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N.A.SADULLAEVA

**ENGLISH
AS A SECOND
LANGUAGE**

TASHKENT

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**O'ZBEKISTON RESPUBLIKASI
OLIV VA O'RTA MAXSUS TA'LIM VAZIRLIGI**

N.A.SADULLAEVA

**ENGLISH
AS**

A SECOND LANGUAGE

*O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi
tomonidan 5120100 – «Filologiya va tillarni o'qitish (tillar bo'yicha)»,
yo'nalishi talabalari uchun o'quv qo'llanma sifatida tavsiya etilgan*

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Ushbu o'quv qo'llanma xorijiy filologiya fakulteti bakalavriat yo'nalishi o'rta bilim darajasiga ega talabalarining ikkinchi chet tilidan amaliy dars mashg'ulotlari hamda mustaqil ishlari uchun mo'ljallangan. O'quv qo'llanma asosan Buyuk Britaniya haqidagi ma'lumotlar, matnlar, leksik materiallar, grammatika va uni mustahkamlash uchun mashqlar va testlardan iborat.

O'quv qo'llanma O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi tomonidan tasdiqlangan «Ikkinchi chet tili (ingliz tili)» fanining o'quv dasturiga muvofiq tuzilgan.

Данное учебное пособие предназначено для практических и самостоятельных работ студентов со средним уровнем знания по направлению бакалавриата факультета зарубежной филологии по второму языку (английский язык). Пособие включает в себя информацию и тексты о Великобритании, лексические материалы, грамматику и упражнения для укрепления, тесты и ключи к упражнениям.

Учебное пособие составлено по учебной программе ВУЗов для второго языка.

This manual is for practical and independent work for Bachelor degree students of the faculty of foreign philology for the second language (English). The manual includes information and texts about Great Britain, lexical materials, grammar exercises, tests and keys for them. The manual is composed according to the educational program of HEI for the second language.

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UNIT 1.

Grammar: THE PASSIVE

Topic: GREAT BRITAIN



THE PASSIVE

ACTIVE SENTENCES	PASSIVE SENTENCES
The mouse ate the cheese	The cheese was eaten by the mouse
<small>ACTIVE</small> 	<small>PASSIVE</small>
<u>Active</u> [S] <u>Bob</u> mailed <u>the package</u> [O]	
<u>Passive</u> [S] <u>The package</u> was mailed <u>by Bob</u> [by+O]	

If necessary, you can use *by* to say who or what is responsible for the action.

Don Quixote was written by Cervantes.

The equipment is damaged by exposure to water.

FORM OF THE PASSIVE				
BE + PAST PARTICIPLE				
<i>Corn farmers</i>	<i>is</i>	<i>grown</i>	<i>by</i>	<i>Be</i> can be in any its forms: <i>am, is, are, was, were, has been, have been, will be, etc.</i>
<i>Sara the news</i>	<i>was</i>	<i>surprised</i>	<i>by</i>	
<i>The report</i>	<i>will be</i>	<i>written</i>	<i>by</i>	
<i>Mary</i>				

Simple Present

- *Farmers grow corn*
- *Corn is grown by farmers*



Simple Past

- *The news surprised Sara*
- *Savara was surprised by the news*



Present Perfect

- *Nodir has mailed the letter*
- *The letter has been mailed by Nodir*



Simple Future

- *The boss will plan the meeting.*
- *The meeting will be planned by the boss.*



be going to

- *Aziza is going to write the report*
- *The report is going to be written by Aziza*



The passive is more common in written than spoken English. It sounds formal and impersonal, and for this reason is often used in:

✓ **reports of crimes or legal procedures.**

He was sentenced to two years in prison.

✓ **newspaper reports.**

63 people were killed and 45 were injured in the accident.

✓ **scientific writing.**

Three millilitres of water are added to the mixture.

✓ **announcements.**

Flight IB 302 to London is delayed by two hours.

✓ **notices.**

Customers are requested not to smoke



1. Read the sentences and underline all examples of the passive.

1. Great Expectations was written by Charles Dickens. He also wrote David Copperfield, Oliver Twist and many other popular books.

2. Shampoo is tested on animals before it is sold in shops. This is because it might be dangerous for humans.

3. The rainforests are disappearing, so most newspapers are printed on recycled paper.

4. A new sports stadium is being built in London.

5. Toyota cars are made in Japan. They are more environmentally friendly than other cars.

6. The city of Atlantis has never been found, but many people are still looking for it.

7. Star Wars was directed by George Lucas. It is one of the most popular films ever made.

8. Football was invented in England and is now played all over the world.

9. The Taj Mahal was built in the 17th century, but nobody is sure who designed it.

10. Chinese New Year is celebrated in January or February, depending on the moon.

2. Rewrite the sentences using the present passive without by.

1. People speak English in Australia. English is spoken in Australia.

2. They sell mineral water in plastic bottles.

3. People don't use this room very often.

4. The postman delivers the letters at 08.00.

5. They are cleaning the classrooms now

6. People use the Internet all over the world

7. They are repairing the road at the moment.

8. The teacher is marking the tests.

9. They aren't using the computer.

10. He is doing the washing up.

3. Rewrite the sentences using the past passive without *by*.

1. They postponed the match. *The match was postponed.*
2. They built this house a hundred years ago.
3. Did anyone answer your e-mail?
4. Someone found this wallet in the street.
5. A teacher wrote this workbook last year.
6. They included VAT in the bill.
7. They were building the metro when we were there.
8. Someone was locking the doors when we arrived.
9. He gave me a test.
10. Someone woke us up early.

4. Answer the questions using the passive form of the verbs below and *by*. If you need help, some of the answers are given below.

Invent	replace	form	write	own	heat	write
manufacture						

1. Who was the inventor of the light bulb? *The light bulb was invented by Thomas Edison.*
2. Which currency replaced the peseta, the franc, and the lira in 2002?
3. How many countries form the United Kingdom?
4. Who is the author of this book?
5. Who is the owner of this book?
6. What type of heating have you got in your school - oil, gas, or electric?
7. Who was the author of Hamlet?
8. Which company was the manufacturer of the first PC?

Three (England, Scotland and Wales; Northern Ireland is a province); Shakespeare; IBM ; the euro.

5. Rewrite the sentences using the past simple passive.

***Titanic* – the most expensive movie of the 20th century!**

When *Titanic* came out in 1997 it was the most expensive movie ever made. It cost more than \$200 million! Where did all the money go?

First, \$2 million _____ (spend) when the director James Cameron, went to look at the real *Titanic* – four kilometres underwater on the sea floor! Then a nearly life-size model of the ship _____ (make) in a huge tank which held 77 million litres of water! The model _____ (design) with the help of drawings of the real *Titanic*. A huge film studio _____ (build) in Mexico. Filming was extremely expensive, and underwater cameras _____ (use) for many of the scenes. The actors _____ (freeze) after hours in the cold water and star Kate Winslet said she _____ nearly _____ (kill)!

When the film _____ (finish), it lasted four hours! Cameron _____ (tell) that it was too long, so it _____ (cut) to three hours and 15 minutes. Finally, *Titanic* _____ (show) in cinemas all over the world, and was a great success – it _____ (see) by millions of people.



GREAT BRITAIN

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. The British Isles consists of two large islands, Great Britain and Ireland, and about five thousand small islands. Their total area is over 244,000 square kilometers.

The United Kingdom is made up of four countries: England, Wales, Scotland and Northern Ireland. Great Britain consists of England, Scotland and Wales and doesn't include Northern Ireland. The capital of the United Kingdom is London.

The British Isles are separated from European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea.

The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands, while the south with its beautiful valleys and plains is called the Lowlands.



There are a lot of rivers in Great Britain, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one. The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of the British Isles. The weather in Great Britain is very changeable. A fine morning can change into a wet afternoon and evening and vice

versa. The English people say: «Other countries have a climate; in England we have weather.» The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long.

The weather is the favorite conversational topic in Great Britain. After they greet each other they start talking about the weather.

The best time of the year in Great Britain is spring. The two worst months in Britain are January and February. They are cold, damp and unpleasant. Then the best place in the world is at home by the big fire. Summer months are rather cold and there can be a lot of rainy days. So most people who look forward to summer holidays, plan to go abroad for the summer.

The most unpleasant aspect of English weather is fog and smog. This is extremely bad in big cities especially in London. The fog spreads everywhere so cars move along slowly and people can't see each other. They try not to be run over by a car but still accidents are frequent in the fog.

The country is 74 times smaller than the United States



Answer the questions:

1. Do you know total area of Great Britain?
2. What is the longest river in Great Britain?
3. What can you tell about the weather of England?
4. What is the capital of the United Kingdom?
5. What countries is the UK made up?



1. Complete the chart.

Noun	Adjective
mountain	
	conversational
favor	
rain	
	western
	pleasant

Verb	Adjective
	changeable
respect	
decorate	
	progressive
depend	
	eatable

2. Put in the missing prepositions.

1. The United Kingdom is made up ... four countries.
2. The British Isles are separated from European continent ... the North Sea and the English Channel.
3. The weather ... Great Britain is very changeable.
4. The best time ... the year in Great Britain is spring.
5. The two worst months ... Britain are January and February.
6. The capital ... the United Kingdom is London.
7. The weather is the favorite conversational topic... Great Britain.
8. Most people plan to go abroad ... the summer.

9. They try not to be run over ...a car but still accidents are frequent in the fog.

10. After they greet each other they start talking the weather.

3. Find nouns with these adjectives in the text:

western _____

wet _____

beautiful _____

conversational _____

warm _____

unpleasant _____

fine _____

rainy _____

4. Find sentences with the following adjectives in the text. Read and translate the sentences.

Large, warm, small, the deepest, the best, rainy, beautiful, the longest, favourite, cold, mountainous, changeable

5. Match words with their definitions.

square	a. the most important city being the seat of government
London	b. a very high hill, with rocks near the top
great	c. much bigger than average in size or quantity
island	d. the land beside to the sea or ocean
worst	e. slightly wet, often in a way that is unpleasant
mountain	f. the coldest season of the year
damp	g. the capital of a country.
capital	h. most badly or seriously
winter	i. a piece of land that completely surrounded by water
coast	j. an open place or area

6. True or false.

1. Great Britain consists of England, Spain, Wales and

Northern Ireland. _____

2. The capital of the United Kingdom is London. _____

3. The United Kingdom is made up of five countries. _____

4. The British Isles are separated from European continent by the North Sea and the English Channel. _____

5. The weather in Great Britain is very stable _____

6. The best time of the year in Great Britain is winter. _____

7. The two worst months in Britain are April and March. _____

8. The capital of the United Kingdom is Luanda. _____

9. The weather is the choice conversational topic in Great Britain. _____

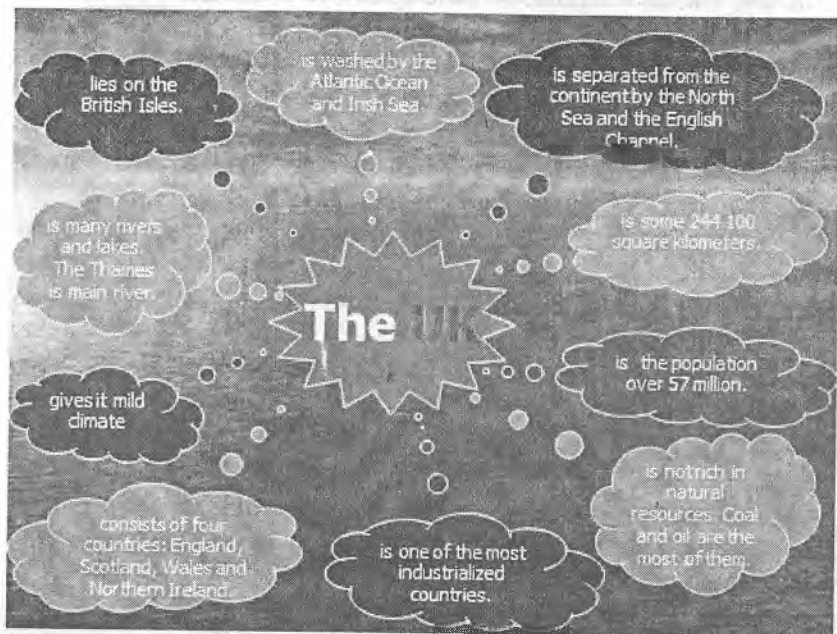
10. Most people who look forward to summer holidays, plan to go abroad for the summer _____.

7. Read and complete. For each number 1-8, choose word A, B, C or D.

In Britain, people (1) _____ away enough rubbish to cover 60 football stadiums with rubbish 500 metres high! A lot of our rubbish is paper – the British use 7,000,000 tonnes of paper every year, but they only (2) _____ 2,000,000 tonnes. In other words, they (3) _____ 5,000,000 tonnes of paper. And you need 65,000,000 trees to make 5,000,000 tonnes of paper. But this is not just a British (4) _____. Around the world, people destroy one square kilometre of forest (5) _____ two minutes. And what is (6) _____ is that for every 1000 trees we cut (7) _____, we only grow 25 new ones. Soon there (8) _____ be any trees left at all.

- | | | | |
|--------------|------------|-------------|-----------|
| 1. A put | B throw | C save | D waste |
| 2. A pollute | B recycle | C tidy | D pay |
| 3. A waste | B save | C use | D reuse |
| 4. A energy | B resource | C rubbish | D problem |
| 5. A every | B in | C by | D for |
| 6. A good | B better | C worse | D less |
| 7. A up | B down | C in | D off |
| 8. A mustn't | B won't | C shouldn't | D can't |

8. Write a short essay using the information given below.



UNIT 2.

Grammar: COMPARISONS

Topic: LONDON



Comparative and superlative forms of adjectives

		Comparative	Superlative
One-syllable adjectives	<i>old</i> <i>wise</i>	<i>older</i> <i>wiser</i>	<i>the oldest</i> <i>the wisest</i>
Two syllable adjectives	<i>famous</i> <i>pleasant</i>	<i>more famous</i> <i>more pleasant</i>	<i>the most famous</i> <i>the most pleasant</i>
	<i>busy</i> <i>pretty</i>	<i>busier</i> <i>prettier</i>	<i>the busiest</i> <i>the prettiest</i>
	<i>clever</i> <i>gentle</i> <i>friendly</i>	<i>cleverer/ more clever</i> <i>gentler/ more gentle</i> <i>friendlier/ more friendly</i>	<i>cleverest/the most clever</i> <i>gentlest/the most gentle</i> <i>friendliest/the most friendly</i>
Adjectives with three or more syllables	<i>important</i> <i>fascinating</i> <i>expensive</i>	<i>more important</i> <i>more fascinating</i> <i>more expensive</i>	<i>the most important</i> <i>the most fascinating</i> <i>the most expensive</i>
Irregular adjectives	<i>good</i> <i>bad</i> <i>little</i> <i>many/much</i>	<i>better</i> <i>worse</i> <i>less</i> <i>more</i>	<i>the best</i> <i>the worst</i> <i>the least</i> <i>the most</i>



1. Write the comparative and superlative forms of the adjectives.

Adjective	Comparative	Superlative
a quiet	quieter	quietest
b economical	_____	_____
c comfortable	_____	_____
d easy	_____	_____
e quick	_____	_____
f noisy	_____	_____
g clever	_____	_____
h exciting	_____	_____
i soft	_____	_____
j smooth	_____	_____

2. Write the opposites using the adjectives in the box.

difficult—cheap old noisy light narrow slow cool clean far
 beautiful sad dangerous interesting

easier	<i>more difficult</i>	warmer
quieter		wider
dirtier		happier
uglier		faster
more boring		more expensive
heavier		safer
nearer		younger

3. Study the information about three countries.

	Canada	Brazil	India
Area (sq km)	9,984,670	186,112,794	3,287,590
Coastline (km)	202,060	7,491	7,060
Population	32,805,041	182,032,604	1,080,264,388
Average age (years)	38.54	27.81	24.66
Births / 1000 population	10.84	16.83	22.32
Population growth rate	0.9%	0.94%	1.4%
Life expectancy (years)	80.1	71.69	64.35
GDP (Gross Domestic Product)	\$1.047 billion	\$1.58 trillion	\$3.678 trillion
GDP per capita	\$32,800	\$8,500	\$3,400
GDP growth rate	2.8%	2.6%	7.1%
Unemployment	6.8%	9.9%	9%

Complete the sentences with the comparative or superlative form of the adjective in brackets

- India is smaller than Brazil (small)
- The coastline of _____ is _____ than the coastline of Brazil. (long)
- _____ has _____ population. (big)
- Brazil and India _____ have populations than _____ (young)
- _____ has _____ birth-rate. (high)
- People in _____ have _____ lives than people in Brazil. (short)
- _____ is _____ country of the three. (poor)
- The economy of _____ has _____ growth rate. (slow)

4. Complete the sentences with the superlative form of the adjectives below. You will have to use some of them more than once.

deep high low great large small short long wet

- The deepest spot in the oceans is called the Mariana Trench and is 35,979 feet.

2. Deep in the Pacific Ocean. That's **deeper** than the height of the world's **highest** mountain, Mount Everest, which is 29,002 feet high.

3. Lake Titicaca in Peru is the _____ navigable lake in the world. It is about 3,810 metres above sea level.

4. The _____ lake is the Dead Sea, which is in the Jordan Valley of Israel. The surface of the water is 1,302 feet below sea level. It is also **the saltiest** lake in the world. Almost nothing can survive in it besides some special green algae.

5. Lake Superior is the freshwater lake that covers the _____ surface area in the world. It covers over 82,000 km² of land.

6. The _____ lake in the world is north of the Mongolian border and is 1,741 metres deep - more than one mile straight down. It is Lake Baikal and is found in Siberia, Russia.

7. The _____ ocean in the world, the Pacific Ocean, covers a third of the Earth's surface.

8. The _____ ocean is the Arctic Ocean, which is one tenth the size of the Pacific Ocean.

9. The Nile River in Egypt is the _____ river and is 4,145 miles long.

10. The world's _____ river, according to the Guinness Book of World Records, is the Roe River. It is only 61 metres long and flows between Giant Springs and the Missouri River near Great Falls, Montana.

11. The Amazon Basin in South America is the _____ river because it has **the greatest** water flow. This is because it flows through the Amazon rain forest - **the largest** and rainforest on Earth.

12. Angel Falls (Salto Angel) in Canaima National Park, Venezuela is the _____ waterfall in the world at 979 metres.

5. Complete the text with the comparative form of the adjectives below.

stressful young green had healthy easy happy long

Is life better now than it was in the past? Older people look back to when they were younger and complain that young people today don't realise how difficult things were then. Of course in many ways life is b _____ now. We live in a world which is cleaner and safer. It

is generally c _____ as well, and because of improvements in medical care, both men and women can expect to live d _____ lives. Our day-to-day existence is more comfortable, but are we e _____ ?

The rhythm of life is faster, and f _____. People are always in a hurry. In the end it is hard to say if things were better or g _____ before. As the saying goes "the grass is always h _____ on the other side of the fence".

EXTENSION ACTIVITY

Complete these sentences so they are true for you.

a. The nicest person I know

b. The tallest person in my class

c. I am better at

d. The most difficult subject

e. I am a faster



LONDON

London is the capital of Great Britain. More than ten million people live in London. London lies on both banks of the river Thames. It is the largest city in the United Kingdom and one of the largest cities in the world.



London is not only the capital of the country, it is also a very big port, one of the greatest commercial centres in the world, a university city, and the seat of the

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government of Great Britain. The most important parts of London are: the City, the West End, the East End and Westminster.

The City is the busiest part of London. People do business there. Only about ten thousand people live there. The West End is the richest part of London. You can find the best shops, theatres, cinemas, museums, fine parks and squares there. Its houses and streets are the finest in the capital. The rich people live in the West End.

The East End is the part of London where working people live. It is not so rich as other parts of London and there are fewer parks there.

Westminster Abbey is one of the most beautiful buildings in London. There are many monuments of great men there. Many great English scientists are buried there; among them Newton, Darwin and Watt. In the Poets' Corner some of the famous English poets and writers are buried.

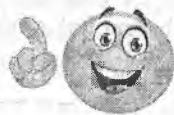
London has been a capital for nearly a thousand years. Many of its ancient buildings still stand. The most famous of them are the Tower of London, Westminster Abbey and St. Paul's Cathedral. Most visitors also want to see the Houses of Parliament and the many magnificent museums.

<http://feeds2.feedburner.com/http/wwwenglishelpru/topicshtml>

By the day the whole of London is busy. At night, offices are quiet and empty, but the West End stays alive, because this is where Londoners come to enjoy themselves. There are two opera houses here, several concert halls and many theatres, as well as cinemas. The pubs and restaurants and nightclubs are busy half the night.

Many people think that London is all grey but in fact red is the London's favourite colour. The buses are red, the letterboxes are red and the mail vans are all bright, bright red. London is at its best when people are celebrating. Then the flags, the soldiers' uniforms are cheering crowds and the carriages and horses sparkle in the sunshine – if it's not raining, of course!!!

The city of London has a population of approximately 12 million people, making it the largest city in all of Europe.



Answer the questions:

1. How many people live in London?
2. What can you tell about London?
3. How many parts are there in London?
4. Who lives in the West End?
5. Can you tell about the Westminster Abbey?
6. Where do Londoners come to enjoy themselves?
7. What is the London's favourite colour?

Expressions with *business*:

do business with smb
go into business
on business
run a business
start own business
go out of business



1. Put in the missing prepositions.

1. London is the capital Great Britain. 2. London has been a capital ... nearly a thousand years. 3. London is one ... the greatest commercial centers in the world, a university city. 4. London is ... its best when people are celebrating. 5. Westminster Abbey is one ... the most beautiful buildings in London. 6...the day the whole of London is busy. 7. There are many monuments ...great men there. 8. The most famous ... them are the Tower of London, Westminster Abbey. 9. The most important parts...London are: the City, the West End, the East End and Westminster. 10. ...night, offices are quiet and empty, but the West End stays alive, because this is where Londoners come to enjoy themselves.

2. Find in the text nouns with these adjectives:

Great _____

Rich _____

Magnificent _____
 Quiet _____
 the most beautiful _____
 the most important _____

3. Find sentences with the following adjectives in the text. Read and translate the sentences.

Magnificent, quiet, empty, rich, great, famous, the largest, the best

4. Match words with their definitions.

great	a. a building , column, statue etc. built to remind people of a famous person or event
monument	b. to shine brightly with small flashes of light
commercial	c. connected with the buying and selling of goods and services
ancient	d. a person who writes poems
famous	e. belonging to a period of history, very old.
museum	f. a dramatic work in which all or most of words are sung to music.
sparkle	g. very large, much bigger
opera	h. a building in which objects of artistic, cultural, historical interest are kept and shown to the public
poet	i. known about by many people

5. True or false.

1. The capital of the United Kingdom is London. _____
2. London is a very big port city. _____
3. London has been a capital for nearly a hundred years. _____
4. There are many monuments of great men _____.
5. The rich people live in the East End. _____

6. Westminster Abbey is one of the most beautiful buildings in London. _____
7. The buses are grey, the letterboxes are red and the mail vans are all bright, bright grey _____
8. Most visitors also want to see the Houses of Parliament and the many magnificent museums _____
9. The pubs and restaurants and nightclubs are busy half the day. _____

6. Read and complete. For each number 1-12, choose word A, B or C.

On January 27th, 1926, a group of scientists met in a laboratory in London

_____ 1 _____ TV. The television _____ 2 _____ of all kinds of things, including an old box, knitting needles, a bicycle lamp and a cake tin! It was invented _____ 3 _____

Scottish man called John Logie Baird, and he transmitted pictures of a 16-year-old boy. Baird asked the boy. _____ 4 _____ his head and speak, and the audience saw the pictures in another room. It was difficult _____ 5 _____ the boy's face clearly, but it was the world's first TV transmission!

