

КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ

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***Английский язык
для религиоведов***

Практический курс

Учебное пособие



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Федеральной целевой программы по подготовке специалистов
с углубленным знанием истории и культуры ислама*

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Данное учебное пособие предназначено для студентов, обуча-
ющихся в образовательных учреждениях высшего профессионального
религиозного мусульманского образования, и содержит материалы по
специальности, дополняющие основной курс английского языка. Учебное
пособие состоит из трех разделов: первый – вводный курс, второй –
направлен на развитие устной диалогической и монологической речи,
третий – направлен на понимание и закрепление грамматических
явлений, необходимых для понимания общедоступных материалов на
английском языке.

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Предисловие

Современная эпоха тесно связана с процессами глобализации, распространения массовой культуры, взаимодействия и диалога культур.

Английский язык является одним из основных языков мирового общения, на нем говорят практически во всем мире.

Роль английского языка увеличивается с каждым днем, учеба в престижных колледжах и университетах способствует популяризации английского языка.

Изучение английского языка приобретает особую актуальность в настоящее время, что связано с важным геополитическим положением Соединенных Штатов, широкой распространенностью английского языка в мире. Английский язык обладает статусом языка международного общения, являясь одним из шести официальных языков ООН.

Актуальность данного учебного пособия представляет собой использование религиозных исламских текстов, материалов, которые не используются при составлении современных аутентичных учебных пособий по английскому языку. Оно также актуально в свете представления материала, содержащего достаточное количество религиозных терминов и слов, которые будут полезны для студентов религиозных учебных заведений.

В практическом плане учебное пособие может быть использовано как самостоятельно, так и в дополнении учебных пособий по английскому языку, которые используют преподаватели иностранных языков.

Учебное пособие состоит из трех разделов: 1. Вводный курс; 2. Основной курс; 3. Грамматика.

Вводный курс включает в себя такие аспекты, как чтение букв и сочетания букв, английский алфавит, строение простых предложений, глагол to be в настоящем времени, местоимения, а также некоторые виды учебной деятельности для закрепления пройденного материала.

Основной курс включает в себя 6 модулей, в каждом из которых представлен текст для чтения с последующими упражнениями, грамматический материал с объяснением и упражнениями.

- | | |
|-----------------|----------------------------|
| 1. Muslims. | 4. Famous people in Islam. |
| 2. Family life. | 5. Islamic cities. |
| 3. City life. | 6. Sightseeing. |

Раздел «Грамматика» посвящен освещению основных грамматических явлений английского языка, таких как English tenses, types of questions, regular and irregular verbs, modal verbs. Для полного закрепления каждого явления предлагается перечень упражнений для самостоятельного выполнения с последующей проверкой.

В конце учебного пособия представлен список общеупотребительных неправильных глаголов.



























Данное учебное пособие может быть использовано как учащимися религиозных учебных заведений, так и широким кругом людей, религиоведов, изучающих английский язык самостоятельно.

ВВОДНЫЙ КУРС

УРОК 1

Английский алфавит

В английском языке 26 букв: 20 согласных и 6 гласных.

 A a [ei]	 J j [dʒei]	 S s [es]
 B b [bi:]	 K k [kei]	 T t [ti:]
 C c [si:]	 L l [el]	 U u [ju:]
 D d [di:]	 M m [em]	 V v [vi:]
 E e [i:]	 N n [en]	 W w ['dʌblju:]
 F f [ef]	 O o [əu]	 X x [eks]
 G g [dʒi:]	 P p [pi:]	 Y y [wai]
 H h [eitʃ]	 Q q [kju:]	 Z z [zed]
 I i [ai]	 R r [a:(r)]	

Произношение отдельных букв и буквосочетаний зависит от их положения в слове и влияния предшествующих или последующих букв.

В английском языке звуков больше, чем букв. Звуки имеют различное выражение на письме.

Один и тот же звук может выражаться разными буквами или буквосочетаниями. Для распознавания звуков используются транскрипционные знаки. По транскрипции в словаре можно понять, как произносится слово.

Гласные звуки

Звук	Пример
[æ]	bad
[ə]	about
[a:]	barn
[əʊ]	note
[əʊ]	note
[ɒ]	pot
[ɜ:]	bird
[aɪ]	bite
[ɪ]	pit
[aʊ]	now
[i:]	sheep
[aɪə]	tire

Согласные звуки

Звук	Пример
[b]	back
[ŋ]	sing
[d]	day
[p]	pen
[ð]	they
[r]	red
[dʒ]	jump
[s]	son
[f]	few
[ʃ]	she
[g]	gay
[t]	tea

[ɪə]	here
[aʊə]	tower
[u:]	boot
[ɔ:]	born
[u]	put
[ɔɪ]	boy
[uə]	poor
[e]	bed
[ʌ]	cut
[eə]	there
[eɪ]	make

[h]	hot
[tʃ]	chat
[j]	yet
[θ]	thing
[k]	key
[v]	view
[l]	led
[w]	wet
[m]	map
[z]	zero
[n]	nod
[ʒ]	measure

Выделяют глухие и звонкие (парные) согласные звуки:

Глухой	Звонкий
[f]	[v]
[k]	[g]
[p]	[b]
[s]	[z]
[t]	[d]
[ʃ]	[ʒ]
[tʃ]	[dʒ]
[θ]	[ð]

Непарные согласные звуки:

[m]
[l]
[j]
[w]
[n]
[ŋ]
[r]
[h]

В отличие от русского языка звонкие согласные в английском языке в конце слов и перед глухими согласными не оглушаются. Звонкость - глухость в английском языке являются смысловозначительной чертой, т.е. отличает одно слово от другого:

bad (плохой) - bat (летучая мышь)

Английский язык чётко различает напряжённую и протяжную артикуляцию одних гласных звуков и ненапряжённое и краткое произнесение других.

В русском языке противопоставления слов по долготе и краткости нет. В английском же языке есть долгие звуки, которые произносятся напряжённо и протяжно, в то время как краткие гласные - ненапряжённо и кратко:

Долгий	Краткий
[a:]	[ʌ]
[ɔ:]	[ɒ]
[u:]	[ʊ]
[i:]	[ɪ]

Непарные гласные звуки:

[e]
[æ]
[ə]
[ɜ:]

Долгота в транскрипции обозначается двумя вертикальными точками после гласной. Долгота - краткость отличают одно слово от другого. Например:

[fʊl] полный - [fu:l] дурак
 [lɪv] жить - [li:v] покидать
 [kʌt] резать - [ka:t] телега

В русском языке долгота - краткость не несёт смысловозначительной нагрузки. Звуки противопоставляются по твёрдости - мягкости:

угол – уголь
 ел – ель
 нос – нёс

В английском языке согласные не смягчаются.

В английском языке существуют дифтонги (ди - два, фтонг - звук), которые являются неделимыми звуками. Первая часть дифтонга "ядро" произносится довольно чётко, вторая часть представляет собой скольжение в направлении звуков [i] или [ə]. Кроме того, имеются гласные звуки, состоящие из трёх элементов: [aɪə], [aʊə]. В русском языке дифтонгов нет.

Дифтонги
[eɪ]
[aɪ]

[ɔɪ]
[ɪə]
[eə]
[uə]
[aʊ]
[əʊ]

При чтении английских слов наибольшую трудность представляет определение звука, передаваемого гласной буквой в данном, конкретном положении.

Чтобы определить звуковое значение, передаваемое гласной буквой в данном слове, необходимо знать, прежде всего, следующее:

1. Словесное ударение.
2. Тип слога.

Словесное ударение

Словесным ударением называется артикуляционное выделение одного из слогов в двусложном или многосложном слове.

В английском языке, как и в русском, ударение свободное, то есть в разных словах может падать на разные по порядку слоги. Английское ударение более сильное, чем русское, с более напряженной артикуляцией. В орфографии оно обычно не отмечается, а при транскрибировании слов, содержащих два гласных звука и более, ударение обозначается обязательно. Главное обозначается вертикальной черточкой сверху перед началом слога, а второстепенное (в многосложных словах) - черточкой снизу.

Определение словесного ударения в английском слове представляет определенную трудность.

Во-первых, нужно определить наличие в слове префиксов (приставок) и суффиксов, так как префиксы глаголов, прилагательных, наречий, предлогов не принимают на себя ударения (смещают его на корень), а некоторые суффиксы влияют на положение ударения в слове.

Во-вторых, в английском языке, особенно в многосложных словах, существует расхождение между количеством графических слогов (которое формально равно количеству гласных букв, считая реальные гласные диграфы, читаемые комплексно и всегда входящие в состав одного слога, за одну букву) и количеством фактически произносимых слогов (каждый из которых содержит один гласный звук или дифтонг). Распределение же ударения зависит прежде всего от фактически произносимых слогов. Например: interesting ['ɪntrɪstɪŋ] - интересный.

Однако большинство наиболее употребительных английских слов одно-трехсложные и распределение ударения в них подчиняется следующим правилам.

Ударение в подавляющем большинстве английских двусложных слов падает, как правило, *НА НАЧАЛЬНЫЙ СЛОГ*, если только он не представляет собой префикс.

В подавляющем большинстве трехсложных и многосложных слов ударным слогом является *ТРЕТИЙ СЛОГ, ОТСЧИТЫВАЕМЫЙ ОТ КОНЦА СЛОВА*, если слово двусложное, то ударен второй от конца слог.

Если в слове более четырех слогов, то левее, через один слог от ударного, располагаются второстепенные ударения, например: responsibility [rɪˌspɒnsɪˈbɪlɪtɪ] - ответственность.

Для правильного определения ударения нужно, как уже говорилось выше, знать суффиксы и, прежде всего, префиксы английского языка.

В словах, оканчивающихся на СУФФИКС типа -ion, УДАРЕНИЕ ПАДАЕТ НА СЛОГ, непосредственно ПРЕДШЕСТВУЮЩИЙ СУФФИКСУ. К суффиксам этого типа относятся: -i+on, -i+ous, -i+al, -i+an, -i+ant, -i+ance, -i+ent, -i+ence.

Всегда УДАРЕН СЛОГ, предшествующий суффиксу -ic (-ical): republic [rɪˈpʌblɪk] - республика, periodical [ˌpɪ(ə)rɪˈdɪk(ə)l] - периодический.

Ударение сохраняет свое ПЕРВОНАЧАЛЬНОЕ место в словах, образованных с помощью суффиксов и окончаний: -ly, -ful, -less, -ness, -ism, -ing, -er, -or, -(e)d, -(e)s.

Префиксы (приставки) наиболее часто встречаются у глаголов, у прилагательных, у наречий и предлогов. Эти префиксы остаются безударными: about [əˈbaʊt] - вокруг, begin [bɪˈɡɪn] - начинать(ся), mistake [mɪsˈteɪk] - ошибаться, unhappy [ʌnˈhæpi] - несчастливый и др.

