are! May I ask were you born like that, or is it the result of an accident?”

“It is quite evident that you have always lived in the country,” answered the Rocket, “otherwise would know who I am. You will be surprised to hear that I can fly up into the sky, and come down in a shower of golden rain.”

“I don’t think much of that,” said the Duck “as I cannot see what use it is in any one. Now, if you could plough the fields like the ox, or draw a cart like the horse, or look after the sheep like the collie-dog that would be something.”

“My good creature,” cried the Rocket.” I see that you belong to the lower orders. A person of my position is never useful.”

” Well, well,” said the Duck, who was very peaceful,” everybody has different tastes. I hope that you are going to take up your residence¹ here.”

“Oh! Dear no,” cried the Rocket.” I am only a visitor. I shall probably go back to Court.”

“How hunger I feel,” said the Duck and swam away down the stream, saying,” Quack, quack, quack.”

I am glad that she has gone”, he said to himself”, she has a middle-class mind”.

Note

1. To take up the residence – поселиться

VOCABULARY AND GRAMMAR TASKS

1. Translate the sentences into Russian:

1. You will be surprised to hear that I can fly up into the sky, and come down in a shower of golden rain.
2. A person of my position is never useful.
3. I am only a visitor.
4. Everybody has different tastes.
5. She has a middle-class mind.
6. May I ask were you born like that, or is it the result of an accident?

2. Copy the dialogue in Reported Speech:

“It is quite evident that you have always lived in the country”, said the Rocket, “otherwise you would know who I am”.

“I don’t think much of that”, answered the Duck, “as I cannot see what use it is in any one”.

“My good creature”, cried the Rocket. “I see that you belong to the lower orders. A person of my position is never useful”.

“Well, well”, said the Duck, who was very peaceful, “everybody has different tastes. I hope that you are going to take up your residence here”.

“Oh! Dear no”, cried the Rocket. “I am only a visitor. I shall probably go back to Court.

READING COMPREHENSION AND DISCUSSING TASKS

1. Tell what you have known of the Rocket from Chapter 5.
2. Make a story of White Duck.
3. Describe the character of the Rocket.

Chapter Six

Suddenly two little boys came running down the bank, with a kettle and some faggots.

“This must be the deputation”, said the Rocket, and he tied to look very dignified.

“Hallo!” cried one of the boys, “look at this old stick; I wonder how it came here”, and he picked the rocket out of the ditch.

“Old stick!” said the Rocket, “impossible! Gold stick that is what he said. Gold Stick is very complimentary”.

“Let us put it into the fire!” said the other boy, “it will help to boil the kettle.”

So, they piled the faggots together, and put the Rocket on the top, and lit the fire.

“This is magnificent,” cried the Rocket,” they are going to let me off in broad daylight, so they lie down on the grass, and shut their eyes.

The Rocket was very damp, so he took a long time to burn. At last, however, the fire caught him.

“Now I am going off!” he cried.” I know I shall go much higher than the stars, much higher than the moon, much higher than the san.”

Fizz! Fizz! Fizz! And he went straight up the air.

“Delightful! He cried. “I shall go on like forever, what a success I am!”

But nobody saw him.

“Now I am going to explode,” he cried. “I shall set the whole world on fire, and make such a noise that nobody will talk about anything else for a whole year’.

And she certainly did explode. Bang! Bang! Bang! Went the gunpowder. There was no doubt it.

But nobody heard him, not even two little boys, for they were asleep.

Then all that was left of him was the stick, and this fell down on the back of a Goose who was taking a walk by the side of the ditch.

“Good heavens!” cried the Goose. “It is going to rain sticks”, and he jumped into the weather.

“I knew I should create a great sensation”, said the Rocket, and he went out.

VOCABULARY AND GRAMMAR TASKS

1. Give the Russian equivalents:

Some faggots	broad daylight
Deputation	straight up to the air
Success	explode

2. Translate the sentences into Russian

1. It will help to boil the kettle.
2. I wonder how it came here.
3. They are going to let me off in board daylight, so that everyone can see me.
4. The Rocket was very damp, so he took a long time to burn.
5. Now I am going off!
6. I know I shall go much higher than the stars, much higher than the moon, much higher than the sun.
7. Now I am going to explode.
8. I shall set the whole world on fire, and make such a noise that nobody will talk about anything else a whole year.
9. Then all that was left of him was the stick.
10. “Good heavens!” cried the Goose. “It is going to rain sticks”, and he jumped into the water.
11. I knew I should create a great sensation.