The BBC (British Broadcasting Corporation) _____ 6 _____ the first public TV broadcasting service from London in 1936 – in black and white, because they couldn't broadcast in colour _____ 7 _____. The first colour TVs were produced in the USA in the 1950s. The first video recorders were also produced in the USA, in 1959. But John Logie Baird _____ 8 _____ made the first video recordings in 1927! He recorded pictures of people but he didn't have enough equipment _____ 9 _____ play back his recordings. Now people _____ 10 _____ Baird's recordings and one viewer said they _____ 11 _____ incredible, like ghost out of the air!

Millions of people now have colour TVs and video recorders – all thanks _____ 12 _____ the Scottish inventor, John Logie Baird!

- | | | | |
|----|------------|------------|------------|
| 1. | A watching | B watched | C to watch |
| 2. | A is made | B was made | C made |
| 3. | A from | B by | C of |
| 4. | A moving | B moved | C to move |

- | | | | |
|-----|------------|-----------|--------------|
| 5. | A seeing | B seen | C to see |
| 6. | A begin | B began | C have begun |
| 7. | A yet | B already | C just |
| 8. | A actually | B already | C yet |
| 9. | A to | B for | C so |
| 10. | A seeing | B saw | C have seen |
| 11. | A is | B are | C were |
| 12. | A for | B to | C by |

UNIT 3.

Grammar: COMPARISONS (continue)
Topic: ENGLAND



MAKING COMPARISONS WITH AS... AS

Tina is 21 years old. Sam is also 21. *Tina is as old as Sam (is).*
Mike came as quickly as he could.

As ... as is used to say that the two parts of a comparison are equal or the same in some way.

Ted is 20. Tina is 21.
Ted is not as old as Tina.
Ted is not so old as Tina.

Negative form: *not as ... as*
 Also possible *not so...as*



TINA
age 21



SAM
age 21



TED
age 20



AMY
age 5

1. Using the given words, complete the sentences with *as ... as*.

1. A housefly and an ant

An ant isn't as _____ big as _____ a housefly _____.

2. A lion and a tiger

A lion is just as _____ dangerous and wild as _____ tiger _____.

3. A lake and an ocean

- _____ big as _____
4. Honey and sugar _____ sweet as _____
5. Good health and money _____ important as _____
6. Adults and children/usually _____ patient as _____
7. A galaxy and a solar system _____ large as _____
8. Monkeys and people _____ agile in climbing trees as _____
9. Reading a novel and listening to music
In my opinion, _____ relaxing as _____

2. These phrases are generally spoken rather than written. See how many of these phrases you're familiar with by completing the sentences with the given words.

<i>a bear</i>	<i>a feather</i>	<i>a mule</i>
<i>a bird</i>	<i>the hills</i>	<i>a rock</i>
<i>a bull/an ox</i>	<i>a kite</i>	<i>a wet hen</i>
<i>a cat</i>		

1. When will dinner be ready? I'm as hungry as *a bear* !
2. Did Bill really lift that heavy box all by himself? He must be as strong as _____
3. It was a lovely summer day. School was out, and there was nothing in particular that I had to do, I felt as free as _____
4. Marco won't change his mind. He's as stubborn as _____
5. How can anyone expect me to sleep in this bed? It's as hard as _____
6. Of course I've heard that joke before! It's as old as _____
7. Why are you pacing? What's the matter? You're as nervous as _____
8. Thanks for offering the help, but I can carry the box alone. It looks heavy, but it isn't. It's as light as _____
9. When Erica received the good news, she felt as high as ____.
10. Was she angry? You'd better believe it! She was as mad as _

3. Complete the sentences with your own words.

Example: ... *not as sharp as* ...

A pencil point isn't as sharp as a needle.

A kitchen knife isn't as sharp as a razor blade.

My mind isn't as sharp in the afternoon as it is in the morning.

... just as important as ...

9. ... not as heavy as ...

... not as comfortable as ...

10. ... just as nutritious as ...

... not nearly as interesting as ...

11. ... as often as I can.

... just as good as ...

12. ... as often as I used to.

... not quite as difficult as ...

13. ... as soon as possible.

... not as quiet as ...

14. ... not as easy as it looks

... almost as good as ...

15. ... as much as possible.

... not as friendly as ...

USING MORE WITH NOUNS

*Would you like some more coffee?
Not everyone is here. I expect more
people to come later.*

When *more* is used with nouns, it often has the meaning of *additional*. It is not necessary to use *than*.

*There are more people in China
than there are in the United States.*

More is also used with nouns to make complete comparisons by adding *than*

*Do you have enough coffee, or
would you like some more?*

the noun may be omitted and *more* used by itself.



4. Comparatives with nouns, adjectives, and adverbs

<i>bright</i>	<i>happily</i>	<i>information</i>	<i>responsibilities</i>	<i>salt</i>
<i>brightly</i>	<i>happiness</i>	<i>mistakes</i>	<i>responsible</i>	<i>traffie</i>
<i>doctors</i>	<i>happy</i>	<i>quick</i>	<i>responsibly</i>	

1. A city has more traffic than a small town.
2. Sunlight is much brighter than moonlight.
3. Did you know that a laser burns billions of times more brightly than the light at the sun's surface?
4. There is _____ about geography in an encyclopedia than (there is) in a dictionary.
5. I used to be sad, but now I'm a lot _____ about my life (than I used to be).
6. Unhappy roommates or spouses can live together _____ if they learn to respect each other's differences.
7. She's had a miserable life. I hope she finds _____ in the future.
8. I made _____ on the last test than (I did) on the first one, so I got a worse grade.
9. My daughter Annie is trustworthy and mature. She behaves much _____ than my nephew Louie.
10. A twelve-year-old has _____ at home and in school than a nine-year-old.
11. My son is _____ about doing his homework than his older sister is.
12. A rabbit is _____ than a turtle.
13. This soup doesn't taste quite right. I think it needs just a little _____.
14. Health care in rural areas is poor. We need _____ to treat people in rural areas.

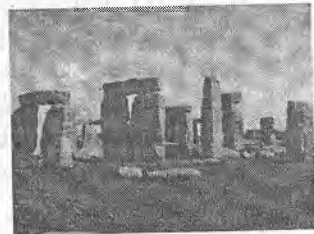


ENGLAND

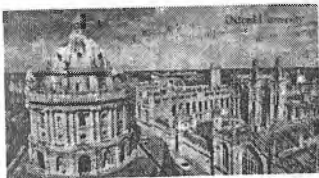


England is the largest and the richest country of Great Britain. The capital of England is London, but there are other large industrial cities, such as Birmingham, Liverpool, Manchester and other famous and interesting cities such as York, Chester, Oxford and Cambridge. But no other British city has as many inhabitants as London.

Stonehenge is one of the most famous prehistoric places in the world. This ancient circle of stones stands in Southwest England. It measures 80 meters across and made with massive blocks of stone up to four meters high. Why it was built is a mystery. Not far from Stonehenge stands Salisbury Cathedral. It is a splendid example of an English Gothic Cathedral; inside there is one of four copies of Magna Charta and the oldest clock in England.



Chester is very important town in the north-west of England. In the past it was a Roman fort; its name comes from the Latin word "Castro", meaning «fortified camp». In Chester there is a famous museum which contains over 5000 ancient and modern toys.

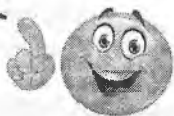


Oxford is the home of the oldest university of England. The most famous college is Christ Church. It has a great hall which was built during the reign of Henry VIII and its chapel has become the Cathedral of Oxford. Cambridge is the

home of Britain's second oldest university and is also as important as Oxford.

York was the capital of Northern England. It is one of the best preserved medieval cities of Europe. It was built by Romans, conquered by Anglo-Saxons and ruled by the Vikings. Birmingham is often called the "City of 1,500 trades" because of the great variety of its industries.

England accounts for around 84% of the population of the UK



Answer the questions

1. What industrial cities in England do you know?
2. Speak about Stonehenge.
3. Where is Chester situated?
4. What does «Castro» mean?
5. How many books are kept in the museum of Chester?
6. When was a great hall of Christ Church built?
7. What do you know about history of New York?
8. Why is Birmingham called the "City of 1,500 trades"?



1. Put in the missing prepositions.

1. England is the largest and the richest country ... Great Britain.
2. Stonehenge is one ... the most famous prehistoric places ... the world.
3. Not far ... Stonehenge stands Salisbury Cathedral.
4. Chester is much more important town than others ... the north-west ... England.
5. ... Chester there is a famous museum which contains ... 5000 ancient and modern toys.
6. Oxford is the home ... the oldest university of England.
7. Christ Church has a great hall which was built ... the reign ... Henry VIII.

8. New York is one ... the best preserved medieval cities ... Europe.

9. New York was built ... Romans, conquered ... Anglo-Saxons and ruled ... the Vikings.

10. Chester's name comes ... the Latin word "Castro", meaning «fortified camp».

2. Find sentences with the following adjectives and adverbs in the text. Read and translate the sentences.

Rich, famous, massive, interesting, splendid, massive, glorious, grandious magnificent, grand

3. Match words with their definitions.

circle	a. relating to Middle Ages
trade	b. a place which is used for defense
medieval	c. something in the form of round
fort	d. the time during which one reigns
mystery	e. relating to times antedating written history
reign	f. the business of buying and selling commodities
cathedral	g. the secret or something still not understood
prehistoric	h. very large
massive	i. a number or collection of different things
variety	j. main church

4. True or false.

1. London is the capital of as England as Northern Ireland.

2. Chester is situated in the north-west of England. _____

3. Stonehenge is one of the most modern places in the world.
4. In Chester there is a famous museum which made with massive blocks of stone up to four meters high. _____
5. Chester and Liverpool are home of the old university in England. _____
6. In the past the Cathedral of Oxford was the chapel of the Christ Church. _____
7. New York was built by Anglo Saxons. _____
8. Birmingham is often called the "City of 1,500 trades" because of the great variety of its shops and markets. _____
9. Chester's name comes from the Latin word "Castro", meaning « ancient and modern toys ». _____

5. Read and complete. For each number 1-15, choose word A, B, C or D

Agatha Christie is probably the world's (1) _____ writer of mystery and detective stories, and millions of readers (2) _____ enjoyed her books. But Christie (3) _____ became the centre of a real-life mystery. In December 1926, she (4) _____ from her home in the south of England, and police and detectives looked (5) _____ her all over the country.

When Christie's car was found off the road half buried in a hedge, the police thought she (6) _____ had an accident and left her car. They soon discovered that she had left her home late the evening (7) _____, and that she had seemed very unhappy. Then they thought that Christie (8) _____ been killed or even murdered – and her husband Archie was the (9) _____ suspect! Eleven days (10) _____, Christie was finally found. She was (11) _____ at a hotel in the north of England. She said she must have (12) _____ her memory after she had hit her head in the car accident.

Many people thought Christie's explanation of her disappearance was extremely unlike, and now it appears that she (13) _____ the whole story. (14) _____ she decided to disappear for a while because she was angry (15) _____ her husband!

1. A famous B known C well-known D best-known

- | | | | |
|---------------|---------------|--------------|---------------|
| 2. A had | B had to | C have | D should have |
| 3. A she | B self | C itself | D herself |
| 4. A lost | B disappeared | C left | D took |
| 5. A for | B at | C after | D up |
| 6. A might | B would have | C must have | D should have |
| 7. A after | B before | C last | D yesterday |
| 8. A could | B would have | C might have | D should have |
| 9. A chief | B lead | C head | D top |
| 10. A more | B earlier | C later | D time |
| 11. A staying | B lying | C spending | D passing |
| 12. A hurt | B spoilt | C damaged | D lost |
| 13. A put up | B made of | C made up | D turned out |
| 14. A Finally | B Apparently | C Seriously | D Certainly |
| 15. A of | B with | C for | D to |

UNIT 4.

Grammar: COMPARISONS (continue)

Topic: WALES AND NORTHERN IRELAND



USING DOUBLE COMPARATIVES

The harder you study, the more you will learn.

The more she studied, the more she learned.

The warmer the weather (is), the better I like it.

The second part of the comparison is the result of the first part.

A: *Should we ask Jenny and Jim to the party too?*

B: *Why not? The more, the merrier.*

A: *When should we leave?*

B: *The sooner, the better.*

→It is good to have more people at the party.

→It is good if we leave as soon as we can.



1. Complete the sentences with double comparatives

1. If the fruit is *fresh*, it tastes *good*.

The fresher the fruit (is), the better it tastes.

2. We got *close* to the fire. We felt *warm*.

_____ we got to the fire, _____ we felt.

3. If a knife is *sharp*, it is *easy* to cut something with.

_____ a knife (is), _____ it is

to cut something.

4. The party got *noisy* next door. I got *angry*.

I had a terrible time getting to sleep last night. My neighbors were having a loud party. _____ it got,

_____ I got.

Finally, I banged on the wall and told them to be quiet.

5. If a flamingo eats a lot of *shrimp*, it becomes very *pink*.

The _____ a flamingo eats, the _____ it gets.

6. She drove *fast*. I became *nervous*.

Erica offered to take me to the airport, and I was grateful. But we got a late start, so on the way she stepped on the accelerator. I got more than a little uncomfortable. The ...

7. He *thought* about his family. He became homesick.

Pierre tried to concentrate on his studying, but his mind would drift to his family and his home. The ...

8. We ran *fast* to reach the house. The sky grew *dark*.

A storm was threatening. The.....



REPEATING A COMPARATIVE

Because he was afraid, he walked faster and faster.

Life in the modern world is becoming more and more complex.

It's becoming harder and harder to find a job.

We use this structure to say that something is changing continuously



2. Complete the answers by repeating a comparative. Use the words in the list

angry	discouraged	hard	weak
big	fast	long	wet
cold/warm	good	loud	

- When I get excited, my heart beats faster and faster.
- When you blow up a balloon, it gets _____.

3. My English is improving. It is getting _____ every day
4. As the ambulance came closer to us, the siren became _____
5. She sat there quietly, but during all that time she was getting _____
6. The line of people waiting to get into the theater got _____ . Finally she exploded.
7. I've been looking for a job for a month and still haven't been able to find one. I'm getting _____
8. The weather is getting _____ with each passing day.
9. As I continued walking in miserable weather, it rained _____ . I got _____ . By the time I got home, I was completely soaked.
10. As I continued to row the boat, my arms got _____ until I had almost no strength left in them at all.



USING THE SAME, SIMILAR, DIFFERENT, LIKE, ALIKE

<p>John and Mary have <i>the same</i> books.</p> <p>John and Mary have <i>similar</i> books.</p> <p>John and Mary have <i>different</i> books.</p> <p>Their books are <i>the same</i>.</p> <p>Their books are <i>similar</i>.</p> <p>Their books are <i>different</i>.</p>	<p><i>The same, similar, and different</i> are used as adjectives.</p> <p>Notice: <i>the</i> always precedes <i>same</i>.</p>
<p>This book is <i>the same as</i> that one.</p> <p>This book is <i>similar to</i> that one.</p> <p>This book is <i>different from</i> that one.</p>	<p>Notice: <i>the same</i> is followed by <i>as</i>; <i>similar</i> is followed by <i>to</i>; <i>different</i> is followed by <i>from</i></p>
<p>My pen is <i>tike</i> your pen.</p> <p>My pen and your pen are <i>alike</i></p>	<p><i>noun + be like + noun;</i> <i>noun and noun + be alike</i></p>
<p>She looks <i>like</i> her sister.</p> <p>It sounds <i>like</i> thunder.</p> <p>This material <i>feels like</i> silk.</p>	<p><i>like</i> also follows other verbs, dealing with the senses.</p>

<p><i>That smells like gas.</i> <i>This chemical tastes like salt.</i> <i>Stop acting like a fool.</i> <i>He seems like a nice fellow.</i></p>	
<p><i>The twins look alike.</i> <i>We think alike.</i> <i>Most four-year-olds act alike.</i> <i>My sister and I talk alike.</i> <i>The little boys are dressed alike</i></p>	<p><i>Alike</i> may follow a few verbs other than <i>be</i></p>



3. Complete the sentences with *as*, *to*, *from*, or \emptyset if no word is necessary.

- Geese are similar to ducks. They are both large water birds.
- But geese are not the same as ducks. Geese are usually larger and have longer necks.
- Geese are different from ducks.
- Geese are like \emptyset ducks in some ways, but geese and ducks are not exactly alike.
- An orange is similar to a grapefruit. They are both citrus fruits.
- But an orange is not the same as a grapefruit. A grapefruit is usually larger and sourer.
- An orange is different from a grapefruit.
- An orange is like to a grapefruit in some ways, but they are not exactly alike to.
- Gold is similar to silver. They are both valuable metals that people use for jewelry. But they aren't the same as. Gold is not the same color as silver. Gold is also different from silver in cost. Gold is more expensive than silver.

4. Use *the same (as)*, *similar (to)*, *different (from)*, *like*, and *alike* in the sentences.

- Jennifer and Jack both come from Rapid City. In other words, they come from the same town.

2. This city is the same as / similar to / like my hometown. Both are quiet and conservative.
3. You and I don't agree. Your ideas are _____ mine.
4. Eric never wears _____ clothes two days in a row.
5. Ants are fascinating. An ant colony is _____ a well-disciplined army.
6. In terms of shape, cabbage looks _____ lettuce. But cabbage and lettuce don't taste _____.
7. A male mosquito is not _____ size _____ a female mosquito. The female is larger.
8. I'm used to strong coffee. I think the coffee Americans drink tastes _____ dishwasher!
9. «Meet» and «meat» are homonyms; i.e., they have _____ pronunciation.
10. The pronunciation of «caught» is _____ the pronunciation of «cot».
11. Trying to get through school without studying is _____ trying to go swimming without getting wet.
12. A crocodile and an alligator are _____ in appearance.

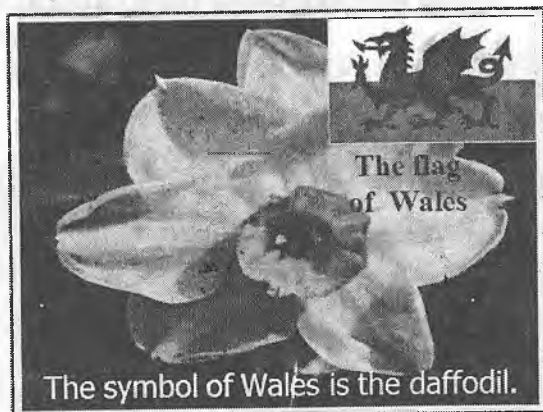
Write a composition based on one of the following topics.

Compare and contrast:

1. being single and being married.
2. cities you have lived in or have visited.
3. different schools you have attended.
4. your way of life before and after you became a parent.
5. yourself now to yourself ten years ago.
6. your country now to your country 100 years ago.
7. life today to life 100 years from now.
8. two sports.
9. the seasons of the year.
10. food in two countries.



WALES



Wales is the country in the west of Great Britain. It is mainly a mountainous land with a chiefly agricultural economy and an industrial and coal-mining area in the south. The landscape is different from other places. The more it develops and becomes beautiful, the more English people want to move in here after retiring.

Cardiff, a large city in the south, was chosen as the capital of Wales in 1955, mainly because of its size. Since 1536 Wales has been governed by England, but Welsh people have strong sense of identity. There is a Welsh National party which wants independence from the United Kingdom and the Welsh language is still used in certain parts of the country.

Welsh is an ancient Celtic language, similar to Breton, spoken in Brittany, France. In the 60's Welsh was given the same status as English - as an official language and is used in the law courts. It is taught in school and some TV programs are broadcast in Welsh. However, only about 20% of the population speaks Welsh.



NORTHERN IRELAND

The symbol of North Ireland is the shamrock.



Northern Ireland, also known as Ulster, is still a part of the United Kingdom. One third of the population lives in and around the capital, Belfast. Belfast is also the most important port, commercial and industrial center like other capital cities. The further some parts of the territory from the capital, the more rural it remains.

The Irish population is divided into two different groups: the Protestants and the Catholics. The Protestants are of British origin. They are descendants of British settlers who came to Ireland in the XVI-XVII centuries, during and after the Reformation. The Catholics are mostly natives of Ireland.



The Protestants were the majority and dominated the Catholics with strong discrimination. In 1968 the Catholics began the movement for equal civil rights. The fighting between the two groups of the population is becoming harder and harder these days.

Northern Ireland has a strong cultural tradition: songs, dances, literature and festivals. It has its own Art Council, and there are orchestras, theatres, ballet and opera companies.

Answer the questions:

1. Where is Wales located?
2. Why is landscape of Wales good for English people?
3. What country is Wales governed by?
4. Why do the English people want to move in Wales after retiring?
5. When was Welsh given the same status as English?
6. How many people speak Welsh?
7. What is the capital of Northern Ireland?
8. How many parts is the Irish population divided into?
9. What cultural traditions Northern Ireland has?
10. What is Art Council?



1. Put in the missing prepositions.

1. Wales is the country in the west ___ Great Britain
2. Cardiff, a large city ___ the south.
3. Since 1536 Wales has been governed ___ England.
4. The landscape is different ___ other places.
5. the Welsh language is still used ___ certain parts of the country.
6. One third of the population lives ___ and around the capital, Belfast.
7. Belfast is also the most important port, commercial and industrial center ___ country.
8. In 1968 the Catholics began the movement ___ equal civil rights.
9. Welsh is an ancient Celtic language, similar ___ Breton, spoken ___ Brittany, France.
10. The fighting between the two groups ___ the population continues to this day.

2. Form adjectives from the following nouns adding the suffixes -ous, -al, -ful, -ic. Consult a dictionary.

Mountain, success, agriculture, power, culture, nation, office, use, academy, democracy, beauty, industry, fame, romance, danger, religion

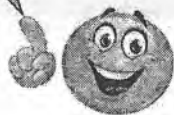
3. Find sentences with the following adjectives and adverbs in the text. Read and translate the sentences.

Mainly, chiefly, industrial, agricultural, different, most important, commercial, mountainous, equal, coal-mining

4. Match phrases or words with their definitions.

economy	a. an area of land that is beautiful to look at
law	b. the system of communication in speech and writing that is used by people of a particular country or area
status	c. all the people who live in a particular area, city or country
independence	d. a relative of a person who lived in the past
industry	e. the work, business or study of farming
descendant	f. the production of goods
agriculture	g. freedom from political control by other countries
population	h. the legal position of a person, group or country
language	i. the whole system of rules that everyone in a country must obey
landscape	j. the relationship between production, trade and supply of money

*Llanfairpwllgwyngyllgogerychwyrndrobwllantysiliogog
ogoch is the name of a station in Wales. The name
means: The church of St. Mary in a wood of hazel
trees near a rapid whirlpool and near St Tysillo's cave*



6. Read about the Welsh actress Catherine Zeta Jones and match these titles with paragraphs 1-5.

Childhood

Career

Friends

The future

Starting

To perform

1 _____

Catherine Zeta Jones knows many famous people, and her friends include Steven Spielberg and Sean Connery. How did she get on the road to stardom?