Слово, слог и слоговоеделение

Слово состоит из одного или нескольких слогов. В английском языке слог образуется гласными, а также некоторыми сонорными согласными [m], [n], [l], если им предшествует согласная, и за ними не следует гласная. Такие сонорные согласные называются слогаобразующими.

Например: В слове table [ˈteɪbl] — два слога; второй слог образован согласной l. В слове sudden [ˈsʌdn] — второй слог образован согласной n.

Чтобы научиться правильно читать слова, необходимо знать основные правила чтения гласных и согласных букв в них. В английском языке в основу правил чтения положено деление слов на графические слоги.

Правила деления на графические слоги следующие:

1) Если в слове между двумя гласными буквами находится одна согласная, то при делении на слоги она отходит ко второму слогу:

me-ter a-go

2) Если в слове между двумя гласными находятся две или три согласные буквы, одна из них (иногда две) остается в первом слоге, вторая (иногда вторая и третья) отходят ко второму слогу:

let-ter sor-ry ten-der trans-la-te

3) Если в слове между двумя гласными находятся две согласные буквы, из которых вторая передает звук, являющийся слогообразующим, то при делении на слоги обе согласные отходят ко второму слогу:

fable ti-tle

4) Если в слове между двумя гласными находятся три согласных, из которых один передает слогообразующий звук, то при делении на слоги первая согласная отходит к первому слогу, а две другие ко второму:

fid-die

Три типа слога

В английском языке существуют следующие типы графических слогов:

1) **открытый** слог, оканчивающийся на гласную букву: be, me, he;

2) **закрытый** слог, оканчивающийся на одну или несколько согласных: met, nest;

3) **условно-открытый** слог. в этом случае в слове имеются две гласные буквы, разделенные одной согласной. В таком слове два графических слога: ta-ke, li-ke. Во втором слоге гласная e не читается (отсюда ее название "немое "e"). Первый слог оканчивается на гласную, т. е. является открытым. Таким образом, в подобных словах читается только одна гласная, т. е. фонетически (в произношении) в нем один слог, т. к. вторая гласная не читается.

Чтение гласных в ударных слогах

В зависимости от характера слога различаются 4 типа чтения гласных в ударных слогах.

По 1 типу (алфавитное чтение) читаются гласные в открытом или условно-открытом слоге: Например: no [nou], note [nout]. По этому же типу читаются слова, в которых встречаются рядом две гласные. Первая гласная читается как в открытом слоге (т. е. имеет алфавитное чтение), вторая гласная не читается.

Например: plain [pleɪn], sea [si:], boat [bout], play [pleɪ].

По 2 типу (краткое чтение) читаются гласные, стоящие в закрытом слоге. Например: not [nɒt], nest [nest].

Слоги, в которых за гласной следует буква "r".

По 3 типу читаются гласные, стоящие в слоге, закрытом буквой "r". В этом случае сама буква "r" не читается.¹ Например: nor [nɔ:].

По 4 типу читаются гласные в открытом слоге, оканчивающемся на "r" + гласная (или гласная + "r").² Например: pure [pjʊə].

Чтение гласных букв в ударном слоге (4 типа слога)

Буква	1 тип слога	2 тип слога	3 тип слога	4 тип слога
A [eɪ]	[eɪ] make table faint later ³	[æ] fan land banner	[a:] far dark army	[eə] care fair parent
E [i:]	[i:] she team seam reader	[e] centre end bed ⁴	[ə:] her pert German	[ɪə] here dear hearing
I [aɪ] Y [waɪ]	[aɪ] pine liner tie typist ⁵	[ɪ] lid sister myth system	[ə:] bird thirsty myrtle	[aɪə] fire tire tyrant liar tyre
O [ou]	[ou] note no load poker ⁶	[ɒ] not bottle cottage	[ɔ:] thorn sportive	[ɔ:] [ɔə] sore hoar boarding
U [ju:]	[ju:] [u:] ⁷ use rule muse music flute	[ʌ] up club summer ⁸	[ə:] burn return urban	[juə] [uə] pure sure during rural

¹ Если за гласной следуют две буквы "r", то гласная читается по второму типу чтения, и согласная "r" произносится: sorry ['sɒrɪ]

² В двусложных словах буква "r" читается [r], если первый слог оканчивается на "r", а второй начинается с гласной: during ['dʒuərɪŋ]

³ Исключения: have [æ], many [e].

⁴ Исключения: English [ɪ].

⁵ Исключения: give, live [ɪ].

⁶ Исключения: done, come [ʌ].

⁷ Буква "u" читается [u:] после звуков [r], [l] и шипящих.

⁸ Исключения: put, pull, push, full [ʊ].

Чтение гласных в неударных слогах.

Рассмотренные правила чтения гласных в 4-х типах слога распространяются только на гласные, стоящие в ударных слогах. В неударных слогах чтение гласных иное:

Гласные обычно редуцируются, ослабляются и передают звуки [ɪ] или [ə], а иногда и совсем не читаются.

Обычно буквы а, о, у редуцируются в [ə]
seldom ['seldəm]
again [ə'geɪn]
upon [ə'pɒn]

Гласные е, і, у обычно редуцируются в [ɪ],
begin [bɪ'gɪn]
tennis ['tenɪs]
army ['a:mɪ]

Кроме указанных выше основных правил чтения гласных существуют и другие правила чтения, как гласных, так и согласных. Они приведены в Уроке 2.

Упражнение 1. Разделите следующие слова на графические слоги.

Образец: time — ti-me (2 слога)
last—last (1 слог)
holiday — ho-li-day (3 слога)
idle — i-dle (2 слога)

dust, family, bible, bone, we, cradle, bottle, line, carry, sad, possibility, begin.

Упражнение 2. Укажите, по какому типу чтения читается подчеркнутая гласная.

Образец: fine—1 тип чтения

she—1 тип чтения

car—3 тип чтения и т. д.

team, fat, dare, home, her, fire, deer, Tom, torn, shy, sing, while

Упражнение 3. Напишите следующие слова в транскрипции и укажите количество букв и звуков в них. (Помните, что дифтонг является одним звуком).

sport, note, let, read, cake, tie, fish, fill, sky, black

Упражнение 4. Напишите остальные буквы алфавита согласно их произношению.

[eɪ] A _ _ _
[i:] B _ _ _ _ _
[e] F _ _ _ _ _
[aɪ] I _
[əʊ] O
[u:] Q _ _
[a:] R

УРОК 2

Из правил открытого и закрытого слога есть много исключений.

Чтение основных сочетаний гласных букв

Букво-сочетание	Чтение	Примеры	Примечание
oo	[u] [u:]	book, hook moon, too, soon	перед к перед п, l и в конце слов
ou	[au] [ou] [u:]	loud, cloud — shoulder — soap, group —	обычно в отдельных словах в словах, заимствованных из французского языка
oi ou	[ɔɪ]	toil, joy	в конце слова
au	[ɔ:]	August, because	в словах латинского происхождения
ai ay	[eɪ]	main, day	исключение: said [sed]
ie	[i:]	chief, brief	в ударном слоге (исключение: friend [e])
ei ey	[eɪ]	eight, grey	в конце слова
eigh	[eɪ]	weigh, freight	
ea	[e]	dead, breath	перед d и th, а также в словах pleasant и heavy
ea	[i:]	beat, team	
ee	[i:]	need, feel	
ei	[i:]	ceiling, seize	
eu	[ju:]	Europe, euro	
ie	[i:]	piece, believe	

Чтение наиболее употребительных сочетаний гласных с согласными

В английском языке есть гласные, которые в сочетании с определенными согласными читаются не по правилам, а рассматриваются как особые буквосочетания:

Буквосочетание	Звук	Примеры
a + ff	[a:]	staff
a + ft	[a:]	after, craft
a + ss	[a:]	grass, class (исключение mass [mæs])
a + st	[a:]	fast, master
a + sk	[a:]	ask, task
a + sp	[a:]	gasp
a + th	[a:]	bath, father, rather
a + nce	[a:]	France
a + nch	[a:]	branch
a + r + согласная	[a:]	arm, car, part
a + l + m	[a:]	palm, calm
a + l + f	[a:]	half, calf
a + n + согласная	[a:]	plant,
a + l + согласная (буква l не читается перед согласной k)	[ɔ:]	all, also, salt (walk, talk)
aw	[ɔ:]	awful, lawn, law
aught	[ɔ:t]	naughty, daughter
are	[æ]	bare, careful, share
air	[æ]	chair, hair, pair
ew	[ju:]	new, few

ew после r, l, j перед гласной	[u:]	threw, flew
ear (в конце слова)	[ɪə]	ear, clear, near
eer	[ɪə]	deer, cheer
igh(t)	[ai(t)]	light, high, night
ild	[aɪld]	child, wild
ind	[aɪnd]	kind, find, blind
ign	[aɪn]	sign
o + m	[ʌ]	come, some
o + th	[ʌ]	brother, mother
o + n	[ʌ]	son, month, London
o + v	[ʌ]	cover, dove, glove
o + st	[ou]	most, post, host
o + ll	[ɔ]	doll
oor	[ɔ:]	door, floor
oor	[uə]	poor, boor
our +	[ɔ:]	source
ough	[ʌf]	enough, tough
ought	[ɔ:t]	bought, thought
our	[auə]	sour, flour
ow	[au]	down, town, crown
ow	[ou]	low, own,
o + ld	[ou]	cold, folder, soldier
ouble	[ʌbl]	double, trouble
ouple	[ʌpl]	couple
ould	[ud]	would, could

qua + согласная	[kwɔ]	quarter
wa + согласная	[wɔ]	want, was, watch
war	[wɔ:]	warm
wa + x (ck, g)	[æ]	wax, wacky, wagon

Чтение согласных

Как правило, чтение согласных в английском языке не представляет трудностей, так как каждой согласной соответствует один звук. Удвоенные согласные читаются как одна согласная.

tennis ['tenɪs] pepper ['pepə]

Согласные c, g, w, s, x имеют 2 разных чтения.

Буква	Звук	Положение в слове	Пример
c	[s]	Перед e, i, y	centre, pencil, cycle cap, cot, cup, cosmic
	[k]	Перед a, o, u, перед согласными и в конце слова	
g	[dʒ]	Перед e, i, y	German, origin, gypsy * game, got, gun, glide, bag
	[g]	Перед a, o, u, перед согласными и в конце слова	
s	[s]	В начале слова, в конце слова, как часть корня, перед согласной и в окончаниях после глухих согласных	sea, gas, rest, sleeps sails, rose, plays
	[z]	После звонких согласных, между гласных и после гласных	
x	[ks]	Если x предшествует ударная гласная и в конце слова	fox, exercise example, exhibit
	[gz]	Если за x следуют ударная гласная	

* исключение составляют слова: get [get], give [giv], gift [gift]

Сочетания согласных

В английском языке есть несколько сочетаний согласных букв, которые передают один звук.