3. Put the sentences into logical order:

1. And he certainly did explode. Bang! Bang! Bang! went the gunpowder.
2. The stick fell down on the back of a Goose who was taking a walk by the side of the ditch.
3. So they piled the faggots together, and put the Rocket on the top, and lit the fire.

4. At last, however, the fire caught him.
5. One of the boys picked the rocket out of the ditch.
6. Fizz! Fizz! Fizz! and he went straight up to the air.
7. They lay down on the grass, and shut their eyes.
8. But nobody heard him, not even the two little boys, for they were asleep.
9. Suddenly two little boys came running down the bank, with a kettle and some faggots.

4. Complete the pair:

Bad rocket - ... rocket

... rocket – gold rocket

READING COMPREHENSION AND DISCUSSING TASKS

1. Answer the questions:

1. Who came down the bank?
2. What did they bring? Why?
3. What did the Rocket think of it?
4. Where did the boys put the rocket? Why?
5. What did they do then?
6. Why did the Rocket take a long time to burn?
7. Did he explode?
8. Did anybody hear him? Why?
9. Where did the stick fall then?

2. Tell Chapter 6:

- a) As one of the boys
- a) As a Remarkable Rocket
- b) As a Goose

Jerome K. JEROME
(1859-1927)

THREE MEN IN A BOAT

How the Elderly Family- Man Puts up a Picture Chapter One

You never saw such a commotion up and down a house in all your life, as when my Uncle Podger undertook to do a job. A picture has come home from the frame maker's and was stating waiting to be put up. Aunt Podger asked what was to be done with it, and Uncle

Podger said “Oh, you leave in to me. Don’t you, any of you, worry yourselves about that? I’ll do all that.”

And then he took off his coat, and began. He sent the girl out for sixpence sort of nails and the one of the boys after her to tell her what size to get. From that he gradually worked down and started the whole house.

“Now you go and get my hammer, Will,” he shouted, “and you bring ma the rule, Tom. And I want the step-ladder and a kitchen chair, too. Jim! You run round to Mr. Goggles and ask him to lend his spirit level. And don’t you go, Maria, because I want somebody to hold me the light. When the girl comes back she must go out again for a bit of picture-cord. And where is Tom? Tom, you come here. I want you to hand ma up the picture.”

And then he lifted the picture and dropped it, and it came out of the frame. He tried to save the glass and cut himself, and then he sprang round the room looking for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he did not know where he had put the coat. And the entire house had to leave off looking for his tools and start looking for his coat.

Then he got up, and found than he had sat on it, and called out: “Oh, you can give it up! I’ve found it myself now. I could as well ask the cat to find anything as expect you people to find it.”

VOCABULARY AND GRAMMAR TASKS

1. Give the Russian equivalents of the following:

Commotion

Picture and frame

Nails and hammer

Step-ladder

Spirit level

Picture-cord

Lift and drop

The pocket of the coat

Handkerchief

2. Translate the sentences into Russian:

1. You never saw such a commotion up and down a house in all your life, as when my Uncle Podger undertook to do a job.

2. A picture has come home from the frame maker's and was stating waiting to be put up.
3. Aunt Podger asked what was to be done with it.
4. From that he gradually worked down and started the whole house.
5. And then he lifted the picture and dropped it, and it came out of the frame. He tried to save the glass and cut himself.

3. Pick up the sentences with Complex Object. Copy them and translate.

4. Read the sentences. Find out *to have* and explain its using:

1. A picture has come home from the frame maker's.
2. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he did not know where he had put the coat.
3. And the entire house had to leave off looking for his tools and start looking for his coat
4. Then he got up, and found that he had sat on it.

READING COMPREHENSION AND DISCUSSING TASKS

1. Answer the questions:

1. What was Uncle Podger going to do?
2. Whom did he send for nails?
3. Who was asked for hammer?
4. What was Tom sent for?
5. Where did Jim run?
6. What did Aunt Podger do?
7. Why did the picture come out of the frame?
8. Why did Uncle Podger cut himself?
9. What things did he look for?
10. Where was his handkerchief?