2 _____

Zeta Jones was born on 25 September 1969 and she grew up in a small village outside Swansea in south Wales. Her mother started taking her to dance classes at the age of five. 'I really wanted to be an actress as long as I can remember,' she says. 'I knew what I wanted to do, and even as a teenager I never had any other job - (1)_____.'

3 _____

Her parents drove her around Wales when she was performing in musicals like *Bugsy Malone*. By the time she was 16, she was playing the lead in the London production of the musical *42nd Street*. Even then, (2)_____. 'Every night after the show, everyone went out. But I knew I had to perform the next night, so I always went home.'

4 _____

At twenty-one, Zeta Jones had her first taste of fame in a successful British TV series. But her big break came when she went to Los Angeles in 1996. Steven Spielberg happened to see her in a TV version of *Titanic*, (3)_____. He was looking for someone to play opposite Antonio Banderas in *The Mark of Zorro*. Zeta Jones had a screen test, met Banderas, (4)_____. Since then, she has been getting lots of offers, but she has chosen her film parts carefully. After *Zorro*, she had another hit in 1999 with *Entrapment*, a thriller in which she co-stars with Sean Connery.

5 _____

She has recently been living life in the fast lane (5)_____. Will it last? She knows that she can only do her best. 'If you keep

doing the best job you possibly can, then somewhere along the line, something happens,' she says. 'You know, Hollywood success stories happen to everyone else and then they happen to you, and it's nice.'

Now complete the text with these phrases.

- A. and he immediately asked to meet her
- B. and two weeks later she was filming in Mexico
- C. I just wanted to be on stage
- D. and her success has made her much more sure of herself
- E. she was working to reach the top

UNIT 5.

Grammar: USED TO
Topic: SCOTLAND



USED TO + INFINITIVE

She used to be a teacher.
They didn't use to like cooking.
Did you use to live in the country?

I never used to like tea, I always drank coffee.

→to talk about habitual behaviour in the past.

We often say *never used to* instead of *didn't use to*.

TO BE + USED TO

I am used to hot weather.
I am used to living in a hot climate.
I'm used to walking to work.
We are not used to working hard. Are you used to living alone?

the preposition *to* is followed by the noun or *-ing* form of a verb (a gerund).

→to say that it is not new or strange for me



1. Correct the sentences. All of them have one mistake.

1. I use to do more sport. *I used to do more sport*
2. We didn't used to have so much work. _____
3. Did you use be so good at swimming? _____

4. Where did you used to live? _____
5. He isn't used to work hard. _____
6. He used to working hard. _____
7. Are you use to getting up early? _____
8. People didn't use to living so long _____

2. Complete the dialogue with the verbs in the box and *used to* or *didn't use to*.

Watch get love kiss work like pay go help

A Darling, do you love me?

B Yes, of course I do.

A Do you? I think you a used to love me, but I'm not sure that you do now.

B Why not?

A You b _____ me more attention.

B I still do.

A No you don't. You c _____ me and give me presents.

B Don't be ridiculous.

A You d _____ so much football. You e _____ out with me.

B What are you talking about? I haven't changed.

A Yes, you have. You never f _____ angry like you are now.

B I'm not angry. In any case, you g _____ football.

A No, I didn't really. I just pretended I did.

B Things are different now. We didn't have the children and I h _____ so hard.

A That's another thing. You I _____ more with the housework. Nowadays you don't do anything.

3. Complete the sentences with *be used to*, affirmative or negative.

1. Juan is from Mexico. He is used to hot weather. He is not used to cold weather.

2. Alice was born and raised in Chicago. She _____ living in a big city.

3. My hometown is New York City, but this year I'm going to school in a town with a population of 10,000. I _____ living in a small town. I _____ living in a big city.

4. We do a lot of exercises in class. We _____ doing exercises.

4. USED TO vs. BE USED TO.

1. I have lived in Malaysia for a long time. I am used to warm weather.

2. I used to live in Finland, but now I live in France.

3. I _____ sitting at this desk. I sit here every day.

4. I _____ sit in the back of the classroom, but now I prefer to sit in the front row.

5. When I was a child, I _____ play games with my friends in a big field near my house after school every day.

6. It's hard for my children to stay inside on a cold, rainy day. They _____ playing outside in the big field near our house. They play there almost every day.

7. A teacher _____ answering questions. Students, especially good students, always have a lot of questions.

8. People _____ believe the world was flat.

5. Complete the sentences with *used to* or *be used to* and the correct form of the verb in parentheses.

1. Nick stays up later now than he did when he was in high school. He (go) used to go to bed at ten, but now he rarely gets to bed before midnight.

2. I got used to going to bed late when I was in college, but now I have a job and I need my sleep. These days I (go) am used to going to bed around ten-thirty.

3. I am a vegetarian. I (eat) _____ meat, but now I eat only meatless meals.

4. Ms. Wu has had a vegetable garden all her life. She (grow) _____ her own vegetables.

5. Oscar has lived in Brazil for ten years. He (eat) _____ Brazilian food. It's his favorite.

6. Georgio moved to Germany to open his own restaurant. He *(have)* _____ a small bakery in Italy.

7. I have taken the bus to work every day for the past five years. I *(take)* _____ the bus.

8. Juanita travels by plane on company business. She *(go)*

_____ by train, but now the distances she needs to travel are too great.

EXTENSION ACTIVITY

Write down

1. Three things that you used to do, but now don't.
2. Three things that you are used to doing.



SCOTLAND



Scotland is a country in the north of Great Britain. It is a part of the United Kingdom. Scotland is divided into three natural regions: the Southern Uplands, the Central Lowlands and the Highlands and islands. A lot of places in Scotland are a natural paradise, still untouched by man. 5 million people live in Scotland. Scotland is full of mountains and lakes. The highest mountain is Ben Nevis. There are a lot of rivers. The sea nearly cuts the mountains into parts.

The capital of Scotland is Edinburgh, well known for its castle. A long time ago the Scots used to build many large churches beside the river. These churches were called Abbeys. The Scots built Melrose Abbey in 1136 but the English destroyed it in 1544. In the days of the Abbeys, the hills and farms were full of sheep and they still are.



There are two large cities here: Glasgow and Aberdeen. Glasgow is the industrial capital of Scotland and the third largest city in Great Britain. Before 1750 Glasgow used to be a small town. It had a cathedral and a university but it was not a rich town. After 1707 Scottish ships used to go to the English colonies

in America. Ships brought tobacco to Glasgow and took back Scottish goods. In 1776 the American colonies became independent and the tobacco trade stopped. Heavy industry began to develop. It used coal and iron from the Clyde valley. Glasgow became rich but very dirty.

Glasgow is famous for football teams: Rangers and Celtic. Most people in Glasgow are fans of one of teams. When they play against each other, thousands of fans go to watch. Rangers and Celtic have won more football competitions in Scotland than all the other Scottish teams. Golf is the Scottish natural sport and it seems to have originated in this country.

Glasgow has a busy cultural life. A lot of musicians, actors and singers come to Glasgow to give concerts. In the evenings the opera house, the cinemas and the concert halls are full. In cafes and pubs small groups sing, act, read poetry.

Scotland has some 790 islands, 130 of which are inhabited. It has only 5 million inhabitants, about 8.5% of the UK's population.



Answer the questions:

1. How many people live in Scotland?
2. What is the capital of Scotland?
3. Please tell us about geographical position of Scotland.
4. Which cities are industrial cities of Scotland?
5. What kind of city was Glasgow before 1750?
6. What did Scottish ships use to do after 1707?
7. When did American colonies become independent?
8. When and how did Glasgow become rich?
9. Which Scottish football teams do you know?
10. Who come to Glasgow to give concerts? ..



1. Put in the missing prepositions.

1. Scotland is a country the north of Great Britain.
2. Scotland is divided ... three natural regions: the Southern Uplands, the Central Lowlands and the Highlands and islands.
3. Scotland is full ... mountains and lakes.
4. The capital ... Scotland is Edinburgh, well known ... its castle.
5. ... the days of the Abbeys, the hills and farms were full ... sheep and they still are.
6. Ships brought tobacco ... Glasgow and took back Scottish goods.
7. Glasgow is famous ... football teams: Rangers and Celtic.
8. Golf is the Scottish natural sport and it seems to have originated ... this country.
9. When they play against each other, thousands ... fans go to watch.
10. A lot musicians, actors and singers come ... Glasgow to give concerts.

2. Find sentences with the following adjectives and adverbs in the text. Read and translate the sentences.

Natural, well-known, rich, dirty, cultural, industrial, untouched

3. Match phrases/words with their definitions

castle	a. main church
hill	b. a monastery ruled by an abbot
abbey	c. a building for worship for Christians
tobacco	d. elevated or mountains land
cathedral	e. something which prepared for smoking
church	f. land lower than a mountain
highland	g. large and magnificent house

4. True or false.

1. Scotland is a part of USA. _____
2. Edinburgh well known for its castle. _____
3. A long times ago Abbeys were built beside river by scots. _____
4. The Scots built Melrose Abbey in 1136 and the English repaired it in 1544. _____
5. Aberdeen is one of the large cities of Scotland. _____
6. Glasgow and Aberdeen are cultural cities of Scotland. _____
7. 1750 Glasgow had a cathedral and a university and it was a rich and industrial town. _____
8. In 1776 heavy industry began to develop. _____
9. Rangers and Celtic football teams are the best football teams in Scotland. _____
10. A lot of musicians, actors and singers come to Glasgow to see Melrose Abbey. _____

VOCABULARY

-ing adjectives are used to describe things:

The lecture was boring.

I saw an exciting film.

-ed adjectives are used to describe our feelings:

I felt very bored.

She is excited about going on holiday.

5. Complete the sentences. Use one of these adjectives.

1. Are you _____ in learning a foreign language ?
(interested / interesting)

2. The football match was a real battle....It was really _____
(excited, exciting)
3. The kitchen was a pigsty....It was really _____ !
(disgusted / disgusting)
4. I was really _____ when they offered me the job!
(amazed / amazing)
5. It is sometimes _____ when you have to ask for a favor.
(embarrassed/ embarrassing)
6. When we heard the bad news we were all _____
(horrified / horrifying)
7. She wants to find a different job because she thinks its _____
(bored / boring)
8. We went for a very long walk. It was really _____
(tired / tiring)
9. He showed us his new invention and we were all _____
(fascinated/ fascinating)
10. I really had a good time...The film was _____ . (amused / amusing)
11. Karen is starting a new job next Saturday...She is very _____ about it. (excited / exciting)
12. We were shut in that place for so long...We were _____ . (horrified / horrifying)

6. Read this extract and choose the best words.

Safety in the Scottish Highlands

The mountains of the Scottish Highlands are not very high, but the *time/weather* changes very quickly, *so/because* the Highlands can be extremely dangerous. Even in summer, there can be sudden snow storms and strong icy *rains/winds* of up to 160 kph. Many climbers and hill walkers *died/have died* in the Highlands, and people often get into trouble *so/because* they don't understand the dangers. Always put safety first; if the weather changes, you *have to/must* get down fast. Take *warm/hot* waterproof clothing, strong footwear, a map, and some food. *After/Before* you start, even for a short walk in fine weather, tell *someone/something* about your route and the time you expect to be back – and remember to contact the person again *where/when* you return.

**WILL YOU GET MORE INFORMATION
ABOUT SCOTLAND?**

1. What's a kipper?
2. Who invented the famous detective, Sherlock Holmes?
3. What's the name of the largest lake in Scotland?
4. What's the nickname of the Loch Ness Monster?
5. Who wrote Dr Jekyll and Mr Hyde?
6. What did Alexander Graham Bell invent?

UNIT 6.

Grammar: MODALS

Topic: THE WEATHER IN GREAT BRITAIN



CAN AND COULD

We use *can* to express the idea of ability or permission.

ABILITY

- *Our cat is amazing - it can sing!*
- *I'm afraid of the water because I can't swim.*
- *Can he play a musical instrument?*

PERMISSION

- *We can use the computers in the library.* (We are allowed to use them.)
- *You can't talk during the exam.* (You are not allowed to talk.)
- *Can we look words up in a dictionary?* (Are we allowed to ?)

POLITE REQUEST

- *Could I open the window, please?*
- *Could we leave early today, sir?*



1. Match the questions to the answers.

a Can you play the guitar?	1 Yes, I can, but I only know one song.
b Could you help me with this exercise?	2 No, she doesn't know anything about computers.

c	Could you wear trainers to school, dad?	3	Alright. How much do you need?
d	Can you tell me the time?	4	I'm sorry but I can't. I'm too busy.
e	Could you speak English when you were younger?	5	No, we couldn't. It was against the rules.
f	Can Jane write the program?	6	No, they couldn't because there was too much snow.
g	Could you lend me some money?	7	No, I can't. I haven't got a watch.
h	Could they go to school yesterday?	8	No, I couldn't. We didn't study it at school.

2. Complete the gap with **can**, **can't**, **could** or **couldn't**.

- Sue can play the piano really well.
- I _____ remember his name. Do you know it?
- You _____ take your driving test until you are 18.
- We _____ go now. It's stopped raining.
- We _____ go to the party because we went to a wedding.
- Last week he _____ come to school because he was ill.
- Not many people _____ run a marathon is less than three hours.
- I _____ swim even when I was a baby.
- You _____ install this program without a password.

MUST, HAVE TO, SHOULD

MUST

I must write to Aunt Julia. I haven't written for months. (I think it's important)

You must do your homework more carefully. (The speaker thinks it's important)

We mustn't be late. (It's necessary not to do something)

You mustn't make so much noise. (prohibition)

Visitors must report to reception on arrival. (in written instructions and orders)

HAVE TO

Children have to start school when they are five. (It's the law.)

We have to do page 8 for homework. (The teacher said so.)

You don't have to come tomorrow. I'm not working tomorrow, so I don't have to get up early. (no obligation to do something or when something is not necessary)

SHOULD

You're always buying useless things. You should spend your money more carefully. (It's a good idea)

If you have problems sleeping, you shouldn't drink coffee after dinner. (the best thing not to do)



3. Rewrite these sentences using *must*, *mustn't*, *should*, *shouldn't*, *have to* or *don't have to*.

1. Parking in this street is prohibited.

You mustn't park in this street

2. It's not a good idea to swim immediately after a meal.

3. (Doctor to patient) It's really important to take this medicine three times a day.

4. Is it necessary for me to do this exercise?

5. It's Saturday tomorrow, so it's not necessary for me to get up early.

6. It's a good idea to listen to the weather forecast before you go hill walking.

7. I can recommend this book to you - I think you would like it a lot.

8. It's a good idea to have a medical check-up every two years.

9. It's very important not to drink the water there. It will make you ill.

10. Is it really necessary for us to finish the work today?

11. Did the teacher tell you to see him tomorrow?

MAY, MIGHT, COULD

MAY, MIGHT, COULD

- *She may be Dave's sister. She looks like him. (Perhaps she is Dave's sister.)*
- *Dave didn't come to class today. He might be ill. (Perhaps he is ill.)*
- *If you take a taxi you could get there on time. (Perhaps you will get there on time.)*
- *Take a coat. It may rain later. (Perhaps it will rain.)*

MAY NOT, MIGHT NOT, COULD NOT

- *Don't worry. It may / might not ever happen. (Perhaps it won't happen.)*
- *Don't worry. It couldn't ever happen. (It's impossible for it to happen.)*

4. Underline the correct form.

1. That may / must be John's calculator but I'm not sure,
2. She can / could be Italian because of her accent,
3. There's still no answer so they must / can't be out for the evening,
4. You never know, it can / could be sunny tomorrow.
5. That information can / might be correct but I'm going to check on the Internet,
6. The Loch Ness monster may / can't exist. It's impossible,
7. I can't / might go to the football match but I don't know yet.
8. This must / could be the right answer - I'm certain,
9. It can / might be difficult to get a job without a good education.
10. He's been working on the book 14 hours a day for a month. He could / must be exhausted,
11. He can't / may be from Austria. He doesn't speak German.

5. Complete the sentence with an appropriate modal verb.

1. She speaks with a London accent, so she must be from England.
2. She _____ be a model, but I don't think so. She's not really tall enough.
3. That _____ be John. He always calls when we're having lunch!
4. She _____ be a teacher. I know she has long holidays.
5. Young children _____ be quite difficult to control.
6. We _____ go to Ibiza this summer, but it's not certain.
7. He _____ run a hundred metres in 11 seconds.
8. It _____ be difficult to find somewhere to park sometimes.
9. I _____ understand a word he said.
10. He _____ be fourteen. He's got a beard!
11. You _____ leave early if you finish all the exercises.

EXTENSION ACTIVITY

Write sentences with these modals about rules you have to follow:

must, mustn't, don't have to, have to, should, shouldn't

THE WEATHER IN GREAT BRITAIN



The weather in England is very changeable. A fine morning can change into a wet afternoon and evening. And a nasty morning can change into a fine afternoon. That is why it is natural for the English to use the comparison «as changeable as the weather» of a person who often changes his mood or opinion about something. «Other countries have a climate; in England we have weather». This statement is often made by the English to describe the meteorological conditions of their country.

The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon, or when it rains all day long.

The weather is the favorite conversational topic in England. When two Englishmen meet, their first words will be «How are you?» And after the reply «Very well, thank you; how are you?» the next remark is almost certain to be about the weather.

The two worst months in Britain are January and February. They are cold, damp, and unpleasant. The best place in the world is at home by the fire.

The best time of the year in England may be spring (of course, it rains in spring, too). In spring sunshine and showers follow each other so often during the day that you have to take an umbrella or a raincoat in England. The weather changes so frequently that it may be difficult to forecast. It is not unusual for people to complain that the weathermen were wrong.



The weather in spring is generally mild but sometimes the days can be really fresh. Spring is the season when nature awakens from its long winter sleep: the temperature grows, the sky becomes blue, and the sun grows warmer. Everything is full of new life again. The days grow longer and warmer; the ground gets covered with green grass.

Summer is the hottest season in England. The sunrays become hot, the days are long, and the nights are short and warm. It's time for holidays, when people go to the seaside for sunbathing and swimming. It usually gets hot in July.

As for autumn it isn't so nice. It's a season of winds and beautiful sunsets. The leaves turn yellow and reddish and fall to the ground and the birds migrate to warm countries. In autumn the days become shorter. September and October are warm and dry, but November is the foggiest month. Late autumn is generally an unpleasant season. Everything begins to take a different colour. The trees look bare. The flowers have faded away. The sky is overcast with low clouds. Everything looks gloomy.

In winter in England they can hardly forecast their weather. Sometimes it rains and sometimes it snows. The rivers in England never freeze, that's why children can't go skating very often. When there are 8 degrees of frost in England everyone complains of hazards. The most unpleasant aspects of the weather in England are fog and smog.

Answer the questions:

1. What comparison do the English use when they want to describe a person whose mood and opinion changes very often?

2. What do the English often say to describe the weather of their country?
3. How often does it rain in England?
4. What is the favorite conversational topic in England?
5. What is the best season in England?
6. What weather do you like best of all?
7. Do you always believe the weather forecast?
8. What winters and springs do the English have?
9. Are umbrella and raincoat absolutely unnecessary things in England?
10. What people do in summer?
11. What happens in autumn?
12. What weather do the English have in winter?



1. Put in the missing prepositions.

1. A fine morning can change ... a wet afternoon and evening.
2. This statement is often made ... the English to describe the meteorological conditions ... their country.
3. When it rains ... the morning, when it rains ... the afternoon, or when it rains all day long.
4. The best place ... the world is at home ... the fire.
5. The best time ... the year in England may be spring.
6. The weather changes so frequently that it is difficult ... forecast.
7. It is not unusual ... people to complain that the weathermen were wrong.
8. The flowers have faded
9. The days grow longer and warmer; the ground gets covered ... green grass.
10. It's a season ... winds and beautiful sunsets.

2. Find in the text nouns with these adjectives:

Mild
Cool

Warm
Green

Reddish
Difficult
Long

Beautiful
Wet
Nasty

3. Match words with their definitions.

Forecast	a. a potential source of danger
Hazard	b. a place by the sea, especially a beach area or holiday resort
Awake	c. express dissatisfaction or annoyance about something
Seaside	d. long coat, typically having a belt, made from waterproofed or water-resistant fabric
Complain	e. stop sleeping; wake from sleep
Raincoat	f. a calculation or estimate of future events, especially coming weather or a financial trend
Climate	g. a consideration or estimate of the similarities or dissimilarities between two things or people
Comparison	h. the weather conditions prevailing in an area in general or over a long period

4. True or false.

1. The two worst months in Britain are June and July. _____
2. The best time of the year in England may be spring. _____
3. The English also say that they have three variants of weather.

4. Autumn is a season of winds and beautiful sunsets. _____
5. The weather in summer is generally mild. _____
6. Spring is the season when nature awakens from its long winter sleep. _____
7. It usually gets hot in June. _____
8. In winter in England they can hardly forecast their weather.

9. November and December are warm and dry. _____
10. The most unpleasant aspects of the weather in England are fog and smog. _____

MORE WORDS TO DO WITH THE WEATHER

5. Match the weather words with the correct definitions.

a blizzard	a. dark with a lot of clouds in the sky
a gale	b. changing from one type of weather to another
a breeze	c. a light or gentle wind
a shower	d. sun and clouds
changeable	e. light rain falling in very small drops
pouring	f. a storm with heavy snow and high winds
drizzle	g. a short period of rain
overcast	h. a very strong wind
chilly	i. heavy rain
sunny spells	j. rather cold

WEATHER FORECAST

6. Look at the map of Great Britain and write the missing words in the weather forecast. Choose from the following:

cloudy with sunny periods	dry and sunny
dull and overcast	rain
fog and mist patches	showers and sunny
heavy snow	periods
high winds and showers	snow storms
	storms

The north of Scotland will have (1) _____ during most of the day, with temperatures reaching 4 degrees centigrade. It will be slightly warmer in the south of Scotland but (2) _____ is expected throughout the day. The north-west of England will have (3) _____ especially over high ground.

North-east England will stay (4) _____ for most of the day. (5) _____ are expected in North Wales, while in South Wales you can expect (6) _____. The Midlands will be (7) _____, while East Anglia will have (8) _____. The west of England will have (9) _____ with outbreaks of thunder and

lightning. Finally, in the south-east of England it will be (10) _____ all day.



UNIT 7.

Grammar. GERUND

Topic: HABITS OF ENGLISH PEOPLE

GERUND



A *gerund* is the **-ing** form of a verb used as a noun. A gerund is used as a subject or as an object.

1. <i>Playing tennis is fun.</i>	used as the subject of the sentence.
2. <i>We enjoy playing tennis.</i>	used as the object of the verb <i>enjoy</i> .
3. <i>He's excited about playing tennis.</i>	used as the object of the preposition <i>about</i> .

COMPARE:

1. *Walking is good exercise.* → *walking - a gerund used as the subject of the sentence.*
2. *Bob and Ann are playing tennis* → *playing a present participle used as part of the present continuous tense.*
3. *I heard some surprising news* → *surprising a present participle used as an adjective.*

USING GERUNDS AS THE OBJECTS OF PREPOSITIONS

<i>We talked about going to Canada for our vacation.</i> <i>Sue is in charge of organizing the meeting.</i> <i>I'm interested in learning more about your work.</i>	A gerund is frequently used as the object of a preposition.
<i>I'm used to sleeping with the window open.</i>	..