Буква	Звук	Пример	Примечание
ch, tch	[tʃ]	catch, chess	В словах греческого происхождения В словах французского
ch	[k]	school, stomach	
ch	[ʃ]	machine	

ck	[k]	clock, pocket	происхождения
dg	[dʒ]	bridge, dodge	Перед e, i, y
gu	[g]	guest, guard	Перед гласными
ght	[t]	fight, sight	
ng	[ŋ]	song, singer, singing	В конце слов и в словах глагольного происхождения перед суффиксами -er, -ing
ng	[ŋg]	England, stronger, strength	В середине существительных и прилагательных
kh	[h]	khan	
ph	[f]	photo, telephone	В словах греческого происхождения
ps	[s]	psycho, psychology	
sc	[s]	scene, science	
sh	[ʃ]	dish, show, washing	
su	[ʃ]	sure, sugar	В начале слова
th	[ð]	that, other, with, bathe	В местоимениях, служебных словах и в знаменательных словах между гласными
th	[θ]	thin, depth, athlete	В начале, в конце и в середине знаменательных слов
qu	[kw]	quake, quote	
wh	[h]	whom, whose, whole	перед o
wh	[w]	wheel, white	перед остальными гласными
zh	[ʒ]	Zhukov	

Нечитаемые согласные

Есть согласные, которые в некоторых буквосочетаниях не читаются.

Немая буква	Буквосочетание	Чтение	Пример	Примечание
b	bt	[t]	debt [det], doubt [daʊt]	
	mb	[m]	comb [kəʊm], climb [klaɪn]	
h		—	honest ['ɒnɪst], hour [aʊə]	В начале слов
k	kn		knight [naɪt], know [nəʊ]	В начале слова
n	mn	[m]	solemn ['sɒləm] autumn ['ɔ:təm]	В отдельных словах
t	ftn	[fn]	often [ɔ:fn]	

	stl	[sl]	bustle [bʌsl]	
	st/en	[sn]	listen ['lɪsn] / fasten[fɑ:sn]	
w	wr	[r]	wrong [rɔŋ], writer ['raɪtə]	В начале слова

Особенности произношения некоторых буквосочетаний в конце слова

- В конце слова безударное сочетание er, re, or, ar в отличие от ударного произносятся как [ə]: brother, doctor, centre, popular.
- В конце слова безударное сочетание our в отличие от ударного произносятся как [ə]: colour, favour.
- В конце слова безударное сочетание ous в отличие от ударного ous произносятся как [əs]: precious, famous.
- Окончание sion произносится как [ʃn] после предшествующей согласной (pension, passion), или как [ʒn] после предшествующей гласной (vision, decision, intrusion).
- Окончание ture произносится как [tʃə]: literature, picture.
- В конце слова сочетание букв ough произносится как [ʌf]: enough, rough.
- В конце слова безударные сочетания ay, ey произносятся как [ɪ]: Monday, money.
- В конце слова сочетание que произносятся как [k] в отличие от начала и середины слова: cheque, unique.
- Если у стоит в конце односложного слова, то она читается как [aɪ]: why, try, dry.

Упражнение 1. Прочитайте следующие слова вслух и объясните, по каким правилам они читаются:

case, pin, pine, then, think, clean, sit, seat, fill, feel, merry, evening, wrest, pool, pull, clue, call, cheese, nature, page, gym, old, snow, how, park, wet, noise, voice, wash, under, front, dry, item, brown, noun, treasure, shelf, appear, theatre, win, wing, gate, soon, always, catch, dark, wheel, luck, mild, shy, engineer, long, pot, port, talk, turn, torn, earth, word, ward, care, obey, last, harm, actor, love, station, phone, musician, castle, sick, queen, white, knight, rough, roof, so, author, sea, bag, first, spider, frost, cup, group, cube, drink, civil, bad, bed, please, type, find, pie, fee, vow, bone, fire, fare, world, pet, chalk, quiz, bloom, pond, leather, bye, wild, hit, relief.

Упражнение 2. Напишите данные слова буквами:

[geɪm, bu:k, si:t, mi:t, pa:k, teɪbl, hau, wait, wi:l]

УРОК 3

Простое предложение

Всего в английском языке выделяют четыре вида предложений:

- Повествовательное
- Вопросительное
- Побудительное
- Восклицательное

Каждый из этих типов характеризуется своим порядком слов, а также своими особенностями. Как нетрудно догадаться, в конце повествовательного предложения стоит точка, в конце вопросительного – вопросительный знак, а в конце восклицательного (и побудительного) – восклицательный знак.

Как и в русском языке, предложение в английском языке состоит из двух главных частей (членов предложения): подлежащего и сказуемого. Подлежащее, как правило, выражено существительным или местоимением, а сказуемое – глаголом. Например:

Alice is my friend. Элис – мой друг.

She is a doctor. Она врач.

Простые предложения бывают нераспространенные и распространенные.

Нераспространенные простые предложения состоят только из главных членов предложения – подлежащего (1) и сказуемого (2):

The car stopped. Автомобиль остановился.

В состав распространенного предложения входят, кроме главных членов, второстепенные члены (хотя бы один из них) - дополнение, обстоятельство и определение. Они поясняют главные члены предложения:

The blue car stopped at the gate. Синий автомобиль остановился у ворот.

Повествовательное предложение

В русском языке гибкая система падежей позволяет использовать незакрепленный порядок слов в предложении:

Кошка поймала мышку.

*Мышку поймала кошка.
Поймала кошка мышку.*

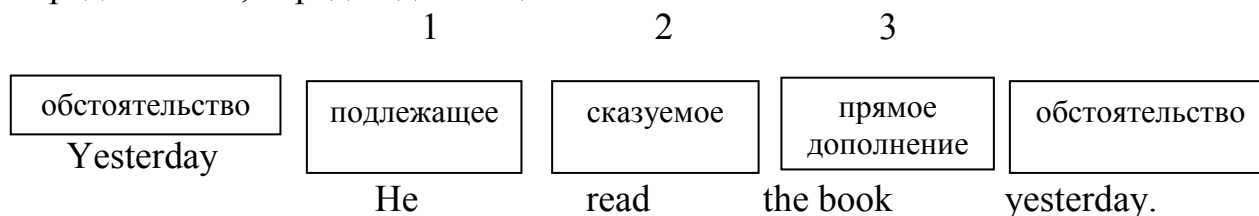
Но поскольку в современном английском языке есть всего два падежа, то порядок слов в предложении является одним из основных средств выражения отношений между словами. Поэтому в английском языке, в отличие от русского языка, существует твердый порядок слов, изменение которого может привести к нарушению смысла предложения:

A cat caught a mouse. Кошка поймала мышку.
A mouse caught a cat. Мышка поймала кошку.

Так, в английском повествовательном предложении слова располагаются в следующем порядке:



Обстоятельства времени и места обычно находятся в конце предложения. Однако обстоятельство времени может стоять и в начале предложения, перед подлежащим:



Определение может стоять при любом члене предложения, выраженном существительным, оно не имеет постоянного места и не меняет общую обязательную схему предложения. Например:

	1	2		3	
Определение	Подлежащее	Сказуемое	Определение	Прямое дополнение	Обстоятельство
The old	man	is reading	an interesting	book	in the park.
Старый	человек	читает	интересную	книгу	в парке.

Инверсия

Обратный порядок слов или инверсия - это такой порядок слов, при котором сказуемое или часть его стоит перед подлежащим.

В основном инверсия употребляется в вопросительных предложениях, а также в некоторых других случаях, например:

1 Во всех вопросительных предложениях (кроме специальных вопросов к подлежащему предложения):

Are you coming tomorrow? *Ты придешь завтра?*

2 В предложениях с конструкцией there is/are:

There **is** a new book on the table. *На столе (находится) новая книга.*

3 В предложениях, начинающихся с наречия here, когда подлежащее выражено существительным (но если личным местоимением, то порядок слов прямой):

Here **is** your pen! *Вот ваша ручка!*

4 В предложениях, начинающихся словами so, either, neither. Такое построение предложения показывает, что подлежащее второго предложения может выполнять то же, что и подлежащее первого:

"I can read French." "So **can I**" *Я могу читать по-французски. - И я тоже.*

"She didn't see him yesterday." *Она не видела его вчера. - Я тоже.*
"Neither **did I**"

5 В предложениях, начинающихся со следующих наречий или союзов: never *никогда*, hardly *едва*, seldom *редко*, neither, nor *также* не и др.:

Never **did he come** in time. *Никогда он не приходил вовремя.*

6 В словах, вводящих прямую речь, если они стоят после прямой речи:

"I am glad to see you," **said the old** *"Рад видеть вас", - сказал старик.*
man.

Упражнение 1. Прочитайте вслух слова и напишите их транскрипцию.
pale, date, plan, aim, mad, style, sat, file, ease, same, land, Spain, Egypt, leave

Упражнение 2. Составьте из данных слов повествовательные и вопросительные предложения.

1. Sharif, student, good, is, a, school, at.
2. an, you, engineer, Are?
3. are, always, in time, They, for lessons.
4. this, a, nice, Is, black, pencil?
5. This, pen, good, red.

УРОК 4

Местоимение (The pronoun)

Местоимение — часть речи, которая не называет предмет или явление, а лишь указывает на них.

В английском языке местоимения по своему значению делятся на группы. Каждая группа местоимений имеет свои особенности как по значению, так и по синтаксическим и морфологическим функциям.

Личные местоимения (Personal Pronouns)

Личные местоимения обозначают лиц или предметы с точки зрения их отношения к говорящему. Они могут изменяться по лицам, числу, роду (только в 3-ем лице) и падежу (именительный и объектный).

Число	Лицо	Падеж	
		именительный	объектный
Единственное	1-ое	I [aɪ] (я)	me [mi:] (мне, меня)
	2-ое	you [ju:] (ты)	you [ju:] (тебя, тебе)
	3-е	he [hi:] (он) / she [ʃi:] (она) / it [ɪt] (он, она, оно (о неодушевленных предметах и животных))	him [hɪm] / her [hə:] / it [ɪt] (его, ее, ему, ей)
Множественное	1-ое	we [wi:] (мы)	us [ʌs] (нас, нам)
	2-ое	you [ju:] (вы)	you [ju:] (вас, вам)
	3-е	they [ðei] (они)	them [ðem] (их, им)

1. Личное местоимение **I** всегда пишется с заглавной буквы.
2. В современном английском языке имеется только одно личное местоимение для 2-го лица единственного и множественного числа — **you**, которое пишется с маленькой буквы. На русский язык **you** переводится «вы» и «ты» в зависимости от контекста.
3. Личные местоимения имеют только два падежа: именительный и объектный. Личные местоимения в именительном падеже в предложении обычно играют роль подлежащего, а в объектном падеже — дополнения.

Объектный падеж личных местоимений переводится на русский язык одним из косвенных падежей.