2. Retell Chapter 1.

Chapter Two

And, when half-an-hour had been spent in typing up his finger, and a new glass had been got, and the tools, and the ladder, and the chair, and the candle had been brought, he had another go. The whole family, including the girl and the charwomen, stood round in a semi-circle, ready to help. Two people had to hold the chair, and

the third helped him upon it, and held him there, and a fourth handed him a nail, and a fifth passed him up the hammer, and he took hold of the nail, and dropped it.

“There!” he said, in an injured tone, “now the nail’s gone.”

And we all had to go down on our knees, and he wanted to know if he was to be kept there all the evening.

The nail was found at last, but by that time he had lost the hammer.

“Where’s the hammer? What did I do with the hammer? Great heavens! Seven of you, gaping round there, and you don’t know what I did with the hammer!”

We found the hammer for him, and then he lost sight of the mark he had made on the wall, where the nail was to go in. And each of us had to get up on the chair, beside him, and see if we could find it. And we each discovered it in a different place, and he called us all fools, one after another, and told us to get down. And he took the rule and premeasured.

He used a bit of string this time, and at the critical moment, when the old fool was leaning over the chair at the angle of forty-five, and trying to reach a point three inches beyond what was possible for him to reach, the string slipped, and down he slid to the piano. A really fine musical effect was produced by the suddenness with which his head and body struck all the notes at the same time.

And Aunt Maria said that she did not allow the children to stand round and hear such language.

At last, Uncle Podger got the spot fixed again, and put the point of the nail on it with his left hand, and took the hammer in his right hand. And, with the first blow, he smashed his thumb, and dropped the hammer, with a yell, on somebody’s toes.

Aunt Maria mildly observed that, next time Uncle Podger was going to hammer a nail into the wall, she hoped he would let her know in time, so that she could make arrangements to go and spend a week with her mother while it was being done.

“Oh! You women, you make such a fuss over everything,” Uncle Podger replied. “Why, I like doing a little job of this sort”.

And then he had another try, and, at the second blow, the nail went clean through the plaster, and half the hammer after it.

Then we had to find the rule and the string again, and a new hole was made; and about midnight, the picture was up-very crooked and insecure. The wall for yards round looked as if it had been smoothed down with a rake, and everybody was dead beat and wretched-expert Uncle Podger.

“There you are”, he said stepping heavily off the chair. “Why, some people would have a man in to do a little thing like that!”

VOCABULARY AND GRAMMAR TASKS

1. Give the Russian equivalents of the following:

Injured tone
Go down on the knees
Sight of the mark
Re-measure
Ha called us all fools
Leaned over spot fixed
Smashed his thumb
Make such a fuss
Through the plaster
Hold of the nail
Point of the nail
Crooked and insecure
Dead beat and wrenched

2. Complete the sentences, and then translate them:

1. Two people had to hold the..., and the third helped him...on it, and held him there, and a fourth handed him a ..., and a fifth passed him up the..., and he took...of the nail, and dropped it.

2. “There!” he said, in a ...tone, “now the nail’s...”

3. He used a ...of string this time, and at the...moment, when the old...was leaning over the chair at the...of forty-five, and trying to reach a ...three inches beyond what was possible for him to reach, the string..., and down he...to the piano.

4. At last, Uncle Podger got the ...fixed again, and put the...of the nail on it with his left hand, and took the...in his right hand.

5. With the first..., he...his thumb, and dropped the hammer, with a ..., on somebody’s toes.

6. And then he had another..., and, at the second blow, the nail went clean through the..., and half the hammer...it.

7. The wall for yards round looked as if it had been...down with a ..., and everybody was dead...and...

3. Read the sentences, find out to have and explain its using. Then translate the sentences:

1. When half-hour had been spent in typing up his finger, and a new glass had been got, and the tools, and the ladder, and the chair, and the candle had been brought, he had another go.
2. Two people had to hold the chair.
3. We all had to go down on our knees.
4. The nail was found at last, but by that time he had lost the hammer.
5. We found the hemmer for him, and then he lost sight of the mark he had made on the wall.
6. Each of us had to get up on the chair.
7. And then he had another try.
8. Then we had to find the rule and the string again.
9. The well for yards round looked as if it had been smoothed down with a rake.