<p><i>I'm accustomed to sleeping* with the window open.</i></p> <p><i>I look forward to going home next month.</i></p> <p><i>They object to changing their plans at this late date.</i></p>	<p><i>to</i> is a preposition, not part of an infinitive form, so a gerund follows.</p>
<p><i>We talked about not going to the meeting, but finally decided we should go.</i></p>	<p><i>not</i> precedes a gerund.</p>



1. Complete these sentences with an appropriate preposition and verb form.

- Alice isn't interested (*look*) is looking for a new job.
- Henry is excited (*leave*) _____ for India.
- You are capable (*do*) _____ better work.
- I have no excuse (*be*) _____ late.
- I'm accustomed (*have*) _____ a big breakfast.
- The rain prevented us (*complete*) _____ the work.
- Fred is always complaining (*have*) _____ a headache.
- Instead (*study*) _____, Margaret went to a ballgame with some of her friends.
- Thank you (*help*) _____ me carry my suitcases.
- Mrs. Grant insisted (*know*) _____ the whole truth.
- I believe (*be*) _____ honest at all times.
- You should take advantage (*live*) _____ here.
- Tedd had a good reason (*go, not*) _____ to _____ class yesterday.
- Everyone in the neighborhood participated (*search*) _____ for the lost child.
- I apologized to Yoko (*make*) _____ her wait for me.

COMMON PREPOSITION COMBINATIONS FOLLOWED BY GERUNDS

<p><i>be excited</i></p> <p><i>be worried</i></p>	<p align="center"><i>about doing it</i></p>	<p>keep (someone)</p> <p>prevent (someone)</p> <p><i>doing it</i></p> <p>prohibit (someone)</p> <p>stop (someone)</p>	<p align="center"><i>from</i></p>
<p>complain</p> <p>dream</p> <p>talk</p> <p>think</p>		<p align="center"><i>about/of doing it</i></p>	
<p>believe</p> <p><i>be interested</i></p> <p>participate</p> <p>succeed</p>	<p align="center"><i>in doing it</i></p>	<p>apologize</p> <p>blame (someone)</p> <p>forgive (someone)</p> <p>have an excuse</p> <p>it</p> <p>have a reason</p> <p><i>be responsible</i></p> <p>thank (someone)</p>	<p align="center"><i>for doing</i></p>
<p><i>be accustomed</i></p> <p>in addition</p> <p><i>be committed</i></p> <p><i>be devoted</i></p> <p>look forward</p> <p>object</p> <p><i>be opposed</i></p> <p><i>be used</i></p>		<p align="center"><i>to doing it</i></p>	

2. Use gerunds as the objects of prepositions.

- Kostas went to bed instead of finishing his work (finish)
- I thanked my friend _____ (lend)
- I'm excited _____ (go)
- I'm not accustomed _____ (live)
- Omar didn't feel good. He complained _____ (have)

6. I don't blame you _____ (want, not)
 7. I have a good reason _____ (be)
 8. It's getting late. I'm worried _____ (miss)
 9. I'm interested _____ (find
 out about)
 10. I'm thinking _____ (go)
 11. I apologized to my friend _____ (be)
 12. I am/am not used _____ (drive)
 13. Nothing can stop me _____ (go)
 14. In that office, who is responsible _____ (take
 care of)
 15. I look forward _____ (go)

COMMON VERBS FOLLOWED BY GERUNDS	
I <i>enjoy playing</i> tennis.	<i>enjoy</i> is followed by a gerund (<i>playing</i>). <i>Enjoy</i> is not followed by an infinitive. <i>INCORRECT</i> : I enjoy <i>to play</i> tennis.
(b) Joe <i>quit smoking</i> . (c) Joe <i>gave up smoking</i> .	(b) and (c) have the same meaning. Some phrasal verbs, e.g., <i>give up</i> , are followed by gerunds.



3. Create sentences from the given words, using any tense and subject.

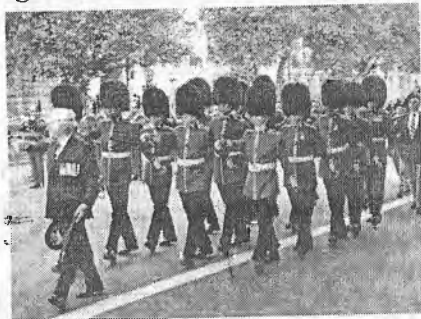
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|-------------------------------|--------------------------------|
| 1. enjoy + watch TV | 11. delay + leave on vacation |
| 2. mind + open the window | 12. keep + work |
| 3. quit + eat desserts | 13. keep on + work |
| 4. give up + eat desserts | 14. consider + get a job |
| 5. finish + eat dinner | 15. think about + get a job |
| 6. get through + eat dinner | 16. discuss + go to a movie |
| 7. stop + rain | 17. talk about + go to a movie |
| 8. avoid + answer my question | 18. mention + go to a concert |
| 9. postpone + do my work | 19. suggest + go on a picnic* |
| 10. put off + do my work | 20. enjoy + listen to music |



HABITS OF ENGLISH PEOPLE

Most people in England work and study a five-day week from Monday to Friday and consequently rest from Friday till Monday.

Everyone looks forward to the weekend and on Friday as people leave their offices, hospitals and colleges they wish each other a nice weekend. And on Monday morning they traditionally ask: "Did you have a nice weekend?"



Many people leave towns and go to the countryside. Every Englishman is a countryman at heart. Looking out of the window of his flat he dreams of living in a little cottage with roses and honeysuckles in front of the house and small patches of soil with cucumber, tomato and cabbage in the garden and breathing in the fresh air of unpolluted countryside.

Those who stay at home at the weekend try both to have a rest and catch up with all the jobs they fail to do during the week. Women do all kinds of things such as: washing, mending, cleaning, shopping and cooking; men do some odd jobs about the house, they may wash the car and do some gardening as well.

Saturday morning is the best time for shopping as you can spend as much time on it as you want.

As for Saturday evening it is the favourite time for organizing parties, going to the pictures, clubs or pubs. Pubs are special English institutions with characteristic traditional image: a low ceiling supported by old oak trunks, a burning fire and a bar. There is a general atmosphere of calmness and warmth there. Comfort is essential since people don't come here just for a quick drink, they stay in the pub for some hours talking to friends, discussing local events and from time to time they take a sip – for Englishmen don't swallow their drinks – and then put down the mug to continue the conversation.

Every country has its drinking habits and its national drink. In England beer can be called the national drink.

Many people prefer a lie-in on Sunday morning, some prefer having breakfast in bed but it depends on the fact if there is someone willing to prepare and serve it. While having breakfast Englishmen like reading Sunday newspapers. There are several of them published on Sunday, though they vary greatly in their ways of news presenting. There are serious papers for those who want to know about important events all over the world as well as domestic news. Alongside with these papers there are the so-called popular newspapers for those who prefer entertainment to information.

If the weather is fine on Sunday, people can go out and spend the day in the park. Londoners do not have to go far to find green lawns and flowers for London is rich in parks and gardens.

But the weather in England is so changeable that it has become a favourite topic for discussing and tradition to start any conversation with different remarks about the weather.

To many Englishmen cricket is both a game and a standard of behaviour. When they consider something unfair, they say «That isn't cricket».



Answer the following questions.

1. Which are the working days in England?
2. Why does everyone look forward to the weekend?
3. Where do many English people spend the weekend?
4. What do English people dream of when they look out of the window?
5. What are women busy with?
6. How do men spend their weekends at home?
7. Why is Saturday morning considered the best time for shopping?
8. How is Saturday evening spent?
9. What is so essential about the pubs?
10. Why do the Englishmen like to spend their free time in pubs?
11. How do people prefer to spend their Sunday morning?

12. What types of newspapers are published on Sunday?
13. Where do the people go if the weather is fine?
14. Why is weather a favourite topic for conversation?



1. Form nouns from the following verbs adding the noun-forming suffixes – ion, - tion, - sion. Consult a dictionary.

Pattern: translate – translation

Discuss, prevent, decide, suggest, submit, select, compose, correct, divert, starve, describe, intrude, confuse.

2. Put in the missing prepositions.

1. They stay ... the pub for some hours talking to friends, discussing local events and ... time ... time they take a sip – ... Englishmen don't swallow their drinks – and then put ... the mug to continue the conversation.

2. Most people in England work and study a five-day week ... Monday ... Friday.

3. There are several of them published ... Sunday, though they vary greatly in their ways ... news presenting.

4. Everyone looks forward ... the weekend.

5. Some prefer to have breakfast ... bed.

6. Saturday morning is the best time ... shopping as you can spend as much time ... it as you want.

7. There is a general atmosphere ... calmness and warmth there.

8. ... having breakfast Englishmen like to read Sunday papers.

9. Alongside with these papers there are the so-called popular newspapers ... those who prefer entertainment to information.

10. If the weather is fine ... Sunday, people may decide to go out and spend the day ... the park.

3. Find in the text nouns with these adjectives:

1. essential _____

2. unpolluted _____

3. green _____
4. odd _____
5. serious _____
6. favourite _____
7. quick _____
8. important _____
9. nice _____

4. Find sentences with the following adjectives and adverbs in the text. Read and translate the sentences.

Favourite, consequently, nice, important, changeable, fresh, local, greatly, burning, domestic.

5. Match words and phrases with their definitions.

nice	a. to give money to pay for goods, services
habit	b. pleasant, enjoyable, attractive
looks forward to	c. to like one thing or person better than another
countryside	d. the activity of going to shops/ stores and buying things
to prefer	e. something that you do often or regularly
to spend	f. the area outside towns and cities, with farm, fields
shopping	g. activity of learning or gaining knowledge
pub	h. an area of ground covered in short grass in a garden
study	i. to wait
lawn	j. a place where people go to drink alcohol

6. True or false.

1. Everyone looks for the weekend. _____
2. Monday morning is the best time for shopping as you can spend as much time on it as you want. _____
3. While having breakfast Englishmen like to read Friday newspapers. _____

4. Most people in England work and study a five-day week from Monday to Friday _____

5. Some prefer to have dinner in bed. _____

6. If the weather is fine on Sunday, people may decide to go out and spend the day in the office. _____

7. There are several of them published on Sunday, though they vary greatly in their ways of news presenting. _____

8. On Saturday morning they traditionally ask: "Did you have a nice weekend?" _____

7. Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓). If a line has a word which should not be there, write the word.

Leave it at home

— Cars became popular as a quick and comfortable way of getting around. This is still true when you will drive along a quiet country

— road or a modern motorway. As far as you getting from one place

— to another in the city is concerned, it is a different story. Whenever

— I want to get up anywhere in hurry, I leave the car at home and go on foot. It often turns out to be much more quicker. I still make

— the mistake now and again of thinking the car is an efficient means

— of a transport. The other day my wife was feeling a bit under the weather. She had been having terrible headaches for some long time and she decided she couldn't take it anymore and asked

from me to give her lift to the doctor, whose surgery is in the centre part of town. We live in a suburb in the old quarter of the city and

— it is about twenty minutes away on foot. On the way back, however,

_ it is all uphill and I must to admit it can be exhausting, especially on a

_ hot day. Reluctantly I got the car out of the garage and we set it off,

_ me muttering about the wonders of taxis. My heart was sank as we

_ hit the first traffic jam - I knew we were beginning a long journey.

Write a short essay on topics below

1. Good habits, bad habits.
2. Customs of your country.
3. Customs and traditions observed by your family.

UNIT 8.

Grammar. INFINITIVE

Topic: «UNWRITTEN RULES» OF GREAT BRITAIN



INFINITIVE

COMMON VERBS FOLLOWED BY INFINITIVES		
I <i>hope to see</i> you again soon. He <i>promised to be</i> here by 10.00 He <i>promised not to be</i> late.	VERB + INFINITIVE	
Mr. Lee <i>told me to be</i> here at ten o'clock. The police <i>ordered the driver to stop</i> .	VERB + (PRO)NOUN + INFINITIVE	
I <i>was told to be</i> here at ten o'clock. The driver <i>was ordered to stop</i>	they are used in the passive	
I <i>expect to pass</i> the test. I <i>expect Mary to pass</i> the test.	<i>Ask, expect, would like, want, and need</i> may or may not be followed by a (pro)noun object.	
GROUP A: VERB + INFINITIVE		
<i>hope to (do something)</i> <i>promise to</i> <i>seem to</i> <i>expect to</i> <i>appear to</i>	<i>plan to</i> <i>agree to</i> <i>intend to*</i> <i>want to</i> <i>ask to</i> <i>need to</i>	<i>offer to</i> <i>decide to</i> <i>refuse to</i> <i>pretend to</i> <i>would like to</i>
GROUP B: VERB + (PRO)NOUN + INFINITIVE		
<i>tell someone to</i> <i>permit someone to</i> <i>force someone to</i>	<i>warn someone to</i> <i>expect someone to</i> <i>remind someone to</i>	<i>allow someone to</i> <i>ask someone to</i> <i>encourage someone</i>

*need someone to
invite someone to*

*require someone to
would like someone
to want someone to*

*to
advise someone to
order someone to*



1. Use an infinitive to create active and passive sentences using the given ideas and the verbs.

1. The teacher said to me, "You may leave early." (*permit*)

The teacher permitted me to leave early. (active)

I was permitted to leave early. (passive)

2. The secretary said to me, "Please give this note to Sue." (*ask*)
3. My advisor said to me, "You should take Biology." (*advise*)
4. When I went to traffic court, the judge said to me, "You must pay a fine."
(*order*)
5. During the test, the teacher said to Greg, "Keep your eyes on your own paper." (*warn*)
6. During the test, the teacher said to Greg, "Don't look at your neighbor's paper." (*warn*)
7. At the meeting, the head of the department said to the faculty, "Don't forget to turn in your grade reports by the 15th." (*remind*)
8. Mr. Lee said to the children, "Be quiet." (*tell*)
9. The hijacker said to the pilot, "You must land the plane." (*force*)
10. When I was growing up, my parents said to me, "You may stay up late on Saturday night." (*allow*)
11. The teacher said to the students, "Speak slowly and clearly."
(*encourage*)
12. The teacher always says to the students, "You are supposed to come to class on time." (*expect*)

2. Use one of the verbs in the list to introduce an infinitive phrase.

advise

expect

remind

allow

force

require

ask

order

tell

encourage

permit

warn

1. The professor said to Alan, "You may leave early."
 → *The professor allowed Alan to leave early.*
 → *Alan was allowed to leave early.*
2. The general said to the soldiers, "Surround the enemy!"
3. Nancy said to me, "Would you please open the window?"
4. Bob said to me, "Don't forget to take your book back to the library."
5. Paul thinks I have a good voice, so he said to me, "You should take singing lessons."
6. Mrs. Anderson was very stern and a little angry. She shook her finger at the children and said to them, "Don't play with matches!"
7. I am very relieved because the Dean of Admissions said to me, "You may register for school late."
8. The law says, "Every driver must have a valid driver's license."
9. My friend said to me, "You should get some automobile insurance."
10. The robber had a gun. He said to me, "Give me all of your money."
11. Before the examination began, the teacher said to the students, "Work quickly."
12. My boss said to me, "Come to the meeting ten minutes early."



**COMMON VERBS FOLLOWED BY EITHER
INFINITIVES OR GERUNDS**

Some verbs can be followed by either an infinitive or a gerund, sometimes with no difference in meaning and sometimes with a difference in meaning

Begin, like, hate, start, love, can't stand, continue, prefer, can't bear*

VERB + INFINITIVE OR GERUND,
WITH NO DIFFERENCE IN MEANING

*It began to rain. / It began raining.
I started to work. / I started working.*

<i>Remember, regret, forget, try</i>	VERB + INFINITIVE OR GERUND, WITH A DIFFERENCE IN MEANING
<p>Judy always <i>remembers to lock</i> the door. Sam often <i>forgets to lock</i> the door.</p> <p>I <i>remember seeing</i> the Alps for the first time. The sight was impressive <i>I'll never forget seeing</i> the Alps for the first time.</p>	<p>Remember + infinitive = remember to perform responsibility, duty, or task Forget + infinitive = forget to perform a responsibility, duty, or task, Remember + gerund = remember(recall) something that happened in the past, Forget + gerund = forget something that happened in the past</p>
<p>I <i>regret to tell</i> you that you failed the test.</p> <p>I <i>regret lending</i> him some money. He never paid me back.</p>	<p>Regret + infinitive = regret to say, to tell someone, to inform someone of some bad news, Regret + gerund = regret something that happened in the past</p>
<p>I'm <i>trying to learn</i> English.</p> <p>The room was hot. I <i>tried opening</i> the window, but that didn't help. So I <i>tried turning</i> on the fan, but I was still hot. Finally, I turned on the air conditioner</p>	<p>Try + infinitive = make an effort, Try + gerund — experiment with a new or different approach to see if it works</p>

*Notice the patterns with *prefer*:
prefer + gerund: I *prefer staying* home *to going* to the concert.
prefer + infinitive: I'd *prefer to stay* home (rather) *than (to) go* to the concert.



3. Use a gerund or an infinitive to complete each sentence

1. Keep (*talk*) _____ . I am listening to you.
2. The children promised (*play*) _____ more quietly. They promised (*make, not*) _____ so much noise.
3. Linda offered (*look after*) _____ my cat while I was out of town.
4. You shouldn't put off (*pay*) _____ your bills.
5. Alex's dog loves (*chase*) _____ sticks.
6. Mark mentioned (*go*) _____ to the market later today. I wonder if he's still planning (*go*) _____.
7. Igor suggested (*go*) _____ (*ski*) _____ in the mountains this weekend. How does that sound to you?
8. The doctor ordered Mr. Gray (*smoke, not*) _____
Don't tell me his secret. I prefer (*know, not*) _____.
9. Could you please stop (*whistle*) _____ I'm trying (*concentrate*) on my work.
10. Recently, Jo has been spending most of her time (*do*) _____ research for a book on pioneer women.
11. _____ Nadia finally decided (*quit*) her present job and (*look for*) _____ another one.



«UNWRITTEN RULES» OF GREAT BRITAIN

Good and bad manners appear to make up the social rules of a country. They are not always easy to learn because they are often not written down in books. For example, British women were not allowed to go into pubs at the beginning of this century because it was not respectable behavior for a woman. Now both women and men drink freely in pubs and women began to integrate into public life. Visitors to Britain are often surprised by the strange behavior of the inhabitants. One of the worst mistakes is to get on a bus without waiting your turn in the queue. The other people in the queue will

probably complain loudly! Queuing is a national habit and it is considered polite or good manners to wait for your turn.

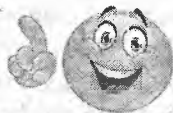
In some countries it is considered bad manners to eat in the street, whereas in Britain it is common to see people having a snack whilst walking down the road, especially at lunchtime. Britons may be surprised to see young children in restaurants in the evening because they prefer not to take children out to restaurants late at night. And if they make a noise in public or in a restaurant it is considered very rude. In recent years children are playing a more active role and they are now accepted in many pubs and restaurants.



In recent years smoking has received a lot of bad publicity, and British people try not to smoke. Many companies have banned smoking from their offices and canteens. Smoking is now banned on the London Underground, in cinemas and theaters and most buses. It's becoming less and less acceptable to smoke in a public place. It is considered rude or bad manners to smoke in someone's house without permission. Social rules are an important part of our culture as they passed down through history. The British have an expression for following these «unwritten rules»: «When in Rome, do

as the Romans do».

Most police officers in England are not allowed to carry guns with them unless it is an extreme emergency.



Answer the questions:

1. What makes the social rules of a country?
2. Why are they not easy to learn?
3. What can't a woman do in the 20th century?
4. Why are the visitors to Britain often surprised?

5. What do you know about queuing?
6. What is it common in Britain?
7. What is considered bad manners in Britain?
8. What expression do the British have?



1. Put in the missing prepositions.

1. some countries it is considered bad manners to eat ... the street.
2. It is considered polite or good manners to wait ... your turn.
3. Many companies have banned smoking ... their offices and canteens.
4. It is considered rude or bad manners to smoke in someone's house ... permission.
5. Visitors to Britain are often surprised by the strange behavior ... the inhabitants.
6. Children are not usually taken out to restaurants late ... night.
7. British women didn't go ... pubs at the beginning of this century.
8. Social rules are an important part of our culture as they passed ... through history.
9. They are often not written down ... books.
10. Smoking is now banned ... the London Underground

Expressions with *to consider*:

consider doing sth - *He considers buying a used car.*

consider sth. for sth - *She considered her manuscript for publication*

consider sb /sth (to be) sth - *We all considered him a hero*

It is considered smth to do smth - *It is considered bad manners to eat in the street*

2. Find nouns with these adjectives in the text:

- | | |
|------------|----------------|
| 1. young | 5. polite |
| 2. active; | 6. good |
| 3. bad | 7. respectable |
| 4. rude | 8. strange |

3. Match phrases and words with their definitions.

behavior	a. a line of people or vehicles waiting their turn to be attended to or to proceed
society	b. a settled tendency or usual manner of behavior
queue	c. allowing someone to do a particular thing;
habit	d. the way in which one acts or conducts oneself, esp. toward others
to have a snack	e. regarded by society to be good, proper, or correct
respectable	f. The community of people living in a particular country and having shared customs, laws, and organizations
permission	g. a person that lives in or occupies a place
inhabitant	h. a small amount of food eaten between meals

4. True or false

1. It is easy to learn social rules of country. _____
2. British women didn't go into pubs at the beginning of this century. _____
3. Queuing is a national habit. _____
4. Now only men drink freely in pubs. _____
5. It is considered good manners to eat in the street. _____
6. May be surprised to see young children in restaurants in the evening. _____
7. Smoking has received a lot of bad publicity. _____
8. Smoking is now banned on the London Underground, in cinemas. _____
9. Social rules are an important part of our culture. _____

10. It isn't considered rude or bad manners to smoke in someone's house without permission. _____

5. Complete the chart

VERB	NOUN
allow	
	behavior
integrate	
surprise	
complain	
	permission
prefer	
appear	
consider	
	expression

ADJECTIVE	NOUN
	publicity
active	
	culture
acceptable	
different	
	beauty
	fame
true	
	intelligence
	industry

6. Read and complete. For each number 1-5, choose word A, B, C or D.

MESSAGE IN A BOTTLE

Have you (1) _____ put a message in a bottle and thrown it into the sea? In 1989, four children in Wales threw a message in a bottle into the water from a boat. Two years later, they (2) _____ a letter from a 15-year-old boy called Rosco Katovik in Alaska, over 7000 kilometres away! Rosco (3) _____ he found the bottle while he was fishing.

'I (4) _____ to look for your country on the map', he wrote. 'I didn't (5) _____ that Wales was part of Britain!'

One of the most famous bottle messages was (6) _____ in 1493. Christopher Columbus was caught in a terrible storm on his way back to Spain from America. His life was in (7) _____, so he wrote a note to Queen Isabella of Spain to (8) _____ her his news. (9) _____ found the bottle 300 years later off the (10) _____ of Africa!

One of the fastest bottles was picked up on the beach on the south coast of England. The plastic bottle, (11) _____ had a self-addressed envelope and a dollar inside, was thrown into the sea near New York

ten days (12)___, and it travelled across the Atlantic at the amazing speed of 160 kilometres a day! That's quite hard (13)_ believe!