Притяжательные местоимения (Possessive Pronouns)

Притяжательные местоимения отражают принадлежность или связь предметов. Каждое личное местоимение имеет соответствующее притяжательное местоимение.

Существуют две формы притяжательных местоимений: присоединяемая форма (Conjoint form), определяющая существительное, и абсолютная форма (Absolute form), заменяющая существительное.

Личное местоимение	Притяжательное местоимение	
	присоединяемая форма	абсолютная форма
I (я)	my [maɪ] (мой, моя, мое, мои)	mine [maɪn]
he (он)	his [hɪz] (его)	his [hɪz]
she (она)	her [hə:] (ее)	hers [hə:z]
it (оно)	its [ɪts] (его, ее)	its [ɪts]
we (мы)	our ['aʊə] (наш, наша, наше, наши)	ours ['aʊəz]
you (вы)	your [jɔ:] (ваш, ваша, ваше, ваши)	yours [jɔ:z]
they (они)	their [ðeə] (их)	theirs [ðeəz]

Притяжательное местоимение первой формы в предложении имеет функцию прилагательного — определения к существительному:

Please give me my pen.

Пожалуйста, дайте мне мою ручку.

His story is too long.

Его рассказ слишком длинен.

Don't take this chair, its leg is broken.

Не берите этот стул, его ножка сломана.

I have not seen their wall newspaper.

Я не видел их стенной газеты.

Притяжательные местоимения второй формы в предложении заменяют существительные в функции подлежащего, части составного сказуемого и дополнения:

My room is large, yours is larger and hers is the largest.

Моя комната большая, ваша — больше, а ее — самая большая.
 Whose school did he visit? He visited ours.
 Какую школу он посещал? Он посещал нашу.
 Whose book is it? It is mine. Чья это книга? Моя.

Возвратные и усилительные местоимения (Reflexive and Emphatic Pronouns)

Возвратные местоимения используются, когда лицо или предмет производят действие, направленное на само себя. Возвратные местоимения образуются путем прибавления окончания **-self** к личным или притяжательным местоимениям единственного числа и окончания **-selves** к личным или притяжательным местоимениям множественного числа. Возвратным местоимениям в русском языке соответствует частица **-ся(-сь)** в возвратных глаголах и местоимение **себя, себе**.

Лицо	Единственное число	Множественное число
1-ое	myself	ourselves
2-ое	yourself	yourselves
3-е	himself / herself / itself	themselves
общее	oneself	—

She said to herself. Она сказала себе.
 I myself saw the man. Я сам видел этого человека.

Возвратное местоимение **oneself** можно использовать применительно ко всем людям:

The only thing I can recommend to achieve success is to treat **oneself** with self-criticism.

Единственное, что я могу посоветовать, чтобы добиться успеха - относиться к **себе** с самокритикой.

Нужно запомнить, что после некоторых английских глаголов (например, чувствовать себя, позволить себе), в отличие от русского, не используется слово «себя»:

I feel terrible. Я ужасно чувствую себя.

Также возвратные местоимения не используются после глаголов wash, bath, shave, (un)dress и change (clothes):

I dressed quickly.

Я быстро оделся.

He washed and shaved in the morning.

Утром он помылся и побрился.

Указательные местоимения (Demonstrative pronouns)

Указательные местоимения служат для указания на предметы, находящиеся рядом (this, these) или на некотором расстоянии (that, those) от говорящего. Они имеют форму единственного и множественного числа.

Единственное число	Множественное число
this (этот, эта, это)	these (эти)
that (тот, та, то)	those (те)

Иногда указательные местоимения могут выступать не только как самостоятельные слова (как описано выше), но и в качестве определений к существительным. В таком случае они также называются указательные прилагательные. Например:

This book is mine.

Эта книга моя.

Эти местоимения могут описывать не только близость в пространстве, но и во времени, например, местоимение this обозначает момент разговора или текущий отрезок времени:

This summer is so rainy. Это лето такое дождливое.

That описывает время в прошлом или будущем:

Many small companies went bankrupt that summer. Тем летом обанкротилось много мелких компаний.

Вопросительные местоимения (Interrogative Pronouns)

Вопросительные местоимения («WH-words») используются для построения специальных вопросов.

Существуют следующие вопросительные местоимения:

who? – кто?

whom? – кого? кому?

what? – что? какой?

which? – какой? который?

whose? – чей?

Местоимение **whom** является формой косвенного падежа местоимения **who** и используется в качестве вопросительного слова в функции дополнения, особенно в официальном стиле. В разговорной речи эти функции выполняет местоимение **who**. Например:

Whom did you phone? (= Who did you phone?)

Кому вы звонили? (Первый вариант несет более формальный оттенок.)

Местоимение **what** имеет два значения – "что?" и "какой?". В значении "что?" местоимение **what** используется отдельно, в то время как в значении "какой?" местоимение **what** входит в состав вопросительной группы, стоящей во главе вопроса. Например:

What is your name?

Как вас зовут?

What film are you watching?

Какой фильм вы смотрите?

Местоимение **which** переводится как "какой?", "который?" и предлагает выбор из ограниченного количества предметов, в отличие от местоимения **what**, которое требует, скорее, характеристик, или же предлагает выбор из неограниченного количества, заранее не определенного.

Which jumper do you like?

Какой джемпер вам нравится? (Имеется в виду, какой-то один из нескольких представленных.)

What jumpers do you like?

Какие джемперы вам нравятся? (Имеется в виду вообще, относительно раскраски, модели, и т.п.)

Местоимение **whose** – "чей?" в предложении выполняет функции притяжательных местоимений, выражая принадлежность. И может употребляться непосредственно перед существительным, к которому относится, или использоваться самостоятельно, без последующего существительного, аналогично абсолютной форме притяжательных местоимений. Например:

Whose car did you drive in?

В чьей машине вы ехали?

Whose is this book?

Чья это книга?

Взаимные местоимения (Reciprocal Pronouns)

К взаимным местоимениям в английском языке относятся следующие местоимения:

one another - друг друга

each other - один другого

Взаимные местоимения описывают взаимоотношения между двумя или более лицами или, реже, предметами.

Разницы между местоимениями *each other* и *one another* нет. Однако в случае, когда речь идет о более чем двух людях или предметах, чаще предпочитается местоимение *one another*. Например:

The students in this classroom help **one another**.

Ученики в этом классе помогают *друг другу*.

Относительные местоимения (Relative Pronouns)

К относительным местоимениям в английском языке относятся следующие местоимения: *who*, *whom*, *that*, *which*.

Относительные местоимения используются для ввода придаточных предложений, и вводят дополнительные сведения о ком-либо или чем-либо, уже сказанном.

Относительное местоимение **who** обозначает людей:

This is the person *who* you need to talk to.

Это тот человек, с *которым* вам нужно поговорить.

Местоимение **whose** отражает принадлежность одушевленным предметам:

Do you remember the man *whose* car was stolen yesterday?

Ты помнишь человека, у *которого* вчера угнали машину?

Which (который, которого) относится к неодушевленным предметам:

It is a book *which* will interest children of all ages.

Это книга, *которая* интересует детей всех возрастов.

Относительное местоимение **that** может относиться и к одушевленным, и к неодушевленным предметам:

These are the keys *that* open the front and back door.
 Это ключи, *которые* открывают парадную и заднюю двери.

Неопределенные местоимения (Indefinite Pronouns)

Неопределенные местоимения указывают на неизвестные, неопределенные предметы, признаки, количества. Они не указывают на конкретные предметы или людей, а используются для описания их в общем, в целом. Например:

None of them have come yet. *Никто* из них еще не пришел.

Неопределенные местоимения могут принимать форму единственного числа, множественного числа, а могут менять свою форму числа в зависимости от контекста.

Единственное число		Множественное число	Единственное или множественное число
anybody – кто-либо	anyone – кто-то	several – несколько	all – все
anything – что-либо	each - каждый	both – оба	more – больше
either – любой (из двух)	everybody - все	others – другие	some – несколько
everyone - все	everything - все	few – немного	most – большинство
much - много	nobody - никто	many – много	none – никто, ничто
neither – ни один (из двух)	no one - никто	any - любой	
nothing - ничто	one – один		
other - другой	somebody – кто-либо		
someone – кто-то	something что-то		

Practice.

1. Fill in the blanks with the right personal pronouns.

1. Angelina Joli is American. _____ isn't French.
2. Brad Pitt is American, too. _____ isn't German.
3. Brad and Angelina aren't French. _____ are American.
4. My friend and I are high school students. _____ aren't primary school students.
5. The Statue of Liberty is in New York. _____ isn't in Washington.
6. Her classmates aren't from Japan. _____ are from China.

2. Fill the gaps with object pronouns.

- 1) Our homework is difficult. Help ..., please.
- 2) You're Tom. I like
- 3) Mary has got a house. It belongs to
- 4) I'm Marica. Do you know ...?
- 5) Oh, your garden looks great. I like ... very much.
- 6) Peter loves dogs. They make ... happy.
- 7) Oh, there you are Jack and Ann. I can see
- 8) They're Elizabeth and Daniel. We call ... Liz and Dan.
- 9) This letter is for father. Give ... to
- 10) The children are thirsty. Give ... a glass of water.

3. Rewrite the underlined phrase in the sentence using object pronouns.

Example: Look at those people in the street. Look at *them*.

- 1) The teacher always gives the students homework.
- 2) I am reading the book to my little sister.
- 3) The boys are riding their bikes.
- 4) My father is writing a letter to John.
- 5) I don't know the answer.
- 6) Sally is going to Anne.
- 7) Open the window, please.
- 8) Can you tell the people the way to the airport, please?
- 9) The books are for Peter.
- 10) Can you help my sister and me, please?

4. Complete with possessive pronouns.

- 1) They live with _____ parents.
- 2) She has a son. _____ son lives in London.
- 3) I like tennis. It's _____ favourite sport.
- 4) This is a shark. _____ teeth are big.
- 5) We're students. _____ teacher's name's Richard.
- 6) It's an Italian restaurant. _____ name is Luigi's.
- 7) They're Mexican. _____ surname's Gomez.
- 8) Tell me. Is this _____ coat?
- 9) Where is he? Is he in _____ room?

10) I have got a dog. _____ name is Rax.

5. Fill the gaps with reflexive pronouns.

1 He looked at in the mirror.

2) The lion can defend

3 My mother often talks to

4 Yesterday I fell in the street and hurt.....

5 Tim and Gerry, if you want more milk, help

6 My computer turns off.

7 He cut with the knife while he was doing the dishes.

8 Don't trouble I can take care of it.

9 I wrote this poem

10 Lisa did the homework

6. Complete the sentences using demonstrative pronouns.

Example: I like this picture. (this, these)

1. shirt looks great.

(That, Those)

2. Look at man over there.

(this, that)

3. is a beautiful day today.