4. Find out and copy the sentences with to be to as the equivalent of must.

5. Copy the sentences in Direct speech:

1. He wanted to know if he was to be kept there all the evening.
2. He called us all fools, one after another and told us to get down.
3. And Aunt Maria said that she did not allow the children to stand round and hear such language.
4. Aunt Maria middle observed that, next time Uncle Podger was going to hammer a nail into the well, she hoped he would let her know in time, so that she could make arrangements to go and spend a week with her mother while it was being done.

READING COMPREHENSION AND DISCUSSING TASKS

1. Answer the questions:

1. What things had been done when Uncle Podger had another go?
2. How many people helped him?
3. What did they do?

4. What did he drop first?
5. What did he lose then?
6. What did he lose after that?
7. Where did they discover the mark?
8. What did Uncle Podger do then?
9. Why did he slide to the piano?
10. How many tries did he have?
11. Why did he fail at the second blow?
12. When was the picture up?
13. Did Uncle Podger like doing a little job of this sort?

2. Arrange the sentences into correct order:

1. He took hold of the nail, and dropped it.
2. At last, Uncle Podger got the spot fixed again, and put the point of the nail on it with his left hand, and took the hammer in his right hand.
3. Then he had another try, and, at the second blow, the nail went clean through the plaster and half the hammer after it.
4. The nail was found at last, but by that time he had lost the hammer.
5. About midnight, the picture was up-very crooked and insecure.
6. A really fine musical effect was produced by the suddenness with which his head and body struck all the notes at the same time.
7. And he took the rule and re-measured.
8. The whole family, including the girl and the char-women, stood round in a semi-circle, ready to help.
9. And ma all had to go down on our knees, and he wanted to know if he was to be kept there all the evening.
10. We found the hammer for him, and then he lost sight of the mark he had made on the wall, where the nail was to go in.
11. And each of us had to get up on the chair, decide him, and see if we could find the mark.

3. Retell Chapter 2.

SAD CASE OF STIVVINGS, JUNIOR

Chapter One

There was a boy at our school; we used to call him Sandford or Merton. His real name was STIVVINGS. He was the most extraordinary lad I never came across. I believe he really liked to

study. He used to get into awful rows for sitting up in bed and reading Greek. And as for French irregular verbs, there was simply no keeping him away from them.

He was full of unnatural notions about being a credit to his parents and an honour to the school. And he dreamt to win prizes, and sorts of weak-minded ideas. I never knew such a strange creature, yet harmless mind you, as the babe unborn.

Well, that boy used to get ill twice a week, so that he couldn't go to school. There never was such a boy to get ill as SANDFORD and Merton. I there was any known disease going within ten miles of him, he had it, and it badly. He took bronchitis in the dog-days, and had hay-fever at Christmas. After a six-week period of drought, he was stricken down with rheumatic fever. And he went out in a November fog and came home with sunstroke.

They put him under laughing-gas one-year, poor lad, and drew all his teeth, and gave him a false set, because he suffered so terribly with toothache. And then it turned to neuralgia and earache. He was never without a cold, except once for nine weeks while he had scarlet fever. During the great cholera scare of 1871, our neighborhood was free from it. There was only one case in the whole parish: that case was young STIVVINGS.

Notes

1. **laughing gas** ['la:fiŋ gæs] – веселящий газ
2. **false set** [fɔ:ls set] – искусственная челюсть

VOCABULARY AND GRAMMAR TASKS

1. Give the Russia equivalents of the following:

Most extraordinary lad

Full of weird

Weak-minded ideas

Strange creature

Dog-days

Hay-fever

Sunstroke

Scare

Parish

2. Translate the sentences into Russian. Pay attention to used to:

1. There was a boy at our school; we used to call him SANDFORD or Merton.
2. He used to get into awful rows for sitting up in bed and reading Greek.

3. Complete the sentences:

1. He was the most extraordinary I never.....
2. He was full of...and unnatural...about begin a...to his parents and an...to the school.
3. And he dreamt to....., and grow up and to be a clever man, and had all sorts of weak-minded....
4. There never was...a boy to get ill as SANDFORD or Merton.
5. Find out and copy the sentences containing Gerund.
6. Pick up the words connecting with diseases and medicine.