In 1996, a teenage girl from Scotland put a message in a bottle – she said she (14)___ a pen friend. She got a letter from Sweden three years later. The sender (15)_____ her not to pollute the sea again!

- | | | | |
|---------------|--------------|------------|---------------|
| 1. A yet | B already | C once | D ever |
| 2. A arrived | B received | C sent | D contacted |
| 3. A told | B said | C asked | D described |
| 4. A must | B have | C had | D should |
| 5. A know | B mean | C tell | D notice |
| 6. A left | B sent | C invented | D saved |
| 7. A trouble | B fault | C danger | D risk |
| 8. A tell | B say | C explain | D communicate |
| 9. A everyone | B someone | C anyone | D no one |
| 10. A sea | B beach | C country | D coast |
| 11. A who | B where | C which | D what |
| 12. A soon | B afterwards | C later | D earlier |
| 13. A for | B of | C to | D as |
| 14. A looked | B wanted | C waited | D hoped |
| 15. A told | B said | C called | D explained |

Write a short essay on topics below

1. Manners while eating
2. Manners at Home
3. Manners at School
4. Manners during Social Occasions.

UNIT 9.

Grammar. GERUNDS AND INFINITIVES (continue)

Topic: CASTLES



GERUNDS AND INFINITIVES AS SUBJECTS; IT + INFINITIVE

<i>It is difficult to learn a second language.</i>	used with <i>it</i> as the subject of a sentence.
<i>Learning a second language is difficult.</i>	used as the subject of a sentence
<i>To learn a second language is difficult.</i>	used as the subject of a sentence
<i>It is easy for young children to learn a second language.</i> <i>Learning a second language is easy for young children.</i> <i>To learn a second language is easy for young children.</i>	<i>for (someone)</i> may be used to specify exactly who the speaker is talking about



1. Create sentences beginning with *it*. Use a form of the given expression in your sentence, followed by an infinitive phrase.

1. be dangerous - *It's dangerous to ride a motorcycle without wearing a helmet.*
2. be important...
3. not be easy...
4. be foolish...
5. must be interesting...
6. be always a pleasure...

7. be clever of you...

8. be necessary...

2. Add *for* (someone) and any other words to give a more specific and accurate meaning to the sentences.

1. It isn't possible to be on time.

→ *It isn't possible for me to be on time for class if there is no bus and I have to walk in a rainstorm.*

2. It's easy to speak Spanish.

3. It's important to learn English.

4. It is essential to get a visa.

5. It's important to take advanced math courses.

6. It's difficult to communicate.

7. It was impossible to come to class.

8. It is a good idea to study gerunds and infinitives.

3. Complete the sentences. Use gerund phrases as subjects.

1. . . . isn't easy → *Climbing to the top of a mountain isn't easy.*

2.... is hard

3... can be interesting

4... was a good experience

5. Does . . . sound like fun to you?

6. ...demands patience and a sense of humor

7.... is a complicated process

8.... is considered impolite in my country



INFINITIVE OF PURPOSE: *IN ORDER TO*

He came here *in order to study* English.

In order to is used to express purpose. It answers the question "Why?"

He came here *to study* English.

In order is often omitted

INCORRECT: He came here *for studying* English.

INCORRECT: He came here *for to study* English.

To express purpose, use (*in order*) *to*, not *for*, with a verb.*

INCORRECT: He came here <i>for</i> study English.	
I went to the store <i>for some</i> bread. I went to the store <i>to buy some</i> bread.	<i>For</i> can be used to express purpose, but it is a preposition and is followed by a noun object



4. Make up completions. Express the purpose of the action.

1. I went to Chicago to visit my relatives.
2. Tom went to Chicago for a business conference.
3. I went to the market for _____
4. Mary went to the market to _____
5. I went to the doctor to _____
6. My son went to the doctor for _____
7. I swim every day to _____
8. My friend swims every day for _____
9. I drove into the service station to _____
10. They stopped at the service station for _____

5. Add *in order* wherever possible. If nothing should be added, write \emptyset

1. I went to the garden center in order to get some fertilizer for my flowers.
2. When the teacher asked him a question, Jack pretended \emptyset to understand what she was saying.
3. My roommate asked me _____ to clean up the dishes after dinner.
4. I bought a new screwdriver _____ to repair my bicycle.
5. My mother always said I should eat lots of green vegetables _____ to make my body strong.
6. Mustafa climbed onto a chair _____ to change a light bulb in the ceiling.
7. I really want _____ to learn Italian before I visit Venice next year.

8. I jog three times a week _____ to stay healthy.
9. It is a good idea _____ to know where your children are at all times.
10. I need to find her _____ to talk to her.
11. Rita has to work at two jobs _____ to support herself and her three children.
12. Jim finally went to the dentist _____ to get some relief from his toothache.
13. It's easier for me _____ to understand written English than to understand spoken English.
14. I practice speaking English into a tape recorder _____ to improve my pronunciation.
15. It isn't important _____ to speak English without an accent as long as people understand what you're saying.



ADJECTIVES FOLLOWED BY INFINITIVE

<p>We <i>were sorry to hear</i> the bad news.</p> <p>I <i>was surprised to see</i> Tim at the meeting.</p>		<p>these adjectives describe a person not a thing. Many of these adjectives describe a person's feelings or attitudes.</p>	
<p><i>glad to (do it)</i></p> <p><i>sorry to</i></p> <p><i>ready to</i></p> <p><i>happy to</i></p> <p><i>pleased to</i></p>	<p><i>sad to</i></p> <p><i>upset to</i></p> <p><i>disappointed to</i></p> <p><i>proud to</i></p> <p><i>ashamed to</i></p>	<p><i>prepared to</i></p> <p><i>careful to</i></p> <p><i>hesitant to</i></p> <p><i>afraid to</i></p> <p><i>likely to</i></p>	<p><i>surprised to</i></p> <p><i>amazed to</i></p> <p><i>shocked to</i></p> <p><i>certain to</i></p> <p><i>lucky to</i></p>



6. Complete the sentences, using the expressions listed above and your own words. Use infinitive phrases in your completions.

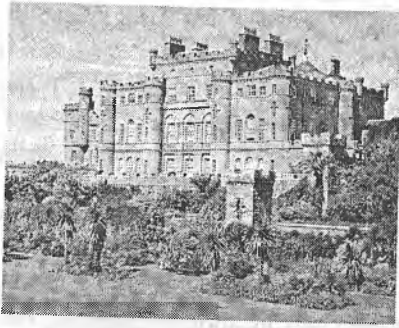
1. Maria always speeds on the expressway. She's
 → *She's certain to get stopped by the police.*
2. There have been a lot of burglaries in my neighborhood recently, so I have started taking precautions. Now I am always very

3. I've worked hard all day long. Enough's enough! I'm
4. Next month, I'm going to a family reunion—the first one in 25 years. I'm very much looking forward to it. I'm
5. Some children grow up in unhappy homes. My family, however, has always been loving and supportive. I'm....
6. Ivan's run out of money again, but he doesn't want anyone to know his situation. He needs money desperately, but he's....
7. Rosalyn wants to become an astronaut. That has been her dream since she was a little girl. She has been working hard toward her goal and is
8. Mr. Wah was offered an excellent job in another country, but his wife and children don't want to move. He's not sure what to do. Although he would like the job, he's....
9. Our neighbours had extra tickets to the ballet, so they invited us to go with them. Since both of us love the ballet, we were...
10. Sally recently told me what my wayward brother is up to these days. I couldn't believe my ears! I was....

7. Work in pairs, in groups, or as a class and answer the questions.

1. What are you careful to do before you cross a busy street?
2. What are children sometimes afraid to do?
3. When you're tired in the evening, what are you content to do?
4. If one of your friends has a problem, what are you willing to do?
5. Sometimes when people don't know English very well, what are they reluctant to do?
6. If the teacher announces there is a test tomorrow, what will you be motivated to do?
7. What are you determined to do before you are 70 years old?
8. What are some things people should be ashamed to do?
9. Is there anything you are eager to do today or tomorrow?
10. In what ways are you a fortunate person?
11. Can you tell me something you were shocked to find out? /astonished to learn?
12. Can you tell me something you were disappointed to discover? /sad to hear?

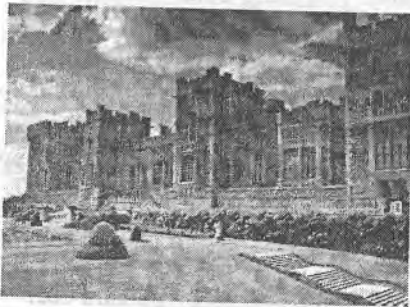
CASTLES



One aspect of visiting the United Kingdom is touring the Castles in England. There are so many small and large castles in England. The castles in England had a variety of uses, from housing kings during vacations to punishing the many prisoners within their walls. Some castles in England are in relatively good condition, while

others exist in ruins, but are fascinating. It is a good idea to tour the castles in England to get a taste of what life was like for both prisoners and royalty hundreds of years ago.

The most famous of all the Castles in England is the Tower of London, which housed some of Britain's most criminals and innocents throughout history. It was here that the young successors were placed by Richard III and murdered. The Tower was the favorite place to prisoners and there is a museum in the tower which gives the visitor an idea of what life was like for the prisoner. However, the tower, like many other castles in England, is not for the faint of heart.



Many castles in England are more benign than the Tower, and are good not only for a casual visit, but can also be used as a venues for various occasions. Many castles of England have been converted into B&Bs to interest travelers. There are also conferences that are held in many castles of England. In addition to

castle museums, many castles have beautiful gardens and mazes composed of high hedges forming labyrinths. Others have tunnels and dungeons which are good for exploring. Many castles in England are rented out for special weddings. Make room on your travel agenda to explore castles of England and step back in history.

Answer the questions:

1. What can you say about castles in England?
2. What were the castles in England used for?
3. What tower is the most famous of all the Castles in England?
4. Who was murdered in the Tower of London?
5. What was there in the Tower?
6. Why have many castles of England been converted into B&Bs?
7. What are held in the castles of England?
8. What do beautiful gardens and mazes form?
9. What is good for exploring in the castles?
10. What are the castles rented out for?



1. Complete the chart.

Noun	Adjective	Verb
		to imprison
fascination		to fascinate
use		to tour
	tasteful	
fame		-
	criminal	-

2. Put in the missing prepositions.

1. One aspect ...visiting the United Kingdom is touring the Castles in England.
2. The castles ...England had a variety of uses.
3. Some castles in England are ...relatively good condition.
4. It is a good idea ... tour the castles in England to get a taste.
5. The most famous ...all the Castles in England is the Tower of London.
6. It was here that the young successors were placed ... Richard III and murdered.
7. The tower, like many other castles in England, is not ... the faint of heart.

8. Many castles of England have been converted ... B&Bs to interest travelers.

9. Others have tunnels and dungeons which are good ...

10. Make room ... your travel agenda to explore castles of England and step back ... history.

3. Make up the sentences using following adjectives.

excite-	
frighten-	
bor-	
interest-	-ed
confuse-	
disappoint-	-ing
worry	
surprise-	

4. Match phrases or words with their definitions.

relatively	a. remark
casual	b. travel through (an unfamiliar area) in order to learn about it
criminal	c. not guilty of a crime or offence
explore	d. person legally committed to prison as a punishment for a crime or while awaiting trial
fascinating	e. in relation, comparison, or proportion to something else
innocent	f. a person who has committed a crime
prisoner	g. a journey for pleasure in which several different places are visited
tour	h. extremely interesting or attractive

5. Find sentences with the following adjectives and adverbs in the text. Read and translate the sentences.

Variety, young, special, fascinating, large, in, relatively, beautiful, high, casual

6. True or false.

1. One aspect of visiting the United Kingdom is touring the museums in England. _____
2. The castles in England had a variety of uses. _____
3. The most famous of all the Castles is the Tower of London. _____
4. Some castles in England are in relatively good condition. _____
5. Many castles in England are not rented out for special weddings. _____
6. Many castles in England are more benign than the Tower. _____
7. There are not also conferences that are held in many castles of England. _____
8. Many castles of England have been converted into B&Bs to interest travelers. _____
9. It was here that the young successors were placed by Richard I and murdered. _____
10. Many castles in England are rented out for picnics _____

Many castles were built on high ground with clear views of the surrounding land. The walls of the castles were very high making it hard for attackers to climb over. The main gate or door to the castle was usually a thick, iron-studded wooden door, that was hard to break through



7. Read and complete. For each number 1-12, choose word A, B, C or D.

BACK TO THE FUTURE

In 1951 the Swedish newspaper Aftonbladet asked twenty teenagers about life in the year 2000. Here are their predictions!

• Women will have hats with a propeller on them. When a button on the hat is pushed, the propeller goes round and the woman (1) up into the air.

• You will be (2)_____ to fly from Europe to the USA in two minutes and go to Mars for the weekend.

• We will all be (3)_____ in skyscrapers with our own restaurants, cinemas and swimming pools. There will be a place on the roof (4)_____ helicopters to land.

Not surprisingly, lots of the predictions were (5)_____ school. Here are some of them.

• Students (6)_____ have to do any homework and machines will have (7)_____ teachers. Students will be (8)_____ writing machines and adding machines in class (this sounds very much like computers. Well done!). 15-year-old boys will go to school (9)_____ plane and 15-year-old girls will have their own cars and houses. Students will have to stay at school for 11 years and (10)_____ will have to take harder examinations. People won't be able to get jobs easily when they leave school because robots will be (11)_____ most of the work.

• There will be fewer countries in the world (wrong!) and cities will have got much (12)_____ (right!). There will be underground railways everywhere, even under the water.

- | | | | | |
|-----|------------|--------------|-------------|-----------|
| 1. | A walks | B runs | C flies | D swims |
| 2. | A have | B haven't | C not | D able |
| 3. | A living | B to live | C lives | D live |
| 4. | A to | B for | C with | D on |
| 5. | A on | B with | C about | D of |
| 6. | A don't | B can't | C haven't | D won't |
| 7. | A replaced | B to replace | C replacing | D replace |
| 8. | A to use | B used | C using | D use |
| 9. | A in | B by | C on | D with |
| 10. | A anyone | B no one | C everyone | D someone |
| 11. | A having | B making | C going | D doing |
| 12. | A big | B more big | C bigger | D biggest |

UNIT 10.

Grammar: THE COMPOUND SENTENCE

Topic: CUSTOMS AND TRADITIONS



THE COMPOUND SENTENCE

When we join two or more simple sentences make a compound sentence:

Tom phoned. He left a message. -> Tom phoned and left a message.

<p><i>and, and then, but, for, nor, or, so, yet; either... or; neither... nor...; not only... but...</i></p>	<p>are used in the middle of a sentence, to make compound sentences</p>
<p><i>He washed the car and polished it. He washed the car and then polished it. She sold her house, but/yet can't help regretting it. You can park your car on the drive or on the road. He couldn't find his pen, so he wrote in pencil. We rarely stay in hotels, for we can't afford it.</i></p>	<p><i>addition (and) continuation (and then) contrast (but, yet) choice (or) result (so) reason (for)</i></p>
<p><i>Tom phoned. He left a message. -> Tom phoned and left a message.</i></p>	<p>the same subject</p>
<p><i>Tom phoned. Frank answered. -> Tom phoned and Frank answered.</i></p>	<p>different subjects</p>
<p><i>He couldn't find his pen, so he wrote in pencil.</i></p>	<p>repeat the subject after so</p>
<p><i>We rarely stay at hotels, for we can't afford it.</i></p>	<p>repeat the subject after for</p>

<i>Because, as, although, even though</i>	At the beginning of the sentence or in the middle (with no comma)
<i>Although it was hot, he was wearing a coat. He was wearing a coat although it was hot.</i>	Contrast (<i>although</i>)
<i>I failed the exam even though I studied for it. Even though it was 40° in the shade, he kept his jacket on.</i>	extra emphasis between contrasting ideas (<i>even though</i>)
<i>Because I was often late, I lost my job. I lost my job because I was often late.</i>	Cause of the other idea (<i>because</i>)
<i>As I didn't know anyone at the party, I went home. I went home as I didn't know anyone at the party.</i>	A more formal word for <i>because</i>



1. Join these simple sentences to make compound sentences. Use the words in brackets.

- I took the shoes back to the shop. I complained about them.
(and)
I took the shoes back to the shop and complained about them
- Your mother phoned this morning. She didn't leave a message.
(but)
- I can leave now. I can stay for another hour. (I can either... or)
- Jim built his own house. He designed it himself. (Jim not only ... but... as well)
- I don't know what happened to him. I don't care. (I neither... nor)
- My new assistant can type very well. He hasn't much experience with computers. (but)

2. Join these simple sentences to make compound sentences.

Use the words in brackets.

1. The taxi stopped at the station. Two men got out of it. (and)
The taxi stopped at the station and two men got out of it.
2. You can give me some advice. Your colleague can. (Either you ... or)
3. We got ready to get on the train. It didn't stop. (but)
4. No one was in when we called. We left a message. (so)
5. We didn't want to get home late after the film. We went straight back. (so)
6. The old lady was nervous. She wasn't used to strangers calling late at night. (for)
7. I've always wanted to live in the country. My parents prefer to live in town. (but)
8. The letter has been lost. The postman has delivered it to the wrong address. (or)
9. For a moment the top of the mountain was visible. A cloud covered it. (and then)
10. Jane was a successful career woman. Her mother wanted her to be a housewife. (yet)

3. Complete the sentence with one of the words in the box.

although	as	but	so	and
----------	----	-----	----	-----

1. As it was raining, I took an umbrella.
2. Ana couldn't go to the concert _____ she didn't have any money.
3. _____ I like football, I prefer to watch rugby on TV.
4. Dominic got fantastic marks, _____ mine were awful.
5. We wanted to sunbathe _____ it rained all day.
6. Maria didn't do any revision, _____ she didn't pass the exam.
7. _____ he was only 15 they offered him a place at the university.
8. I don't drink fizzy drinks _____ no one really knows what's in them.

9. I didn't like the book _____ I don't like the film.

4. Join the two sentences using the word in brackets

1. It's an old computer. It works okay. (although)
Although it's an old computer, it works okay.
2. There weren't enough students. They closed the village school. (as)
3. Some students came to school as usual. Others stayed at home. (but)
4. There was no snow. We couldn't go skiing. (because)
5. Cycling is fun. It can be hard work. (although)
6. Nobody wanted to go. They cancelled the school trip. (so)
7. Do you want to go out tonight? Have you got to study? (or)

5. Read the text about how to connect a plug. Then underline the correct conjunction.

Household wiring

In nearly all countries, household electricity has alternating current. In Europe the frequency of alternating current is 50Hz, *but / because* in the USA it is 60Hz. The voltage and power rating can also vary from place to place *as / so* some electrical devices will work in one country, but not in others.

The electrical cable used in household circuits consists of three wires:

■ The brown (or red) wire is the live wire. The current of the live wire alternates from positive to negative, *so / but* the current flows backwards and forwards through the circuit. If you touch a live wire, you get a shock *although / because* the current passes through your body to the earth.

■ The blue (or black) wire is the neutral wire. It completes the circuit by providing the return path to the mains supply *but / because* there is no danger of an electric shock when you touch it.

■ The green and yellow wire is the earth wire. This wire is for safety purposes

as / and some electrical Neutral appliances have metal cases. If the covering of a live wire becomes damaged, the wire might make contact with the case. This makes the case 'live', *but / so* there is a danger of electrical shock. *However / Although*, if the case is connected to the earth wire, the current will flow to earth through the wire instead of through the person.

■ *Because / Although* the switch must be on the live wire it is very important to wire domestic sockets and plugs correctly. If the switch is on the neutral wire, turning off the switch on the wall socket will not disconnect the appliance from the live terminal and the appliance will still be live. This means that *although / because* the current is switched off it is still possible to get a shock from it.

6. Read the text below about the origin of money.

What is money?

Everybody uses money. We all want it, work for it and think about it, **a...1.....**? Throughout history people have used things like animal skins as money. A standard unit of value like an animal skin made it easier to buy and sell products and services. In those days, the things people used were valuable because they were useful, **b.....** It was also important that they were strong and easy to carry and store.

Gold is another example of something people have used as money, **c.....** It is valuable because people want it. It's not very useful - you can't eat it or use it to keep warm, **d.....** Gold is something that is only valuable **e** The use of gold as money gives us an idea of how our modern money works. The money we use is made of paper and cheap metals, **f.....** This is the result of our perception and 'faith', **g.....** they have symbolic value. They represent the power to buy things. Money is valuable because we want it, but we only want it **h.....**

Now write the number of each phrase below (1-8) in the gaps.

1. ~~but what is money~~
2. but most people think that it is beautiful
3. but it has value in the same way as gold does
4. so people wanted them
5. Although the notes and coins have no material value
6. because we can obtain a desired product or service

7. but in a different way
8. because people agree it is



CUSTOMS AND TRADITIONS

There are many customs and traditions in England. First tradition is called «**Wrong side of the bed**». When people are bad tempered we say that they must have got out of bed on the wrong side. People believe that the way they wake up in the morning affects their behavior throughout the day. The wrong side of the bed was the left side, because the left has always been linked with evil.



One of the most ancient traditions is **keeping the fireplace**. Up to these days an English family prefers a house with a garden to a flat in a modern house. One of the reasons of it is that the most of English people remain strongly attached to the fireplaces. They prefer fireplaces to central heating, although it causes much work. This tradition starts from the far times, the Middle Ages, when fireplaces were in the halls of the castle. Since then the fireplace is the centre of the interest in a room. They are decorated not only with wood work, but with a painting or a mirror over it. Metal baskets in front are used to hold the coal. Above the fireplace is placed a shelf with a clock or photographs.

The British People are the world's **greatest tea drinkers**. And so tea is something like a cult. They drink it at meals and between meals at least eight different occasions during the day. The English word "tea" comes from Chinese word "thee" as the first tea was grown in China. In Britain tea spread very quickly and soon it became a beverage of courtiers, literary men and soldiers. For many people in England tea is not only a peculiar meal, but also a substantial meal, which often consists of boiled ham and salad or a boiled egg, bread and butter and jam, and tea. And up to nowadays real Englishmen stand, brew and draw tea and they almost never use tea bags, except for camping or picnicking.



The British have a custom that is called «**Blowing out the candles**». The custom of having candles on birthday cakes goes back to the ancient Greeks. Worshippers of Artemis, goddess of the moon and hunting, used to place honey cakes on the altars of her temples on her birthday. The cakes were round like the full moon and lit with tapers. This custom

was next recorded in the middle ages when German peasants lit tapers on birthday cakes, the number of which indicated the person's age, plus an extra one to represent the light of life.

And the last one is **Christmas traditions**. Many of them derive from the English Victorian Christmas, for example caroling, gifts, feast, and the wishing of good cheer at all. The custom of singing carols was got from the Middle Ages when the crowds of serenaders travelled from house to house singing ancient carols and spreading the holiday spirit. Father Christmas is very popular figure in Britain. It's an analogue for the American Santa. Children write letters for him and throw them to the fireplace as they think that Father Christmas comes with gifts at their house from the chimney of the fireplace. And so is the custom of hanging stocks from the mantelpiece. It is considered that one day Father Christmas dropped some gold coins while he was coming down the chimney and those coins landed in a stocking that was hung out to dry. And the last custom of decorating the Christmas tree comes from 1841 when Prince Albert set up a Christmas tree in Windsor Castle for his wife Queen Victoria.