(That, This)

4. Do you like flowers?

(that, those)

5. What are the answers to questions?

(this, these)

6. I love shoes but I don't like shirt.

(these, that), (those, that)

7. Let's watch a movie.

a good idea.

(This is, That's)

8. Whose house is ?

(those, that)

9. This book isn't very good, but book's great.

(that, this)

7. Convert from singular form to plural or plural to singular as in the example.

Example: This exercise is easy. *These exercises are easy.*

1. Is this bed comfortable?

?

2. Is that Eleni's English book?

?

3. These are not my toys.

.

4. These boxes are Ana's.

.

5. Is that jacket Roy's?

?

6. Are these dictionaries Andre's?

?

7. Those are mine.

.

8. This building is very old.

.

9. This is a good exercise.

.

10. These are the old dresses.

.

8. Complete with the right interrogative pronoun.

1) _____ colour is it? - It is blue.

2) _____ are you? - Fine, thanks.

3) _____ were you born? - I was born on July 15, 1978.

4) _____ is our teacher? - Mrs. Clark.

5) _____ is my coat? - It is on the chair.

6) _____ umbrella is this? - It's mine.

7) _____ pen is yours? The blue one or the red one? - Mine is blue.

8) _____ are you crying? - My ring has been stolen.

9) _____ is your younger sister? She's 12.

10) _____ is it? - It is ten euros.

YPOK 5

The verb *be*: Present Simple Tense

The verb *be* has the following forms in the Present Simple Tense:

Singular		Plural	
I	am	We	are
You	are	You	are
He / she / it	is	They	are

Contracted forms of the verb be

I am = I'm	we are = we're
he is = he's	you are = you're
she is = she's	they are = they're
it is = it's	

The verb *be* in the negative

To make negative form we put *not* after *to be*. Contractions of auxiliary verbs are widely used in speech and writing. Full forms are considered preferable in formal style of writing.

I am = I'm not	we are = we're not / we aren't
he is = he's not / he isn't	you are = you're not / you aren't
she's not / she isn't	she is =
it is = it's not / it isn't	they are = they're not / they aren't

The verb be in questions

To make question with the verb be as a main verb or a linking verb we put be (am, is or are) before the subject.

Am I?	Are we?
Are you?	Are you?
Is he/she it?	Are they?

Use

The verb *be* can function as a main verb, a linking verb, an auxiliary verb and a phrasal verb.

As a main verb, the verb *be* has the following meanings: be located somewhere, exist, take place.

Examples: Madrid is in Spain.

The TV is in the living room.

The linking verb *be* may be followed by a noun, an adjective, a numeral, a pronoun, an infinitive, a gerund. The verb *BE* in this function gives you a lot of ways to build sentences.

Examples: He is a doctor. They are teachers.
She is hungry. He is young.
She is two years old. He is four.
It's me, dear.
Your task is to write a report.
His hobby is collecting coins.

As an auxiliary verb, the verb *be* helps to form the Continuous and Perfect Continuous Tenses in the Active Voice and all of the tenses in the Passive Voice.

Examples: He is sleeping now.
This work is usually done by Tom.

Phrasal verb *be* is used with various postpositions and with nouns with prepositions.

Examples: He is out. He's not in.
The flowers are on the table.

Practice

1. Choose the correct form of the verb *to be* (*am/is/are*).

Example: Max *is* a good basketball player.

1. It ... cold today.
2. I ... at home now.
3. They ... Korean.
4. There ... a pen on the desk.
5. My name ... Nikita.
6. We ... from Ukraine.
7. That ... right.
8. I ... OK, thanks.
9. Clara and Steve ... married.
10. She ... an English teacher.

2. Make positive sentences with the verb *to be*.

1) old / am / I / twenty-five / years

2) We / Venezuela / from / are

3) and / a / Anton / student / name / I'm / My / is

4) is / book / my / This

5) today / a / It's / nice / day

6) is / Paul / Her / brother's / name

7) John / engineer / is / an

8) My / is / name / husband's / Johansson

9) twelve / in / are / There / my / students / class

10) is / new / the / top of the / My letter / at address

3. Complete the gaps with the negative forms of the verb *to be*.

Example: She *isn't* from France.

1. This book ... mine.
2. Jane and Peter ... married.
3. That ... right.
4. My brother ... here at the moment.
5. We ... in England.
6. It ... Monday today.
7. Jennie's surname ... Peters.
8. I ... a hairdresser.
9. My name ... Alexander.
10. There ... many people in this class.

4. Make the positive sentences negatives.

Example: I am a student. *I'm not a student.*

- 1) This exercise is difficult.
- 2) We're from Spain.
- 3) My grandmother's name's Adelaide.
- 4) The kids are in the garden.

- 5) You're English.
- 6) My car is very expensive.
- 7) This is my student's notebook.
- 8) These photographs are very nice.
- 9) Alex is twenty-five years old.
- 10) I'm fine.

5. Fill in the gaps with the correct form of the verb *to be* (*am, is, are*).

- a) - What ... your name?
- My name ... John Roberts.
- b) - Who ... you?
- I ... John Roberts.
- c) - Who ... John Roberts?
- I
- d) - ... you John Roberts?
- Yes I
- e) - Who ... she?
- She ... my wife.
- f) - Who ... they?
- They ... Mr and Mrs Roberts.

6. Make questions with the verb *to be*:

Example: You / at the library? *Are you at the library?*

- 1) John / in the garden?
- 2) They / hungry?
- 3) We / late?
- 4) You / tired?
- 5) He / French?
- 6) She / a teacher?
- 7) Harry and Lucy / from London?
- 8) I / early?
- 9) You / thirsty?
- 10) She / on the bus?
- 11) They / in Tokyo?
- 12) Julie / at home?
- 13) The children / at school?
- 14) I / right?
- 15) She / German?

7. Match the questions with the answers.

- A. Yes, there are two!
- B. No, she isn't.

- C. No, it's Mike.
- D. It's here.
- E. I'm here.
- F. Yes, they are.
- G. That's my mother!
- H. No, it isn't.

1. Are your cousins from Brazil?
2. Is your name John?
3. Is there a bank near your house?
4. Who's she?
5. Is your car blue?
6. Is your sister older than you?
7. Where is your watch?
8. Where are you?

8. Write the correct answer.

1. Is Julia Robert French?
2. Is Robert de Nero an American actor?
3. Are New York and Los Angeles Spanish cities?
4. Is Big Ben in Paris?
5. Is Mount Everest in Africa?

9. Translate into English.

1. Как тебя зовут? - Меня зовут Аня. 2. Какой твой адрес? - Мой адрес: Оксфорд Стрит, 45. 3. Откуда ты родом? - Я из Лондона. 4. Кто он? - Это мой отец. 5. Как его зовут? - Его зовут Джон. 6. Где он? - Он в Лондоне. 7. Я Лена, а это Коля. Он мой брат. Ему 10 лет, а мне 12 лет. Мы из Петербурга. 8. Я ученик. Я в школе. 9. Мой брат - художник. Он не инженер. 10. Моя сестра на работе. Она врач. 11. Он студент. 12. Вы студент? - Нет, я врач. 13. Моя сестра дома. 14. Мы не в школе. Мы дома. 15. Мой брат - ученик. Он в школе. 16. Ваша мама дома? - Нет, она на работе. 17. Ваш брат дома? - Нет, он в школе. Он ученик. 18. Ваша сестра - учительница? - Нет, она студентка. 19. Твой папа на работе, - Нет, он дома. 20. Твоя сестра - парикмахер? - Да.- Она дома? - Нет, она на работе. 21. Мой дедушка - ученый. 22. Моя мама - не учительница. Она врач.

Основной курс

UNIT 1

Islam and Muslims

Islam is mainly followed in the Middle East, Asia, and the north of Africa.

Place of Origin	Saudi Arabia
Founder	Muslims believe in a chain of prophets starting with Adam.
Sacred Text	The Quran.
Sacred Building	Mosque.
Holy Places	Mecca, Medina, Jerusalem.
Major Festivals	Ramadan, Eid-ul-Fitr, Eid-ul-Adha.

1. Vocabulary.

- Tick the words you know.
- Use the following words in the sentences describing Islam.
- Work in pairs. Use these words while talking about Islam.

Religion	Judgement
Follower	human being
Humanity	predestination
Founder	supreme
Sacred	unique
Holy	God
Major	Faith
Prophet	Will
Submission	Record
Obedience	Respect
Belief	wooden stand
Sole	

Reading.

- Read the text about Islam and Muslims.
- Find ten things that are important for Muslims.
- Find the names of the prophets in the text.

Islam

Islam is the second most popular religion in the world with over a thousand million followers. It is more often thought of as a complete way of life rather than a religion.

Islam began in Arabia and was revealed to humanity by the Prophet Muhammad (peace be upon him). Those who follow Islam are called Muslims. Muslims believe that there is only one God, called Allah.

Who is the founder of Islam?

The prophet Muhammad (peace be upon him), who was born in A.D. 570 at Mecca, in Saudi Arabia, is often regarded as the founder of Islam. He was the last prophet to be sent by Allah. However the first prophet was Adam.

There were many prophets before Muhammad, including: Adam, Noah, Abraham (Ibrahim), Ishmael, Isaac, Jacob, Joseph, Job, Moses (Musa), Aaron, David, Solomon, Elias, Jonah, John the Baptist, and Jesus (Isa), peace be upon them.

What does Islam mean?

The Arabic word “Islam” means submission and obedience, and derives from a word meaning “peace”.

What is Islam based on?

Islam based on the ministry of a man named Muhammad (peace be upon him), and on the words that Allah gave to the world through Muhammad. (Muhammad is so esteemed by Muslims that it is usual to utter the blessing “peace be upon him” after his name).

What or who is a Muslim?

A Muslim is a follower of the religion of Islam.

What do Muslims believe?

The basic belief of Islam is that there is only one God, whose name in the Arabic language is Allah, and who is the sole and sovereign of the universe.

Muslims have six main beliefs:

1. Belief in Allah as the one and only God.
2. Belief in Angels.
3. Belief in the holy books.
4. Belief in the Prophets (special messengers). E.g. Adam, Ibrahim (Abraham), Musa (Moses), Dawut (David), Isa (Jesus). Muhammad (peace be upon him) is the final prophet.
5. Belief in the Day of Judgement The day when the life of every human being will be assessed to decide whether they go to heaven or hell.
6. Belief in Predestination That Allah has already decided what will happen. Muslims believe that this doesn't stop human beings making free choices.

Who or what is Allah?

Allah is the name Muslims use for the supreme and unique God, who created and rules everything. The heart of faith for all Muslims is obedience to Allah's will.

Who is Muhammad (peace be upon him)?

Muhammad was born around 570 A.D. in the city of Mecca on the Arabian peninsula. Muslims believe that Muhammad is the last in a line of prophets that includes Moses, Abraham, and Isa (Jesus). Muhammad proclaimed that the Quran was the last book of God, and that he himself was the last Prophet.