Chapter Two

He had to stop in bed when he was ill, and eat chicken and custard and hot-house grapes. And he lay there and sobbed, because they did not let him do Latin exercises, and took his German Grammar away from him.

And the other boys, who would have sacrificed ten terms of our school life for the sake of being ill for a day, and had no desire whatever to give our parent any excuse for being stuck-up about us, couldn't catch so much as a stiff neck. We fooled about it in draughts, and it did us good, and freshened us up. And we took things to make us sick, and they made us fat, and gave us an appetite.

Nothing we could think of seemed to make us ill until the holidays began. Then, on the breaking-up day, we caught colds, and hopping cough, and all kind of discovers, which lasted till the term started, when in spite of everything we did to the country, we got suddenly well again, and were better than ever.

Such is life; and we are but as grass that is cut down, and put into the oven and baked.

Notes

1. **for the sake** [seik] – ради
2. **hooping cough** ['hu:piŋ kɔf] – коклюш
3. **in the spite of** – несмотря на
4. **to the contrary** ['kɒntrəri] – наоборот

VOCABULARY AND GRAMMAR TASKS

1. Give the Russian equivalents of the following:

To stop in bed
Hot-house grapes
Sacrifice
For the sake of
Draught
Hooping cough
Disorder
To last
To the contrary
Oven
Breaking-up day
In spite of

2. Translate into Russian:

1. They did not let him for Latin exercises, and took his German Grammar away from him.
2. We fooled about it in draughts, and it did us good, and freshened us up.
3. And we took things to make to make us sick, and they made us fat, and gave us an appetite.
4. Nothing we could think of seemed to make us ill.
5. In spite of everything we did to the contrary, we got suddenly well again, and were better than ever.

3. Complete the sentences with Gerund:

1. And the other boys would have sacrificed ten terms of our school life for the sake of..., couldn't catch so much as a stiff neck.
2. They had no desire whatever to give their parent any excuse....

READING COMPREHENSION AND DISCUSSING TASKS

1. Answer the questions:

1. What did STIVVINGS do when he was ill?
2. Why did he sob?
3. Were other boys ill during their school life?
4. What did they do to make them sick?
5. When did they catch colds, hooping cough, and all kind of disorders?
6. How long did the illnesses last?

7. When did they get well again?

2. Explain the expression:

Such is life; and we are but as grass that is cut down, and put into the oven and baked.

**A HIGH-CLASS PARTY. SHAMEFULL CONDUCT OF TWO
ABANDONED YOUNG MEN**

We were at a fashionable and highly cultural party. We had on our best clothes, and we talked pretty, and we were very happy-all expect two young fellows' students, just returned from Germany, commonplace young men, who seemed restless and uncomfortable. The truth was, we were clever for them. Out brilliant but polished them. They were out of place, among us.

We discussed philosophy and ethics. We flirted with graphical dignity. We were even humorous- in a high-class way.

Somebody recited a French poem after supper, and we said it was beautiful; and then a lady sang a sentimental ballad in Spanish, and it made one or two of us weep-it was so pathetic.

And then those two young men go up, and asked us if we had ever heard Herr Slossenn Boschenn sing his German comic song. He had just arrived and was then down in the supper-room.

None of us had heard it, that we could have remembered.

The young men said it was the funniest song that had ever been written, and that, if we liked, they would get Herr Slossenn Boschen, whom they knew very well, to sing it. They said it was so funny that, when Herr Slossenn Boschen had sung it once before the German Emperor, he (the German Emperor) had had to be carried off to bed.

They said nobody could sing it like Herr Slossenn Boschen. He was so intensely serious all through it that you might fancy he was reciting a tragedy. And that, of course, make it all funnier.

We said we yarned to hear it, that we wanted a good laugh. And they went downstairs, and fetched Herr Slossenn Boschen.

He was quite pleased to sing it, for he came up at once, and sat down to the piano without another word.

"Oh, it will amuse you. You will laugh," whispered the two young men, as they passed through the room, and took up a position behind the Professor's back.

Notes

1. **flirted with graceful dignity** [flɜ:tɪd 'greɪsfʊl 'dɪɡnɪti] – флиртовали с приятным достоинством

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