The British remember and love all of their traditions and customs.

Answer the questions:

1. How many customs and traditions in England do you know?
2. What does «**Wrong side of the bed**» mean?
3. What kind of house or flat does English family prefer?
4. Do you believe that the way you wake up in the morning affects your behavior throughout the day?
5. What can you say about «**fireplace**»?
6. Can you tell about the tradition of «**Blowing out the candles**»?

7. What Christmas traditions do you know?
8. Who is the most popular figure in Britain?
9. Which of the customs in England do you like best?
10. Which tradition do you have in your country?



1. Put in the missing prepositions.

1. The Christmas tree comes ... 1841.
2. The custom ...singing carols was got from the Middle Ages.
3. Prince Albert had a Christmas tree set up ... Windsor Castle ...
his wife Queen Victoria.
4. Worshippers ... Artemis, goddess ... the moon and hunting
5. One ... the most ancient traditions is keeping the fireplace.
6. There are many customs and traditions ... England.
7. People believe that the way they wake ...in the morning affects
their behavior throughout the day.
8. Father Christmas is very popular figure ...Britain .
9. It's an analogue ... the American Santa.
10. The English word "tea" comes ... Chinese word "thee" as the
first tea was grown ... China.

Expressions with *to prefer*:

prefer sb / sth – *I prefer your hair like that.*

prefer sb/sth. to sb/sth – *Most Americans prefer coffee to tea*

prefer to do sth – *I prefer to exercise out of doors*

prefer doing smth – *I prefer working on my own*

prefer sb to do sth – *I'd prefer you to drive, if you don't
mind*

2. Find in the text nouns with these adjectives:

peculiar	bad
substantial	most
extra	wrong
honey	real

3. Match phrases/words with their definitions.

tradition	a. A number of years that a person has lived
home	b. To want something to happen or to be true even though it is unlikely or impossible
Middle	c. A set of these beliefs or customs
Christmas tree	d. The food that is eaten
age	e. A point or a period of time between the beginning and the end of something
moon	f. An aromatic beverage prepared from leaves and boiled water
gift	g. A thing that you give to somebody, especially on a special occasion or to say thank
meal	h. A house, flat or apartment that you live in
tea	i. A natural satellite that moves around a planet other than the earth
wish	j. A green tree that people cover with decorations and coloured lights

4. True or false.

1. Santa is very popular figure in Britain _____
2. When people are good tempered we say that they must have got out of bed on the wrong side _____
3. They prefer central heating to fireplaces, because it causes less work. _____
4. Fireplaces are decorated with wood work, with a painting over it _____
5. The English word "tea" comes from Japanese word "thee" as the first tea was grown in Japan _____
6. German peasants also lit tapers on birthday cakes _____

UNIT 11.

Grammar: COMPLEX SENTENCE

Topic: BRITISH HOME



WHO, THAT, WHICH, WHOSE AND WHERE IN RELATIVE CLAUSE

<p><i>I thanked the woman. She helped me.</i></p> <p style="text-align: center;">↓</p> <p><i>I thanked the woman who helped me. I thanked the woman that helped me.</i></p>	<p><i>I thanked the woman</i> – the main clause <i>who helped me</i> - the relative clause the relative clause modifies the noun <i>woman</i></p>
<p><i>The book is mine. It is on the table.</i></p> <p style="text-align: center;">↓</p> <p><i>The book which is on the table is mine. The book that is on the table is mine.</i></p>	<p><i>who</i> – used for people <i>which</i> – used for things <i>that</i> – used both things and people</p>
<p><i>She is the woman. I told you about her.</i></p> <p style="text-align: center;">↓</p> <p><i>She is the woman about whom I told you.</i> <i>She is the woman who(m) I told you about.</i> <i>She is the woman that I told you about.</i> <i>She is the woman ∅ I told you about.</i></p>	<p>If the preposition comes at the beginning of the relative clause, only <i>whom</i> or <i>which</i> may be used</p>

<p>The music was good. We listened to it.</p> <p>↓</p> <p>The music to which we listened was good. The music which we listened to was good. The music that we listened to was good.</p> <p>The music \emptyset we listened to was good.</p>	
<p>I know the man. His bicycle was stolen.</p> <p>↓</p> <p>I know the man whose bicycle was stolen.</p>	<p>Whose is used to show possession</p> <p>his bicycle → whose bicycle her composition → whose composition</p>
<p>The student writes well. I read her composition.</p> <p>↓</p> <p>The student whose composition I read writes well.</p>	<p>Whose cannot be omitted</p>
<p>The building is very old He lives there</p> <p>↓</p> <p>The building where he lives is very old The building in which he lives is very old The building which he lives in is very old The building that he lives in is very old</p>	<p>Where is used to modify a place</p> <p>If where is not used, the preposition must be included</p>



1. Combine the sentences, using the second sentence as a relative clause.

1. I saw the man. He closed the door.
2. The student is from China. He sits next to me.
3. The taxi driver was friendly. He took me to the airport.
4. The book was good. I read it.
5. I liked the woman. I met her at the party last night.
6. I liked the composition. You wrote it.
7. The people were very nice. We visited them yesterday.
8. The man is standing over there. Ann brought him to the party.
9. The meeting was interesting. I went to it.
10. The man was very kind. I talked to him yesterday.
11. I must thank the people. I got a present from them.
12. The picture was beautiful. She was looking at it.
13. The man is standing over there. I was telling you about him.
14. I ran into a woman. I had gone to elementary school with her.
15. The topic was interesting. Omar talked about it.
16. The people were friendly. I spoke to them.
17. Olga wrote on a topic. She knew nothing about it.
18. The candidate didn't win the election. I voted for her.

2. Identify the relative clause in each sentence. Then give the other possible patterns.

1. The dress which she is wearing is new.
→ Relative: *which she is wearing*.
Other possible patterns: *The dress that she is wearing is new.*
The dress she is wearing is new.
2. Did I tell you about the woman I met last night?
3. The woman I was dancing with stepped on my toe.
4. The report Joe is writing must be finished by Friday.
5. The doctor who examined the sick child was gentle.
6. The people I was waiting for were late.
7. Did you hear about the earthquake that occurred in California?

3. Combine the sentences, using the second sentence as a relative clause

1. I know a man. His last name is Goose.
→ *I know a man whose last name is Goose.*
2. I apologized to the woman. I spilled her coffee.
3. The man called the police. His wallet was stolen.
4. I met the woman. Her husband is the president of the corporation.
5. The professor is excellent. I am taking her course.
6. Mr. North teaches a class for students. Their native language is not English.
7. The people were nice. We visited their house.
8. I live in a dormitory. Its residents come from many countries.
9. I have to call the man. I accidentally picked up his umbrella after the meeting.
10. The man poured a glass of water on his face. His beard caught on fire when he lit a cigarette.
11. The city was beautiful. We spend our vacation there.
12. That is the restaurant. I will meet you there.
13. The town is small. I grew up there.
14. That is the drawer. I keep my jewellery there.

4. Use *whose* in relative clauses.

1. Dr. Jones is a professor. I'm taking his course.
→ *Dr. Jones is the professor whose course I'm taking.*
2. Maria is a student. You found her book.
3. Omar is a student. You borrowed his dictionary.
4. You used a woman's phone. You thanked her.
5. You broke a child's toy. He started to cry.
6. You stayed at a family's house. They were very kind.
7. A woman's purse was stolen. She called the police.
8. Rayhon is a singer. You like her music best.
9. Everyone tried to help a family. Their house had burned down.

5. Use *whose* in adjective clauses.

1. That man's wife is your teacher.

→ *There is the man whose wife is my teacher.*

2. That woman's husband is a football player.

→ *There is the woman whose husband is a football player.*

3. That boy's father is a doctor.

4. That girl's mother is a dentist.

5. That person's picture was in the newspaper.

6. That woman's car was stolen.

7. That man's daughter won a gold medal at the Olympic

Games.

8. You found that woman's keys.

9. You are in that teacher's class.

10. We met that man's wife.

11. You read that author's book.

12. You borrowed that student's lecture notes.



BRITISH HOMES

There are 22 million homes in Britain — big homes and small homes, old cottages and new buildings, houses and flats, that Americans call «apartment». Many British people love old houses, which are often more expensive than modern ones. They also love gardening and you will see fenced gardens everywhere you go: in towns, villages and out in the country.



Some are very small with just one tree and a few flowers. Others are enormous with plenty of flowers and enough vegetables and fruit trees. Two third of the families in Britain own their houses.

Millions of these houses are the same with two or three bedrooms and a bathroom upstairs, dining-room and kitchen downstairs. To pay for their house, home owners borrow money from a «building society» and pay back a little every month.

Most houses in England are made of stone or brick from the local area where the houses are built. The colours of the stones and bricks vary across the country.

England has many types of homes. In the large cities, people often live in apartments, which are called flats. In most towns, there are streets of houses called terraced houses joined together in long rows. Lots of these have small gardens at the back.



The main types of houses in England are:

- Detached (a house not joined to another house)
- Semi-detached (two houses joined together)
- Terrace (several houses joined together)
- Flats (apartments)

The most popular type of home in England is semi-detached, that is more than 27% of all homes, closely followed by detached then terraced.



A detached house is a house which is not joined to another house. This detached house is a traditional house found in the south east corner of England. The lower part of the house is made from stone and the upper part has tiles.

There are different kinds of homes in Britain, but there are not enough! It is often very difficult for young people to find a home when they want to start a family. British homes are usually smaller than American homes. But like Americans old people, young families and unmarried people do not usually live together.

Answer the questions:

1. How many homes are there in Britain?
2. How many families own their own houses?
3. How do these families pay for houses?
4. Is it difficult or easy for young people to find a home?
5. What can you tell about British homes?
6. Why do many British people love old houses?
7. What kind of house do you have in your country?

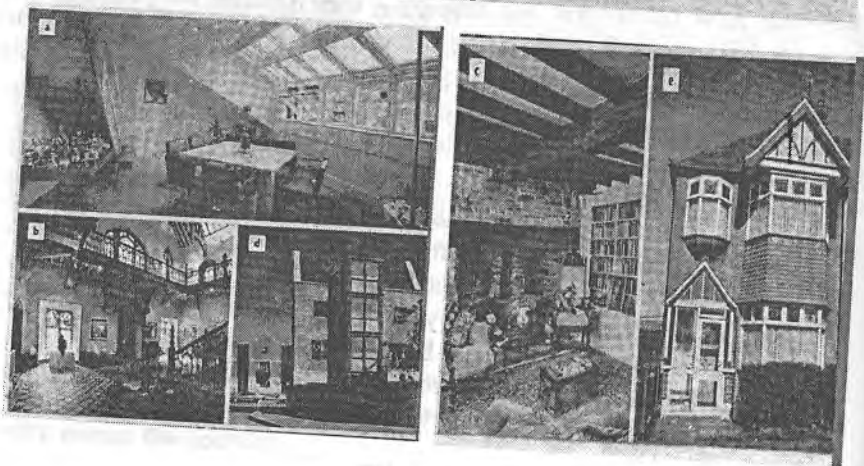


1. Put in the missing prepositions.

1. Others are enormous with plenty ... flowers and enough vegetables and fruit trees.
2. Two third ... the families ... Britain own their houses.
3. There are a great many different kinds ... homes in Britain,
4. In most towns, there are streets ...houses joined together ... long rows.
5. The most popular type ... home ... England is semi-detached
6. To pay... their house, home owners borrow money ... a «building society».
7. England has many types ...homes.
8. Millions ...these houses are the same with two or three bedrooms and a bathroom upstairs, dining-room and kitchen downstairs.
9. The colours ...the stones and bricks vary across the country.
10. Most houses ... England are made ... stone or brick ... the local area where the houses are built.

WHAT DO YOU THINK?

Match these descriptions with the photos



1. Beautiful old country mansion is in good condition. Seven bedrooms, two lounges, dining room, and library. Four bathrooms, large entrance hall with impressive staircase. Full central heating recently installed. Several outhouses, including stables and garage

2. Desirable family home in quiet London suburb. Three bedrooms, loving room, and dining room. Modern family kitchen. Large fenced garden ideal for young children.

3. Country collage, traditionally designed with modern materials has four bedrooms, kitchen, and bathroom. Beautiful living room and dining room with oak beams and feature fireplaces.

4. Executive serviced flat in city centre. New architect-designed building. Day and night porter with secure garage parking underneath the building. Two bedrooms, both with ensuite bathroom, open-plan living area, and kitchen.

5. Family flat in modern building, part of a complex of five blocks of flats. Three bedroom, lounge, and separate study, bathroom and WC. Security system at entrance to building.

2. Match phrases or words with their definitions.

1. house	a. a part of the inside of a building
2. mansion	b. a massive or imposing building
3. collage	c. the official residence for a head of state
4. cottage	d. the means or place of entry
5. castle	e. a building for people to live in
6. room	f. a usually small frame one-family house
7. lounge	g. a composition made of various materials, as paper, cloth or wood
8. flat	h. to take with the intention of returning the same plus interest
9. entrance	i. the rural or suburban residence of a wealthy person

10. palace	j. an apartment on one floor
11. villa	k. a room in a private home for leisure activities

3. Find in the text nouns with these adjectives:

small	fenced
big	old
new	popular
great	terraced
difficult	unmarried

4. True or false.

1. There are 23 million homes in Britain _____
2. Many British people love old houses and these are often more cheap than old ones. _____
3. Some are very small with just one tree and a few flowers. _____
4. Two third of the families in Britain own their houses. _____
5. To pay for their house, home owners borrow money from a «building society» and pay back a little every month. _____
6. Many different kinds of homes in Britain are not enough! _____
7. British homes are usually bigger than American homes. _____
8. But like Americans old people, young families and unmarried people do not usually live together. _____

5. Read and complete with these words.

able	change	have	home
paint			
smaller	talk	to check lives	flexible

HOUSES OF THE FUTURE

What will houses be like in future? No one really knows but architects are trying to predict what our (1)_____ will be like then. Future houses will have to be (2)_____. We will have to be (3)_____ to use areas of the house for work and for living. Families grow and change with children arriving, growing up and leaving (4)_____. The house of the future will have to grow and change with the family. We will be able to move walls to make bigger or (5)_____ rooms. Nothing will be as fixed as it is now.

Everyone agrees that in thirty years' time we will be living in 'intelligent' houses. We will be able to (6)_____ to our kitchen machines and discuss with them what to do. Like this: "We'll be having a party at the weekend. What food shall we cook?" And the machine will tell us what food we will (7)_____ to buy and how to cook it. We'll be able to leave most of the cooking to the machines, just tasting things from time to time (8)_____.

The houses of the future will be personal – each house will be different. You will be able to (9)_____ the colour of walls easily. You won't have to (10)_____ them – you'll be able to tell the wall to change colour! And if you don't like the colour the next day, you will be able to have a new one. The only thing you won't be able to do is move the house somewhere else!

UNIT 12.

Grammar. COMPLEX SENTENCE (continue) Topic: THE ROYAL FAMILY



RELATIVE CLAUSES OF TIME

<p><i>The phone rang. The baby woke up</i></p> <p><i>When the phone rang, the baby woke up.</i></p> <p><i>The baby woke up when the phone rang.</i></p>	<p><i>When the phone rang</i> – a relative clause of time.</p> <p><i>the baby woke up</i> - the main clause.</p> <p>comma is used when the relative clause comes first.</p>
<p><i>After she graduates, she will get a job.</i></p> <p><i>After she graduated, she got a job.</i></p> <p><i>After graduating, she got a job.</i></p> <p><i>She got a job after graduating</i></p>	<p style="text-align: center;"><i>after</i></p>
<p><i>I will leave before he comes.</i></p> <p><i>I left before he came.</i></p> <p><i>Before I left for work, I ate breakfast.</i></p> <p><i>Before leaving for work, I ate breakfast.</i></p>	<p style="text-align: center;"><i>before</i></p>
<p><i>By the time he arrived, we had already left.</i></p> <p><i>By the time he comes, we will have already left.</i></p>	<p style="text-align: center;"><i>by the time</i></p>
<p><i>I haven't seen him since he left this morning.</i></p> <p><i>I've known her since I was a child.</i></p> <p><i>Since Maria came to this country, she has made many friends.</i></p>	<p style="text-align: center;"><i>since</i></p>

<i>Since coming to this country, Maria has made many friends.</i>	
<i>We stayed there until we finished our work.</i> <i>We stayed there till we finished our work.</i>	<i>until</i> <i>till</i>
<i>As soon as it stops raining, we will leave.</i> <i>Once it stops raining, we will leave.</i>	<i>as soon as</i> <i>once</i>
<i>While I was walking home, it began to rain.</i> <i>While I was walking to class, I ran into an old friend.</i>	<i>while</i>



1. Add periods, commas, and capitalization. Do not change, add, or omit any words. Underline each relative clause

1. Sue was in the other room when the phone rang as soon as she heard it she ran to the front room to answer it.

→ *Sue was in the other room when the phone rang. As soon as she heard it, she ran to the front room to answer it.*

2. When it began to rain he closed the windows.

3. He closed the windows when it began to rain,

4. As soon as the rain began the children wanted to go outdoors they love to play outside in the warm summer rain I used to do the same thing when I was a child.

5. Jack got to the airport early after he checked in at the airline counter he went to the waiting area near his gate he sat and read until his flight was announced.

6. Jack walked onto the plane found his seat and stowed his bag in an overhead compartment.

7. Before the plane took off he fastened his seat belt and put his seat in an upright position.

8. Jack's wife doesn't like to fly because she gets nervous on airplanes.

9. When Jack and his wife go on vacation they have to drive or take the train because his wife is afraid of flying.

10. I had a cup of tea before I left for work this morning but I didn't have anything to eat I rarely eat breakfast.

11. After Ellen gets home from work she likes to read the newspaper she follows the same routine every day after work as soon as she gets home she changes her clothes gets a snack and a drink and sits down in her favorite chair to read the newspaper in peace and quiet she usually has about half an hour to read the paper before her husband arrives home from his job.

12. When you speak to someone who is hard of hearing you do not have to shout it is important to face the person directly and speak clearly my elderly father is hard of hearing but he can understand me if I face him speak slowly and say each word clearly.

13. Greg Adams has been blind since he was two years old today he is a key scientist in a computer company he is able to design complex electronic equipment because he has a special computer that reads writes and speaks out loud his blindness neither helps nor hinders him it is irrelevant to how well he does his job.



RELATIVE CLAUSES TO SHOW CAUSE AND EFFECT

Because he was sleepy , <i>he went to bed.</i> <i>He went to bed because he was sleepy.</i>	because
<i>Because she needed some money to buy a book, Sue cashed a check.</i> <i>Needing some money to buy a book, Sue cashed a check.</i>	Often <i>because</i> is omitted -ing phrase at the beginning of a sentence gives the meaning of " <i>because</i> "
<i>As I didn't know anyone at the party, I went home.</i> <i>I went home as I didn't know anyone at the party.</i>	<i>As</i> a more formal word for <i>because</i>
<i>We had to study so we didn't go to the match.</i>	so



2. Combine the sentences, using the word or phrase in parentheses. Add commas where necessary.

1. We can go swimming every day. The weather is warm. (as)
→ *We can go swimming every day as the weather is warm.*
2. All of the students had done poorly on the test. The teacher decided to give it again. (so)
3. Cold air hovers near the earth. It is heavier than hot air. (because)
4. You paid for the theatre tickets. Please let me pay for our dinner. (as)
5. Larry is finally caught up on his work. He can start his vacation tomorrow. (so)
6. Our TV set was broken. We listened to the news on the radio. (because)
7. My brother got married last month. He's a married man now, so he has more responsibilities. (as)
8. Do you want to go for a walk? The rain has stopped. (as)
9. Many young people move to the cities in search of employment. There are few jobs available in the rural areas. (because)
10. The civil war has ended. A new government is being formed. (as)



EXPRESSING CONTRAST (UNEXPECTED RESULT)

a) Even though the weather was cold, I *went* swimming.

COMPARE:

Because the weather was cold, I *didn't go* swimming.

Even though I wasn't tired, I *went* to bed.

COMPARE:

Because I wasn't tired, I *didn't go* to bed.

Even though is used to express unexpected results.

Because is used to express expected results.

<i>Although it was hot, he was wearing a coat. He was wearing a coat although it was hot.</i>	expresses a contrast between ideas
<i>I failed the exam even though I studied for it. Even though it was 40° in the shade, he kept his jacket on.</i>	extra emphasis between contrasting ideas



3. Complete the sentences by using either *even though* or *because*.

- Tim's in good shape physically even though he doesn't get much exercise.
- Larry's in good shape physically because he gets a lot of exercise.
- I put on my sunglasses _____ it was a dark, cloudy day.
- I put on my sunglasses _____ the sun was bright.
- _____ Maria has a job, she doesn't make enough money to support her four children.
- _____ Anna has a job, she is able to pay her rent and provide food for her family.
- Susan didn't learn Spanish _____ she lived in Mexico for a year.
- Joe speaks Spanish well _____ he lived in Mexico for a year.
- Jing-Won jumped into the river to rescue the little girl who was drowning _____ he wasn't a good swimmer.
- A newborn kangaroo can find its mother's pouch _____ its eyes are not yet open.
- Some people protest certain commercial fishing operations _____ dolphins, considered to be highly intelligent mammals, are killed unnecessarily.
- _____ the earthquake damaged the bridge across Skunk River, the Smiths were able to cross the river _____ they had a boat.

4. Write sentences that include the verbs in parentheses. Use any verb tense or modal.

1. Because the bus drivers went on strike, I (walk) had to walk all the way home.

2. Even though I was dead tired, I (walk) walked all the way home.

3. Because _____, I (go) _____ fishing.

4. Even though _____, I (go) _____ fishing.

5. Even though there (be) _____ very few customers in the store,

6. Because there (be) _____ very few customers in the store,

7. I (wear) _____ heavy gloves because _____

8. Even though my feet (be) _____ killing me and my head (be) _____ pounding, I _____

9. Even though _____, I (get, not) _____ a traffic ticket.

10. Even though I (be) _____ tired, I _____ because _____

5. Combine each pair of sentences. Use the given time words if they are possible and appropriate to the meaning.

1. The other passengers will get on the bus soon. Then we'll leave.

a. while **b. as soon as** c. the last time

As soon as the other passengers get on the bus, we'll leave.

2. I turned off the lights. After that, I left the room.

a. before **b. by the time** c. after

I turned off the lights before I left the room. ...

By the time I left the room, I had turned off the lights.

- After I turned off the lights, I left the room.*
3. Susan sometimes feels nervous. Then she chews her nails.
a. whenever b. before c. every time
 4. The frying pan caught on fire. I was making dinner at that time.
a. by the time b. while c. as soon as
 5. We have to wait here. Nancy will come.
a. as soon as b. after c. until
 6. Nancy will come. We can leave for the theater.
a. after b. as soon as c. when
 7. Jane has gotten three promotions in the last six months. She started working at this company six months ago.
a. before b. since c. when
 8. The weather will get warmer soon. Then we can start playing tennis again.
a. while b. when c. once
 9. Shakespeare died in 1616. He had written more than 37 plays before then.
a. while b. once c. by the time



THE ROYAL FAMILY

At present the British royal family is headed by Queen Elizabeth. When the Queen was born on the 21st of April 1926, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle brought her father to the throne as King George VI.