Quran is a record of the exact words revealed by Allah through the Arch Angel Gabriel to Prophet Muhammad. Muhammad memorized and wrote down the words.

Muhammad interpreted the words in his daily life. Therefore many of the things which Muhammad did and said were remembered and carefully recorded. The stories and sayings help Muslims to understand the Quran and put what it teaches into practice in their daily lives.

What is the holy book of Islam called?

The Muslims scripture is the Holy Quran. Muslims believe it's "the word of God". Muslim beliefs and practices are rooted in the Quran.

Muslims treat the Quran with great respect because they believe that the Quran is from Allah, and every word and every letter is sacred. It is usually placed on a special wooden stand to be read.

Muslims regard the Quran as the unaltered word of God.

Now answer the following questions

1. What is thought of Islam?
2. Who revealed Islam to humanity?
3. When was the founder of Islam born?
4. Can you tell the names of the prophets?
5. What is the meaning of the word "Islam"?
6. What words do the Muslims utter when they mention the Prophet?
7. What is the basic belief of Islam?
8. Who revealed Allah's words to the prophet?
9. Where were Muhammad's interpreted words recorded?
10. Where is the Quran kept in Muslim families?

2. Speaking.

Discuss the following in groups.

- a) Modern Muslims in the world.
- b) Different types of Muslims.
- c) Traditional features of Muslims in your region.
- d) Muslims in the multiconfessional region.

Quick Review.

- Ask each other the words from the previous layout.
- What do you remember about important things for Muslims.

1 A I'm Muslim.

1. Vocabulary.

- Tick the words you know.
- Use the following words in the sentences describing people.
- Work in pairs. Use these words while talking about people and yourself.
- These are positive adjectives to describe people, who might be IDEAL. Do you know the opposite words? Choose a partner and using positive and negative adjectives, describe him/her in the class.

pious	determined
modest	reserved
honest	affectionate
humble	easy-going
polite	attractive
friendly	generous
kind	educated
caring	well-informed
open	well-bred

2. Numbers.

- Can you say these numbers in English?

0	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	
30	40	50	60	70	80	90	100	1000		

- Numbers can be cardinal and ordinal. Do you know the difference?

Ex.

One	First
Two	
Three	
Four	Fourth
Five	

- How do we say telephone numbers in English?

Remember that 0 – zero or oh, 11 – double one.

Home number	8 (843) 2276048
Mobile number	8 919 3789055

Now can you say your cell number?

d) Let's say numbers in English. Do you remember?

Ex. When were you born? I was born in 1997 (nineteen ninety seven).

Say these to each other.

Dates: 922, 1361, 1552, 1945, 2000, 2005, 2012

Numbers:

Cardinal: 2, 8 15, 23, 385, 1029, 15346, 123987

Ordinal: 3, 7, 16, 22, 355, 1010, 100, 40

3. People and nationalities.

In English we use the following endings while talking about nationalities.

Ex.

- | |
|---|
| <ul style="list-style-type: none">- n/an/ian- ish- ese- - (word changed) |
|---|

Look at this table and fill it up to the end.

Russia Iran Canada Jordan The USA Italy Tunis Algeria Egypt	Russian Iranian
The UK Spain Poland Turkey Sweden Finland	British Spanish
China Japan Sudan Portugal	Chinese Japanese
Greece Germany France Tatarstan Uzbekistan Turkmenistan	Greek French

Tajikistan	
Yemen Iraq Oman	Yemeni

3. Now read a poem written by Jenn Zaghoul and share your opinion about it.

I'm a Muslim woman!

I am a Muslim woman
 Feel free to ask me why
 When I walk,
 I walk with dignity
 When I speak
 I do not lie

I am a Muslim woman
 Not all of me you'll see
 But what you should appreciate
 Is that the choice I make is free

I'm not plagued with depression
 I'm neither cheated nor abused
 I don't envy other women
 And I'm certainly not confused

Note, I speak perfect English
 Et un petit peu de Francais aussi
 I'm majoring in Linguistics
 So you need not speak slowly

I run my own small business
 Every cent I earn is mine
 I drive my Chevy to school & work
 And no, that's not a crime!

You often stare as I walk by
 You don't understand my veil
 But peace and power I have found
 As I am equal to any male!

I am a Muslim woman
 So please don't pity me
 For God has guided me to truth
 And now I'm finally free!

4. Speaking

Discuss the following in groups.

- People in Modern society.
- People in Islamic society.
- Modern Muslims and society in your region.

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Do you remember cardinal and ordinal numbers?
- c) Can you say nationalities?
- d) Describe Modern Muslims.

1 B. My daily routine.

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing daily routine.
- c) Work in pairs. Use these words while talking about how people spend their day.

wake up	finish work/classes
get up	get home
dress	cook dinner
wash	do the washing up
pray	do housework
prepare breakfast	do homework
have breakfast/lunch/dinner	read
leave home	relax
go to work/school/university	get a shower
start work/classes	air the room
work/study	sweep the floor
learn by heart	tidy up a mess
chat to people online	watch
search the Internet	walk
prepare for the lessons	go to bed
get a taxi	sleep

2. Time

- a) Can you say what the time is now?

- b) Say the following words.

a second a minute an hour a day a week a month
a year

a quarter half past to

Remember: 15 minutes can be said as a quarter, 30 minutes – half

When the minute arrow goes from 12 to 6 we use preposition *past*, and vice versa



when it goes from 6 to 12 we use – *to*.

Ex. 8:00 = eight o'clock sharp.

8:10 = ten minutes past eight. (also you can say eight ten)

8:40 = twenty minutes to nine. (also you can say eight forty)

8:15 = a quarter past eight or eight fifteen.

8:30 = half past eight or eight thirty.

8:45 = a quarter to nine or eight forty five.

c) Now practice saying the time.



3. Time prepositions.

In	On	At
2013	Monday	three o'clock
January	Monday mornings	night
the morning	Monday afternoons	the weekend
the afternoon	Monday evenings	

the evening		
the week		

Now practice a bit using time prepositions.

1. I left work _____ ten o'clock last night.
a) at b) on c) in d) (no preposition)
2. I saw Bob in the street _____ yesterday.
a) at b) on c) in d) (no preposition)
3. I didn't get time to come and visit you _____ last Tuesday.
a) at b) on c) in d) (no preposition)
4. He used to be a regular visitor _____ Tuesdays.
a) at b) on c) in d) (no preposition)
5. I phoned her up and spoke to her _____ Wednesday morning.
a) at b) on c) in d) (no preposition)
6. I last saw him _____ the beginning of September.
a) at b) on c) in d) (no preposition)
7. I saw him sometime _____ June.
a) at b) on c) in d) (no preposition)
8. Were you at the last meeting _____ July 13?
a) at b) on c) in d) (no preposition)
9. We bought the company _____ Thursday, 22 May.
a) at b) on c) in d) (no preposition)
10. I spoke to her _____ three weeks ago.
a) at b) on c) in d) (no preposition)

4. Now read the sample topic about daily routine, where you should fill in with the time and some information that is true to you.

My daily routine.

All my days from Monday to Friday are very much alike.

I usually get up at ... in the morning and that's quite early for me. Then I make my bed, wash my face, brush my teeth, get dressed and put pens, pencils and textbooks into the bag.

At about ... I go to the kitchen to have breakfast. I prefer something light, just a cup of tea and a sandwich.

At ..., I leave home and go to school, where I spend half of the day. I come back home at ... and always have a substantial meal for dinner.

Then at ... I do my homework for the next school day.

I have some housework to do. In the evening I usually sweep the floors, clean the dust and sometimes clean the carpet with the vacuum-cleaner.

My day ends at This is the time when I go to bed in order to get up and start everything again the next morning.

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Do you remember how to say time?
- c) Can you say exact time now?
- d) Do you remember time prepositions?

1 C. My life.

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences to tell about people's occupations.
- c) Work in pairs. Use these words while talking about the job you like/dislike.

a pupil a schoolboy/schoolgirl a student a worker a doctor a teacher a linguist an engineer a builder an actor/an actress a waiter/a waitress a musician an electrician a traffic warden a bank clerk plumber scientist/scholar gardener	an accountant an economist a cleaner a lawyer a housewife housekeeper a manager a police officer retired unemployed a mullah a priest a theologian a chairman professional driver shop assistant
---	--

2. Likes/dislikes.

In English we can say about our likes/dislikes using the following structures.
Everything depends on how much you like or dislike something.

Ex.

I love ...
I really like ...
I like ...
I quite like ...
... is/are OK.
I don't like ...
I hate ...

I love summer very much.
She really likes to travel abroad.
We quite like to discuss the recent films.
Computer games are OK now for teenagers.
They don't like being late.
I hate fast food restaurants.

Now get a bit of practice

- a) Say what you like most/worst in your life.
- b) Write 5 sentences using the given structures.
- c) Use the phrases to show your attitude to the Modern life.

3. Now read the sample topic about myself, where you should fill in with some information that is true to you.

About Myself

From the very start I should say that it is not an easy thing to speak about myself as it is hard to have a look at yourself from aside, but at the same time who knows you better than you yourself do?

I am When I look at myself in the mirror I see ... with short straight hair, dark eyes and a slender figure. As to my appearance I'm rather tall and slim. I think that I'm even tempered, rather reserved, But sometimes I can lose my temper and become But at the same time I like my friends, I like to laugh and joke.

I'm fond of reading as it gives not only knowledge, but also wonderful moments of joy and pleasure. I am neither short nor tall, so I like to wear ... , trousers or jeans.

I was born on ... where I live now I was born into a family of I was sent to a kindergarten at the age of three as both my parents were working. School for me was not only lessons and learning, I had a lot of friends there. I actively participated in school activities.

I am sociable, so I have got a lot of friends. As for me, I appreciate people's I don't like when people are

I am stubborn at times. But to my mind being persistent is not always a bad thing. That means if I have an aim I never leave things half done.

At times I feel dissatisfied with myself, especially when I fail to do something or can't do things the way they should be done. At the same time I think I am hard-working and diligent. My greatest problem at school was talking in front of the class. I always blushed.

It was in my last year at school that I finally made up my mind what profession I would most like to have in the future. I realized that my strongest desire was to continue specializing in humanities and learn foreign languages in particular. My dream came true.

I'm fond of reading books. They give me more knowledge of their people's lives and feelings and broaden my outlook. In my opinion, books are a source of emotional inspiration and romantic feeling. Besides, books help me to continue my own education. The time spent on a good book is never wasted. Reading is a rewarding pastime.

4. a) Names of the months. Can you say them correctly?

January February March April May June July
August September October November December

b) Names of the week days. Can you say them correctly?

Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

c) Names of the seasons. Say them correctly.

Winter Spring Summer Autumn

Now try to say whether you like this month, this day of the week or the season. Give your reasons.

5. Speaking.

Discuss in groups.

- a) The best profession for Muslim men and women.
- b) The profession you really appreciate.
- c) Ordinary Muslims likes and dislikes.
- d) Muslims daily routine.

6. Make speeches for the given topics (speak at least for two minutes).

- a) Islam in the modern world.
- b) Daily routine of the Muslim.
- c) Let me introduce myself.
- d) Let me introduce my friend to you.

Vocabulary exercises.

1. Translate the following into Russian.

1. Every human being in Islamic world believes in the Day of Judgement. 2. The supreme and unique God in Islam is Allah. 3. The sacred text was recorded into the Holy Book from the words of the prophet, the founder of Islam. 4. All the followers of the religion respect each other. 5. Submission and obedience are the most important things. 6. In majority of Muslim families the Quran is kept in the wooden stand. 7. A real Muslim is pious, humble and reserved. 8. The society nowadays needs educated, well-informed and well-bred members. 9. Mothers teach children to be kind, caring and generous. 10. The most required traits for men are to be determined, affectionate, friendly and easy-going.

2. Translate the following into English.

1. Мой день начинается рано в 5 часов утра. 2. Она обычно просыпается в 6.30, но минут 20 лежит в постели и только после этого встает. 3. Мама готовит завтрак и уходит на работу без десяти восемь, она работает бухгалтером на заводе. 4. Мусульманин встает, умывается, молится, читает священную книгу. 5. Они учатся в университете вместе, после уроков идут домой, готовят домашнее задание на завтра, занимаются домашними делами. 6. В нашей семье мы часто читаем книги перед сном. 7. Ученики и студенты ходят на занятия каждый день. 8. Быть юристом или экономистом здорово, но профессия учитель и врач должны быть более популярными.

3. Do the following exercise. You have to fill in with the right preposition.

1. I bought this computer _____ the start of the summer.
a) at b) on c) in d) (no preposition)
2. I bought this computer _____ the summer.
a) at b) on c) in d) (no preposition)
3. I bought this computer _____ last summer.
a) at b) on c) in d) (no preposition)
4. This style was very popular _____ the 1970's.
a) at b) on c) in d) (no preposition)
5. They were very popular _____ the middle of the 19th Century.
a) at b) on c) in d) (no preposition)
6. I was still at school _____ 1993.
a) at b) on c) in d) (no preposition)
7. I met him _____ January of last year.
a) at b) on c) in d) (no preposition)
8. I knew Chris Smith quite well _____ when I was at university.
a) at b) on c) in d) (no preposition)
9. I took over this job _____ the middle of last year.
a) at b) on c) in d) (no preposition)
10. I was in a meeting _____ all day yesterday.
a) at b) on c) in d) (no preposition)

4. Answer the following questions.

Use the questions and some others to talk to your partner.

1. Where are you from?
2. What is your name?
3. What is your nationality?
4. What do you like most?
5. When do you usually get up?
6. What time does your class start in the morning?
7. How many classes a day do you have?
8. When do you finish your lessons?
9. What do people always do in the morning?
10. What does your mother cook for dinner?
11. What time does your family go to bed?

5. Read the following text and translate it into Russian.

Answer the questions using information from the text.

1. Where do Muslims worship?
2. What are the five Pillars of Islam?
3. What is so special about how Muslims pray?
4. Why do Muslims face Mecca while praying?
5. When do Muslims pray?

The Muslim building for communal worship is called a mosque. Muslims often refer to the mosque by its Arabic name – masjid. The word comes from the Arabic for “place of prostration”.

Very often Mosques have a domed roof and a tall tower called a minaret. Muslims are called to prayer from the minaret. The man who enters the minaret and calls them to prayer is called a muezzin.

There are no pictures or statues in a mosque. They are decorated with patterns and words from the Quran. There is also very little furniture inside because Muslims use prayer mats for prayer.

When people go into the mosque they take off their shoes. This is to keep it clean for prayer.

There is often a fountain or pool, or at least an area with water where people can wash (wudu). Muslims wash their hands, mouth, throat, nose, ears, arms up to elbow and feet. This is a sacred wash that symbolizes spiritual cleansing and purity in readiness for coming before God.

There is always a quibla wall in a Mosque which is the one facing Mecca, it has an empty arch to signify the direction. It is important that Muslims always know the direction of Mecca.

Women do not pray in the same place as men, there is usually a screened off area for them.

Services are held every day at the Mosque.

On Friday at noon all Muslims go to mosque for a special and important service.

There are five duties that every Muslim is obliged to perform. They help Muslims put their faith into action.

Shahadah: declaration of faith. "I bear witness that there is no god, but Allah, I bear witness that Muhammad is the prophet of God". By reciting this, one enters Islamic faith.

Salah: prayer. Muslims are required to pray five times a day, washing themselves before prayer and facing in the direction of Mecca while praying.

Zakat: giving a fixed proportion to charity. Muslims are required to give away a percentage of their earnings to those less fortunate, regardless of their religion.

Saum: fasting during the month of Ramadan. Muslims fast for one lunar month each year, a period called Ramadan. During this time, Muslims reflect on their behaviour and strive to purify their thoughts.

Hajj: pilgrimage to Mecca. If it is financially possible, Muslims are required to travel to Mecca once in their lifetime.

Muslims are required to:

1. Pray five times a day (prayer times are fixed by the sun and change daily).
2. Wash themselves before prayer.
3. Face in the direction of Mecca while praying.

Mecca is the birthplace of prophet Muhammad (peace be upon him). In the centre of the mosque in Mecca, the cube-shaped building called a Kaaba is found. All Muslims face the direction of the Kaaba during prayer (Salat).

Muslims believe that the Kaaba is the holiest place on earth. It is generally thought to have been built by Prophet Abraham. It is used only as a focal point for prayer (not worshipped) and simply signifies a direction, imposed by God to maintain unity and uniformity among worshipers.

The Kaaba is draped with a black cloth, which is covered with Koranic verses that are embroidered in gold and silver thread. During performing the Hajj ceremony a Muslim walks seven times around the Kaaba and then he or she kisses and touch the Black Stone.

Every Muslim family, no matter where they live, knows what direction the Kaaba is from their house.

Each period for prayer has a special name and each time is separated by two hours. These essential times are:

1. After first light and before sunrise (Fajr).
2. Between the sun reaching its height and mid-afternoon (Dhuhr).
3. Between mid-afternoon and sunset (Asr).
4. After the sun has finished setting (Maghrib).
5. In the dark of the night (Isha).

What are the different types of Muslims?

Almost 90% of Muslims are Sunnis. Shiites are the second-largest group. The Shiites split from Sunnis in 632 when Muhammad died.

UNIT 2

Family in Islam

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing family values in Islam.
- c) Work in pairs. Use these words while talking about Muslim families.

family values	responsibility
contain	protectors
there is no way	maintainers
establish	righteous
a stable family	nurturer
inheritance	caregiver
divorce	primarily
marriage	duty
expound on	nonetheless
treatment	promote
childbirth	breastfeed
stay-at-home dad	important
providers	without
refer	basic framework
funeral	make it clear
accept	

2. Reading.

- a) Read the text about Islam and Muslim families.
- b) Find ten things that are important for Muslim families.
- c) Point out the main duties of fathers.
- d) Point out the main duties of mothers.
- e) Find the reasons for Muslim women going to work.

The Quran and Sunnah are the Framework

We cannot begin to discuss Islamic family values without including the two most important texts in Islam: [The Quran](#) and the Sunnah of Prophet Muhammad. Everything starts there.

The Quran is the Word of Allah and contains several passages and verses that are important to Muslim families. There is no way to establish a stable Muslim family or an Islamic society, without referring to the Quran first.

Some of the important family lessons taught in the Quran are:

Inheritance

Divorce

Marriage

And as the Quran gives us the basic framework for building a stable Muslim family, the Sunnah of Prophet Muhammad, contained in the books of Hadith, provide the details. The hadith expound on and explain the concepts contained within the Quran.

In fact, there are some aspects of the family that the Sunnah has that are not detailed in the Quran. For example:

Death, funeral, and burials.

Treatment of wives.

Childbirth.

This should make it clear that the Quran and Sunnah are the most important factors of Muslim family values.

The Father is the Leader and Provider for the Family

There was an article on another Muslim website about a Muslim stay-at-home dad. Reading this man's story, it seems that he may have been forced to accept his situation due to his economic situation.

But in general, Muslim men are the leaders and providers for the family. It is his responsibility to go out and find a way to make money for his family. With this duty comes great benefits and responsibilities. As Allah says in His book:

Men are the protectors and maintainers of women, because Allah has made one of them to excel the other, and because they spend (to support them) from their means. Therefore the righteous women are devoutly obedient (to Allah and to their husbands), and guard in the husband's absence what Allah orders them to guard

The Mother is the Nurturer and Caregiver

As it is the primarily the father's role to provide for his wife and children, it is primarily the mother's role to care for her family and establish the home.

This does not mean that Muslim women cannot work. What it does mean is that her primary duty is to care for her children and maintain the home. Just like the father can lend a hand in helping with the children and housework, the mother can go out to work if her husband agrees.

The ideal situation is for the Muslim mother to stay at home and care for her children while her husband works. But sometimes that is just not possible. Nonetheless, the mother still has certain responsibilities that promote good Islamic family values.

Mothers may breastfeed their children two complete years for whoever wishes to complete the nursing.

Children are Raised According to Islamic Principles

This should go without saying, but I'll say it anyway. It is impossible to establish a stable Islamic family unless the children are raised properly. And while these guidelines are established by the Quran and Sunnah, a modern family has to look a little further than the literal text.

The main problem in today's family is the television. There are too many corrupt things on TV that are just a click away.

In addition to television, Muslim families must also contend with music, video games, and the internet.

In order to properly raise children, it is important that these new entertainment mediums be strictly monitored or perhaps even banned from your household.

Now answer the following questions.

1. What are the most important books in Islam?
2. What are the lessons taught in Quran?
3. What does the Quran give us to build a family?
4. What aspects are not detailed in Quran?
5. What kind of man was described in the article?
6. What is the father's role in Muslim family?
7. Can women work in Muslim families?
8. What is the primary duty of mother in Muslim family?
9. How long can mothers breastfeed their children?
10. What is the main problems of the family according to the text?
11. What is there on TV?
12. Do you think banning Television from the house might help raise proper children in Muslim families?

3. Speaking.

Discuss the following in groups.

- a) Modern Muslim families in the world.
- b) Muslim family values.
- c) Traditional features of Muslims in your region.
- d) Muslim families and Modern society.
- e) Muslim families in the multiconfessional region.

Quick Review.

- Ask each other the words from the previous layout.
- What do you remember about important things for Muslim families?