Being a child she studied constitutional history and law as well as art and music. In addition she learned to ride. As she grew older she began to take part in public life, making her first broadcast at the age of 14.

The marriage of the young Princess Elizabeth to Philip, Duke of Edinburgh took place in

November 1947. She came to the throne after her father had died in 1952 and was crowned in Westminster Abbey in June 1953.

She makes the regular visits to foreign countries, especially the countries of the Commonwealth, whose interests and welfare are very important to her. The Queen has allowed the BBC to make a documentary film about the everyday of the royal family. She also started the tradition of the «walkabout», when she walks among the public crowds and stops to talk to some people.

The annual Christmas broadcast made by the Queen on radio and television has become a traditional and popular feature of the season, and there were widespread celebrations and special programmes of events in 1977 to mark her Silver Jubilee.

The Queen's husband, Duke of Edinburgh, was born in 1926 and served in the Royal Navy. He takes a great deal of interest in the achievements of young people after he founded Duke of Edinburgh's Award Scheme in 1956.

The Queen's heir is Charles, Prince of Wales, who was born in 1948, married Lady Diana Spencer and has two children, Prince William and Prince Harry. The Prince of Wales is well-known as a keen promoter of British interests.

In recent years he has become outspoken on such controversial topics as modern architecture, violence in films and on television, and the standard of English teaching in schools. His wife Diana, Princess of Wales, won the affection of many people by her modesty, shyness and beauty. Unfortunately, she died in a car accident in August, 1997.

The Queen's other children are Princess Anne, Prince Andrew and Prince Edward. Anne, Princess Royal, has acquired a reputation for being arrogant, even though she has become quite popular with the general public. She is widely known for her interest in horses and horse-racing. As she is now president of the Save the Children Fund, Chancellor of the University of London, she carries out many public engagements.

Prince Andrew, Duke of York, served as a helicopter pilot in the Royal Navy. In 1986 he married Miss Sarah Ferguson and has two daughters.

Prince Edward is keen on the theatre. This interest began while he was at university. He quit the Royal Marines, as soon as he began pursuing a career with a theatrical company.

The Queen Mother, the widow of the late King George VI, celebrated her one hundred birthday in 2000 and died in 2002. The Queen's only sister, Princess Margaret, Countess of Snowdon, is well-known for her charity work.

Answer the questions:

1. Whom is the British royal family headed by?
2. When was the Queen Elizabeth crowned?
3. What did the Queen Elizabeth study as a child?
4. What tradition did she start?
5. When was the Queen's husband born?
6. What does he take a great interest in?
7. Who did Prince Charles marry?
8. What are the names of the Queen's other children?
9. Who was the Queen's heir?
10. When did the Queen mother celebrate her one hundred birthday?

Expressions with interest:

have interest in – *He has a particular interest in Italian art.*

have no interest in doing sth – *I have no interest in depriving you of your property*

take an interest in – *Peter came up taking an interest in the proceeding*

attract/arouse interest – *The reports have aroused considerable interest*

lose interest in – *People are losing all interest in the election*

be of interest to sb – *Publications are of interest to the self-employed*

with interest – *The weddings of famous people are watched with interest all over the world.*



1. Put in the missing prepositions

1. The Queen was born ... the 21st ... April 1926.
2. She came ... the throne ... her father's death in 1952.

3. She also started the tradition ...the «walkabout».
4. The annual Christmas broadcast made ... the Queen ... radio.
5. In recent years he has become quite popular ... the general public.
6. This interest began while he was ... university.
7. He takes a great deal ...interest in industry.
8. She is widely known for her interest ...horses and horse-racing.
9. He takes a great deal of interest in saving raise wild animals ... extinction.
10. Prince Edward is keen ... the theatre.

2. Find in the text nouns with these adjectives:

Royal _____
 Well _____
 Constitutional _____
 Annual _____
 Great _____
 Young _____
 Modesty _____
 General _____
 Outspoken _____

3. Find sentences with the following adjectives and adverbs in the text. Read and translate the sentences.

Widely, great, wild, quite popular, public, keen, controversial, theatrical, widespread

4. Match phrases or words with their definitions.

heir	a. an organization set up to provide help and raise money for those in need
charity	b. a circular ornamental headdress worn by a monarch as a symbol of authority
monarchy	c. having the status of a king or queen or a member of their family

crown	d. a person legally entitled to the property or rank of another on that person's death
outspoken	e. the health, happiness, and fortunes of a person or group
welfare	f. direct and open in speech or expression
royal	g. a form of government with a monarch at the head

5. True or false.

- The Queen was born on the 21st of April 1924. _____
- She began to take part in public life, making her first broadcast at the age of 14. _____
- The Queen has two sisters. _____
- The marriage of the young Princess Elizabeth to Philip, Duke of Edinburgh took place in November 1947. _____
- She came to the throne after her uncle's death in 1952. _____
- The Queen's other children are Princess Anne, Prince Andrew and Prince Edward. _____
- The Queen's husband, Duke of Edinburgh, was born in 1926. _____
- Prince Edward is keen on the art. _____
- The Queen Mother celebrated her one hundred birthday in 2000. _____
- The Queen's heir is Charles, Prince of Wales. _____

Windsor Castle is probably the most famous building in England. This old royal residence is still being used. It is enormously big and very well preserved. Anyone who comes to England wishes to



SUPPLEMENTARY MATERIALS

The English



Almost every nation has a reputation of some kind. The French are supposed to be amorous, gay, fond of champagne; the Germans dull, formal, efficient, fond of military uniforms, and parades; the Americans boastful, energetic, gregarious and vulgar. The English are reputed to be cold, reserved, rather haughty people who do not yell in the street, make love in public or change their governments as often as they change their underclothes. They are steady, easy-going, and fond of sport.

The foreigner's view of the English is often based on the type of Englishman he has met travelling abroad. Since these are largely members of the upper and middle classes, it is obvious that their behaviour cannot be taken as general for the whole people. There are, however, certain kinds of behaviour, manners and customs which are peculiar to England.

The English are a nation of stay-at-homes. There is no place like home, they say. And when the man is not working he withdraws from the world to the company of his wife and children and busies himself with the affairs of the home. "The Englishman's home is his castle", is a saying known all over the world; and it is true that English people prefer small houses, built to house one family, perhaps with a small garden. But nowadays the shortage of building land and inflated land values mean that more and more blocks of flats are being built, and fewer detached and semi-detached houses, especially by the local councils.

The fire is the focus of the English home. What do other nations sit round? The answer is they don't. They go out to cafes or sit round the cocktail bar. For the English it is the open fire, the toasting fork and the ceremony of English tea. Even when central heating is installed it is kept so low in the English home that Americans and Russians get chilblains, as the English get nervous headaches from stuffiness in theirs.

Foreigners often picture the Englishman dressed in tweeds, smoking a pipe, striding across the open countryside with his dog at his heels. This is a picture of the aristocratic Englishman during his holidays on his country estate. Since most of the open countryside is privately owned there isn't much left for the others to stride across. The average Englishman often lives and dies without ever having possessed a tweed suit.



The Night of Hogmanay

Nowhere else in Britain is the arrival of the New Year celebrated so wholeheartedly as in Scotland.

Throughout Scotland, the preparations for greeting the New Year start with a minor «spring-cleaning». Brass and silver must be glittering and fresh linen must be put on the beds. No routine work may be left unfinished; stockings must be darned, tears mended, clocks, wound up, musical instruments tuned, and pictures hung straight. In addition, all outstanding bills are paid, overdue letters written and borrowed books returned. At least, that is the idea!

Most important of all, there must be plenty of good things to eat. Innumerable homes «reek of a celestial grocery's» — plum puddings and currant buns, spices and cordials, apples and lemons, tangerines and toffee. In mansion and farmhouse, in suburban villa and city tenement, the table is spread with festive fare. Essential to Hogmanay are «cakes and kebbuck» (oatcakes and cheese), shortbread, and either black bun or currant loaf. These are flanked with bottles of wine and the «mountain dew» that is the poetic name for whisky.

In the cities and burghs, the New Year receives a communal welcome, the traditional gathering-place being the Mercat Cross, the hub and symbol of the old burgh life. In Edinburgh, however, the crowd has slid a few yards down the hill from the Mercat Cross to the Tron Kirk — being lured thither, no doubt, by the four-faced clock in the tower. As the night advances, Princess Street becomes as thronged as it normally is at noon, and there is growing excitement in the air. Towards midnight, all steps turn to the Tron Kirk, where a lively, swaying crowd awaits «the Chapplin o' the Twal» (the striking of 12 o'clock). As the hands of the clock in the tower approach the hour, a

hush falls on the waiting throng, the atmosphere grows tense, and then suddenly there comes a roar from thousands of throats. The bells peal forth, the sirens scream – the New Year is born!

Many families prefer to bring in the New Year at home, with music or dancing, cards or talk. As the evening advances, the fire is piled high – for the brighter the fire, the better the luck. The members of the household seat themselves round the hearth, and when the hands of the clock approach the hour, the head of the house rises, goes to the front door, opens it wide, and holds it thus until the last stroke of midnight has died away. Then he shuts it quietly and returns to the family circle. He has let the Old Year out and the New Year in. Now greetings and small gifts are exchanged, glasses are filled – and already the First-Footers are at the door.

The First-Footer, on crossing the threshold, greets the family with «A gude New Year to ane and a'!» (This means “A good New Year to one and all!”) or simply «A Happy New Year!» and pours out a glass from the flask he carries. This must be drunk to the dregs by the head of the house, who, in turn, pours out a glass for each of his visitors. The glass handed to the First-Footer himself must also be drunk to the dregs. A popular toast is «Your good health!»

The First-Footers must take something to eat as well as to drink, and after an exchange of greetings they go off again on their rounds.

First Foot



The first visitor to enter a house on New Year's morning is commonly known in Great Britain as the **First Foot**. In Yorkshire he is sometimes called the **Lucky Bird**, in the Isle of Man, the **Quaaltagh**. Wherever he appears, he is a personage of great importance. He may be a chance caller, or a man on some errand unconnected with the anniversary or he may be the ceremonial First Foot who comes on purpose to let the New Year into the house and bring good luck to the family. Whichever he is, he is traditionally supposed to influence the fortunes of the householders in the following twelve months, both by the gifts he brings and by his own character and appearance. Hence it is essential everywhere that he should be an individual with certain

definite qualities, though what these are varies a little from one region to another.

In Scotland and northern England, the custom of First-Footing in the early hours of January 1st is still kept up with great vigour. The First Foot comes as soon as possible after midnight has struck. He brings symbolic gifts of food or fuel or money as tokens of prosperity in the year that has just begun. Sometimes, instead of these presents, or in addition to them, he carries a bunch of evergreens as a promise of continuing life. Nothing must be taken out of the house before these gifts have been brought in, nor should any one go outside until he has arrived. He must be admitted by the front door and, since he is a luck-bringer, he must be hospitably entertained with food and plentiful supplies of wine or spirits.

Usually, the First Foot greets all within as he crosses the threshold, and is at once loudly welcomed in return. In some parts of Scotland, however, he does not speak until he has laid a peat or a coal upon the fire. This silent entry and first concern with the hearth, the life-centre of the house, has been recorded in other regions also, and may perhaps represent an older form of the rite. In his *English Festivals* (1947), Lawrence Whistler describes an impressive version of the ceremony, in which the First Foot carried an evergreen branch in one hand and a sprig of mistletoe in the other. He entered in silence, crossed the room to the hearth, and there laid the green branch upon the flames and the mistletoe on the mantelpiece above. No one spoke while he did this, and only when he turned to wish the assembled company a happy New Year was the general silence broken.

The ceremonial First Foot may be one of a band of young men going round from house to house, or a friend of the family who has arranged to let the New Year in for them. Sometimes a man of the right type will undertake to visit every house in a given street or district. Strictly speaking, the First Foot should always be someone from outside the home, but occasionally, when no such early morning visitor is expected, a male member of the household will go out just before midnight and be ceremonially let in again as soon as the hour has struck, with the appropriate gifts in his hand. These, in England, are usually a piece of bread and a piece of coal, as symbols of food and warmth and a coin or a little salt to ensure wealth in the coming year. In Scotland, a bottle of whisky is often included, or a compound

of spirits, beer, sugar, and eggs known as a Het Pint. Round Dundee, and in the fishing villages of the East Coast, a red herring is a lucky gift, as a promise of good fishing to come; and in some Scottish rural areas a sheaf of wheat, symbolizing a good corn-harvest, is often carried. For the First Foot to come empty-handed is a very bad omen, for this means losses and poverty before the year's end.

To be a true luck-bringer, the First Foot should be vigorous and healthy and, if possible, young and good-looking. If he is flat-footed, or cross-eyed, or lame, if his eyebrows meet across his nose, if he is dressed in black, or appears to be ailing, the omens for the coming twelve months are bad. In ~~the~~ most areas, a dark-haired or dark-complexioned man is lucky, though there are local exceptions to this rule. In nine east Yorkshire districts, for instance, and in parts of Lincolnshire and Northumberland, the First Foot must be fair. Red hair is very widely disliked. In some counties, a bachelor is best, in others, a married man. Children and adolescent boys are usually popular first visitors, and so some regions is a man known to be a footling, that is, one who was born feet foremost, and who is consequently supposed to have magical powers of healing.

In the Isle of Man, the Quaalagh may be of either sex, though a man is usually preferred. Similarly, in Scotland a woman can be a lucky First Foot in some areas, though not in all. But in England a female First Foot is a disaster almost everywhere. In the northern counties, where the ceremonial letting-in of the New Year is most widely observed, no woman would ever dream of presenting herself for this purpose. Along the Welsh Border formerly if a woman had occasion to call at a house on January 1st, she was expected to enquire first whether a man had been there before her; if she failed to do this, and came nevertheless, she was suspected of deliberate malice towards the family concerned.

Until about sixty or seventy years ago, it was customary in some parts of England for Christmas, as well as New Year, to be ceremonially let in by a First Foot, or Lucky Bird. The expected First Foot of Christmas was a man, or a boy, of the right type, who came very early on Christmas morning. He entered by the front door and, in many places, walked right through the house, going into every room, and leaving finally by the back door. Unlike the New Year counterpart, he brought no symbolic gifts, though he usually carried a

sprig of evergreen. It was, however, essential that something should be given to him. In East Yorkshire, he was sometimes given bread, salt, and a small coin as soon as he crossed the threshold. Elsewhere, the customary gifts were sixpence or a shilling, and a generous portion of Christmas cake, or cheese, with cider, ale, or home-made wine. Unless these, or other gifts were made to the Christmas luck-bringer, very bad luck would follow during the coming year.



The Irish

Before the Treaty of 1921 put a border between Northern and Southern Ireland, Ulster comprised nine counties and was one of the four ancient kingdoms of Ireland. That treaty cut off three counties – Donegal, Cavan, and Monaghan – from the rest, and left us in the other six, neither British, nor Irish, nor all of Ulster. But the history that has made us what we are goes back further than 1921. The first date that belongs to us rather than to Ireland as a whole is 1609, when thousands of Scots Presbyterians were brought over for the Plantation of Ulster. The hatred between colonised and coloniser was underlined by the difference in their religions, and the Irish were persecuted not only for being the natives but on the basis of being Catholics as well. From then on they never quite sorted out religion from politics.

The march of the Orange Order, which was founded in 1795 to keep up the traditions of Protestantism in Ulster takes place every year. In fact, it is a semi-religious, semi-political organisation. All over Northern Ireland on July 12th, branches of the Orange Order march off some three or four miles to a field where a meeting is held. Having blasphemed their fellow-Christians, they do another Christian stomp home again, get drunk, sing Orange songs, and take in the Union Jack to be put away till next year.

It's the same thing, but in reverse, when it comes round to the 1916 Commemoration day, or to August 15th. This day is the feast of the Assumption of the Blessed Virgin, and what that has to do with politics nobody knows. But the Nationalists, the Catholic Tories of Northern Ireland, keep it as their day, and sing anti-Orange songs, meaning every bitter word they sing.

Both the Protestant Unionists and the Catholic Nationalists deny they discriminate against each other, but both use religion to divide and rule the working class. It is only less serious on the Catholic side because there are fewer Catholic bosses and fewer Catholic local authorities in a position to practise discrimination. It is a tactic which has made the ruling minority look like a majority and kept the Unionist Party in power since Northern Ireland existed.

Polarised by this ploy into their religious sects, and set against each other, the ordinary people have not been able to combine and fight politically for their real interests. At the bottom of the social pyramid with nothing to lose, the Catholic working man doesn't really fear the Protestant; but the Protestant working man, who has very little, feels the need to hang on to his Protestant identity in case he loses what little he has. He fears the Catholic because he knows that any gain made by the Catholic minority will be his loss, for the businessmen and the landowners, Orange or Nationalist, are not going to suffer losses on anybody's behalf.

Where discrimination hurts most is in employment and, housing. You come to a factory looking for a job and they ask you which school you went to. If its name was «Saint Somebody», they know you are a Catholic and you don't get taken on. Until the civil rights campaign forced a promise of reform, housing was the burning issue in Northern Ireland, because only householders have a vote in local elections: subtenants, lodgers, adult children living at home are nil without the vote, and thus a quarter of the electorate disenfranchised. So it is very important where you build houses and for whom you build them. Too many houses for Catholics could upset the majority on a Protestant council, in vice versa. The policy in both the Protestant-run councils, which are the majority, and the few Catholic-run councils, is to control the way the votes go by having separate housing estates for people of different religions, and by awarding tenancies in the interests of political dominance.

Little is heard about the main body of the Republican movement which continues the socialist, working class-oriented traditions. However, Republicanism is a deep and strongly held tradition in Ireland, widely supported in both north and south. In the mid-1960s it raised its voice against the increasing repression of Catholics and the attacks on the civil rights movement.

The Scots



The Scots are not English. Nor are the Scots British. No self-respecting Englishman calls himself a Briton, neither does any self-respecting Scot. The words Britain, Briton and British were uneasily disinterred after a long burial as a kind of palliative to Scottish feeling when our Parliament was merged with the English one at Westminster. But the attempt was not successful. The best things on either of the Border remain obstinately English or Scottish. Are Shakespeare and Burns British poets? When the Australians meet the United Kingdom at that most civilised of all games that was born on the fields of England, do they meet the all British eleven? And is there anyone in the whole world who has ever asked for a British whisky and soda?

The two nations of the United Kingdom have each derived from mixed sources, racially and, as it were, historically. Each has developed strong national characteristics which separate them in custom, habit, religion, law and even in language.

The English are amongst the most amiable people in the world; they can also be very ruthless. They have a genius for compromise, but can enforce their idea of compromise on others with surprising efficiency. They are generous in small matters but more cautious in big ones. The Scots are proverbially kindly, but at first glance are not so amiable. They abhor compromise, lean much upon logic and run much to extremes. They are penny-wise but can be prodigally pound-foolish. They can be dour and grey, or highly coloured and extravagant in gesture and manner.

In general the nation of modern Scotland derives from three main racial sources. The Celts, the Scandinavians or Teutons and the mysterious and shadowy Picts. These Picts, historically speaking, were the first inhabitants of what we now call Scotland. They were a small tough people. They have left their strain in the blood and occasional marks in the land and language. They were conquered by the invading Celts from Ireland who, incidentally, were called Scots and from whom the name of the modern nation comes.

Two and three centuries later, however, the Celts retreated into the north-western hills and islands, their place in the east and south lowlands being taken by the Scandinavians, Teutons and Angles. Hence the celebrated division of the Scottish people into Highlanders and Lowlanders.

It was a division which marked the distinction between people of different culture, temperament and language. It is from the Celts that there comes the more colourful exciting and extravagant strain in the Scots. The Gaelic language and song, the tartan, the bagpipes, the Highland panache, and so on. It is in the contemplation of the debasement of this lively, attractive and touching tradition in Scotland and the Scottish temperament for commercial purposes that we natives have to endure the greatest embarrassments and discomforts.

It is from the Lowland strain that there comes the equally celebrated Scottish tradition of dourness, pawkiness, implacability and splendid courage in defence, providing a complementary virtue to the splendid Highland courage in attack. The cautious, dry, humourless, mean, red-nosed Scot is, of course, a stock figure for stage, fiction and comic picture postcard use. The legend of this alcoholic miser, the hero of all Scotch stories, has of course, little more than the most remote origin in fact (no more indeed than has the stock, garrulous, insensitive, over-eating Englishman of some North-of-the-Border stories about our neighbours). But in so far as this admittedly highly comical, and sometimes even affectionately regarded figure, touches reality at all he derives from certain Lowland characteristics.

The truth is that since the break-up of the old Highland system in the 18th century we are in Scotland all so mixed up in blood that most of us combine something of the characteristics of both Highlander and Lowlander. A little over two hundred years ago nearly all Scots living north and west of the Highland line which, geographically speaking, still runs diagonally across Scotland were true Celtic Highlanders. That is to say they spoke the Gaelic language, lived under the ancient Celtic system of land tenure and, of course, as members of clans, bore Highland names. South and east of that line in the Lowland towns, villages and in the countryside, Highland names were rare.

The Welsh



There is no other part of the British Isles where national spirit is stronger, national pride more intense or national traditions more cherished than in Wales. The Welsh still proudly wear their national dress on festive occasions; the Welsh language is still very much a living force and is taught side by side with English in schools; and Welshmen, who have a highly developed artistic sense, have a distinguished record in the realm of poetry, song and drama.

Welsh, as distinct from British history, really begins with the Anglo-Saxon victories in the sixth and seventh centuries which isolated the Welsh from the rest of their fellow-Britons. Henceforth the people of Wales were vulnerable on two fronts: on the east they were constantly harried by the English chieftains, and until the eleventh century the vikings made frequent raids on the coasts. Then came the Normans who penetrated into the south of the country and established many strongholds, in spite of strong resistance organised by the Welsh. Eventually, however, the subjection of the people was completed by Edward I, who built many castles and made his son, afterwards Edward II, the first Prince of Wales.

The population of Wales amounts to about two and a quarter million. The Welsh language is a Celtic branch of the Indo-European languages and has some roots in common with them. The Welsh call their country Cymru, and themselves they call Cymry, a word which has the same root as *camrador* (*friend, or comrade*).

Pancake Day



Pancake Day is the popular name for **Shrove Tuesday**, the day preceding the first day of Lent. In medieval times the day was characterized by merry-making and feasting, a relic of which is the eating of pancakes. Whatever religious significance Shrove Tuesday may have possessed in the olden days, it certainly has none now. A Morning Star correspondent who went to

a cross-section of the people he knew to ask what they knew about Shrove Tuesday received these answers!

«It's the day when I say to my wife: 'Why don't we make pancakes?' and she says, 'No, not this Tuesday! Anyway, we can make them any time.'» «It is a religious festival the significance of which escapes me. What I do remember is that it is pancake day and we as children used to brag about how many pancakes we had eaten.» «It's pancake day and also the day of the student rags. Pancakes — luscious, beautiful pancakes. I never know the date — bears some relationship to some holy day».

The origin of the festival is rather obscure, as is the origin of the custom of pancake eating.

Elfrica Viport, in her book on Christian Festivals, suggests that since the ingredients of the pancakes were all forbidden by the Church during Lent then they just had to be used up the day before. Nancy Price in a book called *Pagan's Progress* suggests that the pancake was a «thin flat cake eaten to stay the pangs of hunger before going to be shriven» (to confession). In his *Seasonal Feasts and Festivals* E. O. James links up Shrove Tuesday with the Mardi Gras (Fat Tuesday) festivals of warmer countries. These jollifications were an integral element of seasonal ritual for the purpose of promoting fertility and conquering the malign forces of evil, especially at the approach of spring.

The most consistent form of celebration in the old days was the all-over-town ball game or tug-of-war in which everyone let rip before the traditional feast, tearing here and tearing there, struggling to get the ball or rope into their part of the town. It seems that several dozen towns kept up these ball games until only a few years ago.

E.O.James in his book records instances where the Shrove Tuesday celebrations became pitched battles between citizens led by the mayor and the local church authorities.

Today the only custom that is consistently observed throughout Britain is pancake eating, though here and there other customs still seem to survive. Among the latter, Pancake Races, the Pancake Greaze custom and Ashbourne's Shrovetide Football are the best known. Shrovetide is also the time of Student Rags.

Great Pancake Grease



The custom known as the **Great Pancake Grease** is annually observed on Shrove Tuesday at Westminster School where schoolboys would fight for pancakes to gain monetary awards. At eleven o'clock in the morning, the cook, in his white jacket, cap, and apron, comes to the Great Schoolroom, where a crowd of boys and spectators awaits him. He is preceded by the vergier, bearing a silver-topped mace, and he carries a frying-pan containing a pancake. This cake he tosses expertly over the high iron bar which separates the old Upper and Lower Schools (junior and senior classes respectively), and as it falls on the farther side, a wild scramble to catch it begins. At one time, all the boys in the school took part in this scrimmage, but now each form chooses one of its members to represent it. The boy who succeeds in securing the pancake, or the greater part of it, receives a guinea from the Dean. The cook also receives a fee, and this he certainly deserves, for tossing a pancake neatly over a bar sixteen feet from the ground is by no means an easy task. Yet only rarely has there been a failure. In 1934, the cake hit the bar, and most of it remained hanging there far above the heads of the boys and the onlookers. Another pancake was quickly produced and tossed, this time successfully, and the scramble then proceeded as usual.

TESTS

MODALS

Choose the correct completion.

1. Mary can _____ to the meeting.
A. comes B. to come C. come
2. Jack should _____ harder.
A. studies B. to study C. study
3. The whole team must _____ together in order to win the game.
A. worked B. to work C. work
4. We ought _____ before we drop in on Peter and Marcia. They may be busy.
A. called B. to call C. call
5. Paul can _____ Chinese very well because he studied it for six years.
A. speaks B. to speak C. speak
6. May I _____ you?
A. can help B. to help C. help
7. The construction crew might _____ the bridge in time for the holiday traffic.
A. finished B. to finish C. finish
8. _____ We had better _____ an umbrella when we go out. It looks like it's going to rain.
A. taken B. to take C. take
9. _____ I couldn't _____ that book because I didn't take any money with me.
A. bought B. to buy C. buy
10. _____ The children should _____ "thank you" when you gave them their gifts.
A. has said B. to have said C. have said
11. Tom could _____ us to help him move.
A. had asked B. to have asked C. have asked
12. I can't find the grocery list. Gail must _____ it with her when she went out.
A. has taken B. to have taken C. have taken

Choose the correct completion according to the meaning.

- Soldiers _____ disobey a superior officer.
A. must/have to B. must not C. don't have to
- To stay alive, people _____ breathe oxygen.
A. must/have to B. must not C. don't have to
- You _____ finish your work on this project before you go on vacation. You'll probably lose your job if you don't.
A. must/have to B. must not C. don't have to
- If you have an aquarium, you _____ give your fish too much food or they'll die.
A. must/have to B. must not C. don't have to
- To be a successful mountain climber, you _____ have a great deal of stamina.
A. must/have to B. must not C. don't have to
- Thank goodness we _____ eat fish again tonight. Dad didn't catch any today.
A. must/have to B. must not C. don't have to
- You _____ exert yourself. You're still not fully recovered from your surgery.
A. must/have to B. must not C. don't have to
- My room is a mess, but I _____ clean it before I go out tonight. I can do it in the morning.
A. must/have to B. must not C. don't have to
- We really _____ help Marge move to her new apartment over the weekend. Not only is it too difficult for one person, but she still has her arm in a sling from her shoulder sprain a week ago.
A. must/have to B. must not C. don't have to
- Bill is in the darkroom developing the negatives of the photos he took on his last trip to Peru. You _____ open the door while he's there because the light will ruin the pictures.
A. must/have to B. must not C. don't have to

Choose the best completion.

- "Look at all the children waiting for the bus. What time is it?"
"It _____ be after 3:00. That's when school is out."
A. must B. might

2. "George says that we're going to have a very high inflation rate next year."
 "He _____ be right. I think his view is as good as anybody's. I've heard strong opinions on all sides of that issue."
 A. must B. could
3. "Have you heard anything from Ed? Is he still in Africa?"
 "He _____ be, or he _____ already be on his way home. I'm just not sure."
 A. must . . . must B. could . . . could
4. "Is that a famous person over there in the middle of that crowd?"
 "It _____ be. Everyone's trying to get her autograph."
 A. must B. might
5. "Isn't Peter Reeves a banker?"
 "Yes. Why don't you talk to him? He _____ be able to help you with your loan."
 A. must B. may
6. "Isn't Margaret's daughter over sixteen?"
 "She _____ be. I saw her driving a car, and you have to be at least sixteen to get a driver's license."
 A. must B. might
7. "Overall, don't you think the possibility of world peace is greater now than ever before?"
 "It _____ be. I don't know. Political relationships can be fragile."
 A. must B. may
8. "The speedometer on my car is broken."
 "Do you think you're driving over the speed limit?"
 "I don't know. I _____."
 A. must be B. might be C. am
9. "You've been on the go all day. Aren't you exhausted?"
 "Yes, I _____ I can't remember when I've ever been this worn out."
 A. must be B. may be C. am
10. "Have you seen the new movie playing at the Bijou?"
 "No, but it _____ sad. Many people leaving the theater seem to have been crying."
 A. must be B. might be C. is

11. "Do you hear that squeak? What is it?"
"I don't know. It _____ a mouse. Isn't that what a mouse sounds like?"
A. must be B. may be C. is
12. "How old do you think Roger is?"
"I just looked at his driver's license. He _____ 33."
A. must be. B. might be C. is

Complete the sentences with *can*, *can't*, *could*, or *couldn't*.

1. Fish _____ talk.
2. I used to be a good swimmer. I _____ swim long distances when I was a teenager.
3. Why _____ all the nations of the world just get along in peace? Why are there _____ always wars somewhere on the earth?
4. When I was younger, I _____ stay up past midnight and get up at dawn feeling refreshed and ready to go. I _____ do that any longer now that I'm middle-aged.
5. I _____ get to sleep last night because it was too hot in my room.
6. An illiterate person is someone who _____ neither read nor write.
7. My uncle was a wonderful craftsman. He made beautiful things out of wood. But he _____ read or write because he never went to school.
8. I had to put together my daughter's tricycle. It came from the factory unassembled. At first I _____ figure out what to do, but finally, after hours of work, I managed to get it assembled.

PASSIVE

Change these active sentences to passive if possible. Some of verbs are intransitive and cannot be changed. Keep the same tense.

1. My uncle will meet you at the airport. -> You will be met at the airport by my uncle.
2. Our plane will land at 6:03. (no change)
3. John is working at the bakery. _____
4. We walked downtown after work yesterday.

5. The chef will prepare the food. _____
6. The baby was crying in his crib. _____
7. I don't agree with you. _____
8. Thousands of people ride the subway every day. _____
9. Joe fell down on his way to school this morning.

10. George seemed unhappy yesterday. _____
11. Our houseguests are going to arrive sometime tomorrow afternoon. _____
12. The office manager answered the phone. _____

Change these active sentences to passive. Keep the same tense. Include the by-phrase only if necessary.

1. People grow rice in India. → Rice is grown in India
2. My aunt made this rug. -> This rug was made by my aunt.
3. They are fixing my car today. _____
4. They speak French in Quebec. _____
5. Mr. Eads designed that bridge in the 1870s.

6. Someone invented the wheel thousands of years ago.

7. Did Thomas Edison invent the telephone? _____
8. They are going to build a new hospital just outside of town

9. How do people make candles? _____

10. Very few people watch that TV show. _____

11. Look! Someone is feeding the seals _____

12. Sally made that pie. _____

13. Someone is considering Jack for that job.

14. Three continents surround the Mediterranean Sea.

15. I got upset when someone interrupted me in the middle of my story. _____

16. People didn't build Rome in a day.

17. Do they make those tractors in this country, or do they import them? _____

18. While I was walking down the street, a nice young man in a military uniform approached me. _____

Choose the correct answer.

1. Ms. Haugen _____ at the Ajax Company.

A. is employing B. employed C. employing D. is employed

2. "Can't we do something about the situation?"

"Something _____ right now."

A. is doing B. is done C. is being done D. has been doing

3. "Are you interested in scuba diving?"

"Very. Undersea life is _____"

A. fascinated B. Fascinating C. being fascinating D. being fascinated

4. The university _____ by private funds as well as by tuition income and grants.

A. is supported B. supports C. is supporting D. has supported

5. My car made strange noises, sputtered to a stop, and then wouldn't start again. Fortunately, the mechanic at my garage _____ the source of the problem.

_____ was discover C. was discovered B. discovered D. has been discovered

6. "Ms. Jones, please type those letters before noon."

"They've already _____, sir. They're on your desk."

A. typed B. been typed C. being typed D. been being typed
7. "Has the committee made its decision yet?"

"Not yet. They are still _____ the proposal."

A. considering C. being considered B. been considered D.
considered

8. In some rural areas of the United States, health care _____
by only a small number of doctors, nurses, and other health
professionals. It's often more than they can handle.

is providing B. provides C. is being provided D. provided

9. "How did that window _____?"
"I don't know."

A. get broken B. broke C. got broken D. broken

10. Renoir is one of the most popular French impressionist
painters. His paintings _____ masterpieces all over the
world.

A. had considered C. are considered B. are considering D.
consider

11. As the fairy tale goes, the prince _____ into a frog by an
evil magician, and only a kiss from a beautiful princess could restore
him to his original state.

A. turned B. was turning C. was turned D. had
been turning

12. When I woke up and looked outside, the landscape had
changed. The ground had been lightly _____ with a dusting of
snow during the night.

A. covering B. cover C. covers D. covered

13. We can't even walk in this storm. Let's wait in the hallway
where we'll be _____ the strong winds until things quiet
down.

A. protected from B. protected by C. protecting from
D. protecting by

14. "_____ about the eight o'clock flight to Chicago?"

"Not yet."

A. Has been an announcement made C. Has an announcement
been made

B. Has an announcement made D. Has been made an
announcement

15. Last night a tornado swept through Rockville. It _____ everything in its path.

- A. destroyed C. was being destroyed B. was destroyed
D. had been destroyed

16. Be sure to wash these vegetables thoroughly. A lot of pesticide residue _____ on unwashed produce.

- A. can find B. can found C. can be found D. can be finding

17. The building of the bridge had been delayed for three years because of political problems on both sides of the river. Finally, it _____ because the public demanded action, and now many hours of driving have been saved for daily commuters.

- A. was constructed C. constructed B. gets constructed D. has constructed

18. On Friday afternoon before a three-day holiday weekend, the highways _____ people on their way out of the city.

- are crowding by C. are crowded with B. are being crowded with D. crowded by

19. Fortunately, the hospital's new air-conditioning system _____ when the first heat wave of the summer arrived.

- A. had installed C. had been installed B. installed D. had been installing

20. It's hard to believe that my application for a scholarship _____. I was sure I'd get it. I don't know now if I'll go to school next year.

- was denied B. denied C. was denying D. has denied

21. The man died because medical help was not summoned. A doctor should _____ immediately.

- have called B. been called C. called D. have been called

GERUND AND INFINITIVE

1. Underline the correct form.

1. They expect you to work / working hard all year.
2. We decided to go / going into town in the afternoon.
3. Jane enjoys to write / writing poetry.

4. They seem *to be / being* very kind.
5. He enjoys *to go / going* cycling at the weekend.
6. We hope *to see / seeing* you again soon.
7. I can't imagine your mum *to get / getting* angry.
8. His parents agreed *to let / letting* him stay out late.
9. Laura should stop *to smoke / smoking*.
10. Lie wants *to buy / buying* a new computer game.
11. Jenny practises *to play / playing* the piano every day.
12. Would you mind *to pay / paying* for my lunch?
13. Please avoid *to make / making* silly mistakes in this exercise.
14. It is not worth *to worry / worrying* about.
15. I suggested *to go / going* out for a walk.

2. Complete the sentence with the to-infinitive or -ing form of the verb in brackets.

1. I prefer *to play* music than to listen to it. (play)
2. I prefer _____ music to listening to it. (play)
3. Do you remember _____ him the key? (give)
4. Did you remember _____ him the key? (give)
5. You should stop _____ chocolate - it's bad for you. (eat)
6. You should stop _____ something - you need energy. (eat)
7. I'll never forget _____ my first computer. (buy)
8. Don't forget _____ some bread on your way home. (buy)

3. Complete the sentences using the words in the box.

mind offered like remember intend learn planning

1. Would you *mind* closing the window? It's cold.
2. I'd _____ to speak to Mr Davis, please. Is he there?
3. They _____ to build houses on the school playing fields.
4. She doesn't _____ telling him about the party.
5. When I'm 18 I'll buy a car and _____ to drive.
6. He's _____ to go to university when he leaves.
7. I really _____ buying this computer - it's useless.
8. _____ making that noise! It's really irritating.
9. He _____ to help her but she said no.

COMPOUND SENTENCES

1. Complete the sentence with one of the words in the box.

although as but so and

1. As it was raining, I took an umbrella.
2. Ana couldn't go to the concert _____ she didn't have any money.
3. _____ I like football, I prefer to watch rugby on TV.
4. Dominic got fantastic marks, _____ mine were awful.
5. We wanted to sunbathe _____ it rained all day.
6. Maria didn't do any revision, _____ she didn't pass the exam.
7. _____ he was only 15 they offered him a place at the university.
8. I don't drink fizzy drinks _____ no one really knows what's in them.
9. I didn't like the book _____ I don't like the film.

2. Join the two sentences using the word in brackets

1. It's an old computer. It works okay. (although)
Although it's an old computer, it works okay.
2. There weren't enough students. They closed the village school. (as)
3. Some students came to school as usual. Others stayed at home. (but)
4. There was no snow. We couldn't go skiing. (because)
5. Cycling is fun. It can be hard work. (although)
6. Nobody wanted to go. They cancelled the school trip. (so)
7. Do you want to go out tonight? Have you got to study? (or)

APPENDIX 1.

IRREGULAR VERBS

1. Be	Was/Were	Been
2. Beat	Beat	Beaten
3. Become	Became	Become
4. Begin	Began	Begun
5. Blow	Blew	Blown
6. Break	Broke	Broken
7. Breed	Bred	Bred
8. Bring	Brought	Brought
9. Build	Built	Built
10. Burn	Burnt/Burned	Burnt/Burned
11. Buy	Bought	Bought
12. Catch	Caught	Caught
13. Choose	Chose	Chosen
14. Come	Came	Come
15. Cost	Cost	Cost
16. Cut	Cut	Cut
17. Deal	Dealt	Dealt
18. Dig	Dug	Dug
19. Do	Did	Done
20. Draw	Drew	Drawn
21. Dream	Dreamt/Dreamed	Dreamt/Dreamed
22. Drink	Drank	Drunk

23. Drive	Drove	Driven
24. Eat	Ate	Eaten
25. Fall	Fell	Fallen
26. Feed	Fed	Fed
27. Feel	Felt	Felt
28. Fight	Fought	Fought
29. Find	Found	Found
30. Fly	Flew	Flown
31. Forget	Forgot	Forgotten
32. Forgive	Forgave	Forgiven
33. Freeze	Froze	Frozen
34. Get	Got	Got/Gotten
35. Give	Gave	Given
36. Go	Went	Gone/Been
37. Grow	Grew	Grown
38. Have	Had	Had
39. Hear	Heard	Heard
40. Hold	Held	Held
41. Keep	Kept	Kept
42. Know	Knew	Known
43. Lay	Laid	Laid
44. Lead	Led	Led
45. Learn	Learnt/Learned	Learnt/Learned
46. Leave	Left	Left

47. Let	Let	Let
48. Lie	Lay	Lain
49. Lose	Lost	Lost
50. Make	Made	Made
51. Mean	Meant	Meant
52. Meet	Met	Met
53. Pay	Paid	Paid
54. Put	Put	Put
55. Read	Read	Read
56. Run	Ran	Run
57. Say	Said	Said
58. See	Saw	Seen
59. Sell	Sold	Sold
60. Send	Sent	Sent
61. Set	Set	Set
62. Shake	Shook	Shaken
63. Shine	Shone	Shone
64. Shoot	Shot	Shot
65. Show	Showed	Shown
66. Shut	Shut	Shut
67. Sing	Sang	Sung
68. Sit	Sat	Sat
69. Sleep	Slept	Slept
70. Smell	Smelt/Smelled	Smelt/Smelled

71. Sow	Sowed	Sown
72. Speak	Spoke	Spoken
73. Stand	Stood	Stood
74. Steal	Stole	Stolen
75. Strike	Struck	Struck/Stricken
76. Sweep	Swept/Sweeped	Swept/Sweeped
77. Swim	Swam	Swum
78. Take	Took	Taken
79. Teach	Taught	Taught
80. Tear	Tore	Torn
81. Tell	Told	Told
82. Think	Thought	Thought
83. Throw	Threw	Thrown
84. Understand	Understood	Understood
85. Wake	Woke	Woken
86. Wear	Wore	Worn

APPENDIX 2.

VOCABULARY BUILDING

Adjective	Noun
angry	anger
able	ability
attractive	attraction
beautiful	beauty
cloudy	cloud
cold	cold
comfortable.	comfort
crowded	crowd
dangerous	danger
different	difference
dirty	dirt
electric, electrical	electricity
excited, exciting	excitement
famous	fame
foggy	fog
friendly, unfriendly	friend, friendship
geographical	geography
lucky, unlucky	luck
happy, unhappy	happiness
healthy	health
historic, historical	history
humid	humidity
hungry	hunger
icy	ice
ill	illness
industrial	industry

Adjective	Noun
mad	madness
medical	medicine
musical	music
mistaken	mistake
noisy	noise
northern	north
possible	possibility
painful	pain
peaceful	peace
personal	person
political	politics, politician
religious	religion
sad	sadness
safe	safety
scientific	science, scientist
southern	south
strong	strength
sunny	sun, sunshine
true	truth
various	variety
violent	violence
weak	weakness
western	west
wide	width
windy	wind
wooden	wood
young	youth

Verb	Noun
advise	advice
act	actor, actress
advertise	advertisement
agree	agreement
apologize	apology
arrange	arrangement
attach	attachment
begin	beginning
believe	belief
build	building, builder
choose	choice
climb	climbing
collect	collection
compose	composer
dance	dance, dancing, dancer
deliver	delivery
depart	departure
design	designer
disagree	disagreement
discuss	discussion
draw	drawing
drive	driver, driving
educate	education
enter	entrance, entry
examine	exam/examination
explain	explanation
fail	failure
feel	feeling
fly	flight, flying
grow	growth
insure	insurance
invite	invitation
manage	manager

Verb	Noun
move	movement
own	owner
park	parking
pay	payment
perform	performance, performer
permit	permission
prefer	preference
print	printer, printing
pronounce	pronunciation
read	reading, reader
recommend	recommendation
refuse	refusal
report	report, reporter
reserve	reservation
respond	response
ride	riding, rider
run	run, runner, running
serve	service
shoot	shooting
sign	signature
sing	singer, singing, song
smoke	smoke, smoking
spell	spelling
study	study, student
suggest	suggestion
swim	swim, swimming
teach	teacher, teaching
think	thinking, thought
travel	travelling, travel
walk	walk, walking
wash	wash, washing
weigh	weight
win	winner

Verbs and nouns with the same form

answer	divorce	matter	queue
brush	download	microwave	rain
call	drink	name	repair
cash	email	need	reply
change	end	oiler	request
charge	fall	phone	research
chat	guide	shave	resl
check	hate	snow	share
circle	hope	star	text
cook	Jump	start	tour
copy	label	stay	visit
cost	laugh	taste	waste
cough	look	post	work
cut	love	pull	
delay	mark	push	

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MUNDARIJA

1-dars. Majhul nisbat. Buyuk Britaniya.....	3
2-dars. Sifat darajalari. London.....	13
3-dars. Sifat darajalari(davomi). Angliya.....	23
4-dars. Sifat darajalari(davomi). Wales va Shimoliy Irlandiya.	32
5-dars. Used to. Shotlandiya.....	43
6-dars. Modal fe'llar. Buyuk Britaniya ob-havosi.....	52
7-dars. Gerundiy. Inglizlar odatlari.....	63
8-dars. Infinitiv. Buyuk Britaniya "Yozilmagan qonunlari".....	73
9-dars. Gerundiy va Infinitiv (davomi). Qasrlar	83
10-dars. Qo'shma gaplar. Urf-odatlar va bayramlar.....	93
11-dars. : Ergashgan qo'shma gaplar. Britaniya uylari.....	102
12-dars. Ergashgan qo'shma gaplar (davomi). Qirol oilasi	112
Testlar.....	135
To'g'ri javoblar.....	139
Ilovalar.....	145
Foydalanilgan adabiyotlar ro'yxati.....	152

СОДЕРЖАНИЕ

Урок 1. Страдательный залог. Великобритания.....	3
Урок 2. Сравнительные степени прилагательных. Лондон..	13
Урок 3. Сравнительные степени прилагательных (продол). Англия.....	23
Урок 4. Сравнительные степени прилагательных (продол). Уэльс и Северная Ирландия	32
Урок 5. Used to. Шотландия.....	43
Урок 6. Модальные глаголы. Погода в Великобритании....	52
Урок 7. Герундий. Привычки Англичан.....	63
Урок 8. Инфинитив. «Не писанные законы» Велико- британии.....	73
Урок 9. Герундий и Инфинитив(продол). Замки	83
Урок 10. Сложные предложения. Обычаи и традиции	93
Урок 11. Сложные предложения. Британские дома.....	102
Урок 12. Сложные предложения (продол). Королевская семья.....	112
Тесты.....	135
Правильные ответы.....	139
Приложения.....	145
Список использованных литератур.....	152

CONTENTS

Unit 1. The passive. Great Britain.....	3
Unit 2. Comparisons. London.....	13
Unit 3. Comparisons(continue). England.....	23
Unit 4. Comparison(continue). Wales and Northern Ireland ...	32
Unit 5. Used to. Scotland.....	43
Unit 6. Modals. The Weather	52
Unit 7. Gerund. Habits of English people	63
Unit 8. Infinitive. «Unwritten Rules» of Great Britain	73
Unit 9. Gerunds and Infinitives(continue). Castles	83
Unit 10. The compound sentence. Customs and traditions	93
Unit 11. Complex sentence. British Home.....	102
Unit 12. Complex sentence (continue). The Royal Family.....	112
Tests.....	135
Key answers.....	139
Appendix.....	145
List of used literature.....	152

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