2 A Muslim family and their belongings

1. Vocabulary.

- Tick the words you know.
- Use the following words in the sentences to describe Muslim family's house.
- Work in pairs. Use these words while talking about people's belongings.
- Do you know the other words? Choose a partner and using these words, describe your family belongings in the class.

a mobile phone (cell phone) a digital camera video camera a computer a laptop a DVD player a DVD recorder a VHS recorder a CD player a TV/television a personal stereo a credit card an identity card	an address book a comb a diary keys a purse a wallet tissues glasses sunglasses cash card an umbrella a watch land line
---	---

2. Prepositions of place and direction.

Do you remember them?

We use prepositions to talk about the place where someone or something is. Prepositions are always followed by a noun group, which is called the object of the preposition.

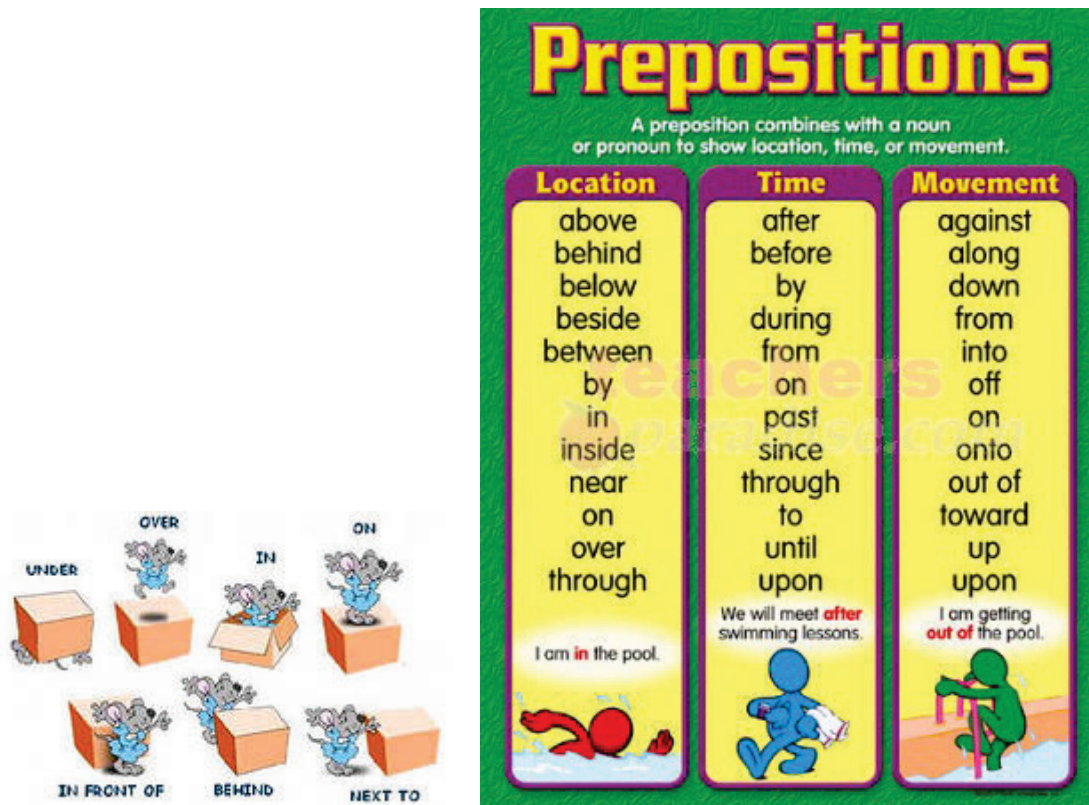
Ex. Children are at the table.



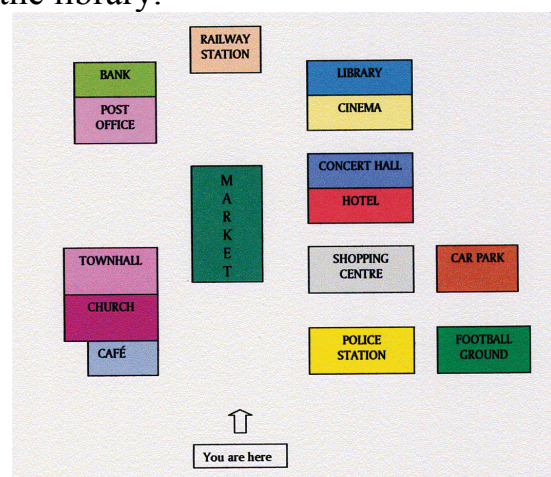
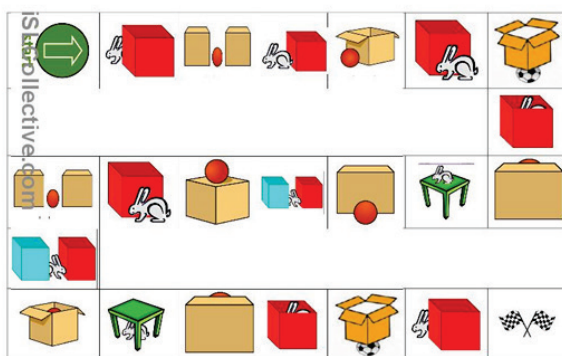
We can also use prepositions to talk about the direction that someone or something is moving in, or the place that someone or something is moving towards.

Ex. Throw the ball into the basket.





Now practice using prepositions. Say where the objects are. Using the map try to show the direction from football ground to the library.



3. Do the following exercises.

We have DSL Internet access work, but I don't have a high-speed connection home. 2. The kids are learning about the Civil War their history class school. 3. Toby was the hospital for two weeks after his motorcycle accident the freeway. 4. Jane and Debbie saw dolphins the ocean while they were having a picnic the beach. 5. Fred loves to go camping the desert, but

Kyle prefers to camp the mountains. 6. The conference was held a ski resort Telluride, a small town southwest Colorado. 7. You can buy stamps the post office Delancy Street. 8. The old man who was standing the corner yelled at the kids who were playing the street. 9. While they were hiking Ridgeback Mountain, Laurelle and Frank saw a bear the woods. 10. They have a small house a lake in the countryside. When I visit them, I always love to sit the shore and watch the kids swimming the lake.

Now observe the map and fill in the preposition you think are right.



1. The music store is Santos Dumont Street and Rosa e Silva Avenue.
2. The hospital is the pet shop.
3. The toy store is the music store and the restaurant.
4. The supermarket is the restaurant.
5. The fast food restaurant is Amélia Street.
6. The bookstore is the supermarket.
7. The bank is on Santos Dumont Street the flower shop.
8. The school is Amélia Street and Rosa e Silva Avenue.
9. The pet shop is Amélia Street.
10. The flower shop is Santos Dumont Street.

4. Speaking

Discuss the following in groups.

- a) People's belongings in Muslim family.
- b) What do you own yourself in your family?
- c) Attitude of Muslims to the others' belongings.
- d) What do you feel towards the others' belongings?

Quick Review.

- a) Ask each other the words from the previous layout.
- b) What do you remember about Muslim families' belongings?
- c) Do you remember prepositions of place and direction?
- d) Do you remember prepositions of time?

2 B My Muslim family

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing family members.
- c) Work in pairs. Use these words while talking about your own family.

great grandparents	uncle
grandparents	aunt
parents	nephew
father	niece
mother	cousin
sister	stepfather/stepmother
brother	stepbrother/stepsister
son	half-brother/half-sister
daughter	husband
child (pl. children)	wife (pl. wives)
grandson	male
granddaughter	female

2. Singular and plural nouns (part 1). Do you remember them?

To make the plural form of most nouns,
add -s.

When a noun ends in a consonant + y,
change the y to -i and add -es to form
the plural.

Singular

book
table
paper
pen
bag
lamp
lake

Plural

books
tables
papers
pens
bags
lamps
lakes

Singular

baby
butterfly
city
lady
army
candy

Plural

babies
butterflies
cities
ladies
armies
candies

When a noun ends in a vowel + y,
add -s to form the plural.

Singular	Plural
boy	boys
day	days
guy	guys
toy	toys

Add -es to nouns ends in -ch, -sh, -ss, -x,
or -z add -es to form the plural.

Singular	Plural
beach	beaches
bush	bushes
box	boxes
fox	foxes

Some noun that end in -f or -fe
change to -ves in the plural.

Singular	Plural
calf	calves
half	halves
life	lives
knife	knives
wolf	wolves

Some nouns that end in a consonant + -o
form the plural by adding -es.

Singular	Plural
hero	heroes
tomato	tomatoes
BUT	
photo	photos
piano	pianos

Some nouns have irregular plural forms.

Some nouns have the same singular
and plural form.

Singular	Plural
child	children
foot	feet
goose	geese
man	men
mouse	mice
ox	oxen
tooth	teeth
woman	women

Singular	Plural
deer	deer
fish	fish
sheep	sheep

Some English nouns that are borrowed from other languages have different plural forms.

Singular	Plural
bacterium	bacteria
datum	data
parenthesis	parentheses

3. Now read the sample topic about My family. Then fill in with some information that is true to you and make a speech in the class.



My Family

I am Alan. I am eighteen years old. I want to tell you a few words about my family. My family is large. I have got a mother, a father, a sister, a brother, and a grandmother. There are six of us in the family.

I think I take after my father, I'm tall, fair-haired, and even-tempered.

We have got a lot of relatives. We are attached to one another and we get on very well.

First of all, some words about my parents. My mother is a teacher of History. She works in a college. She likes her profession. She is a good-looking woman with brown hair. She is forty-five but she looks much younger. She is tall and slim.

My father is a computer programmer. He is a broad-shouldered, tall man with fair hair and grey eyes. He is forty-seven. My father knows all about new TV sets and likes to repair old ones. He is also handy with many things.

My parents are hard-working people. My mother keeps the house and takes care of all of us. She is very good at cooking and she is clever with her hands. She is very practical. My father and I try to help her with the housework. I wash the dishes, go shopping and tidy up our flat.

My grandmother is retired. She lives with us and helps to run the house. She is fond of knitting.

My sister Zarina is twenty-four. She is married and has a family of her own. She works as an accountant for a joint stock company. Her husband is a scientist. They have got twins: a daughter and a son. They go to a nursery school.

My brother Khalil is eleven. He is a schoolboy. He wants to become a doctor but he is not sure yet.

I want to become a student. I'd like to learn foreign languages. I have many friends. They are very good and we like to spend our time together. We do everything what is interesting for a teenager — talk, dance, listen to music.

I'm happy to have nice friends and a good family. I hope that my dreams will come true.

Now use this sample topic to talk about your friend's family

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Can you say a few words about your family?
- c) Do you remember the formation of plural nouns?
- d) Do you remember irregular plural nouns?

2 C Free time activities

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing free time activities.
- c) Work in pairs. Use these words while talking about your free time.

go out stay in eat out go to the cinema go shopping phone friends/family visit friends/family have coffee with friends do sport watch TV	read a book/a magazine play football/tennis/volleyball take photos listen to the radio go swimming/skiing/running travel around the world have a quiet night in chat to people online knit a sweater sew a dress
---	---

2. Singular and plural nouns. (part 2)

Nouns that are only in the plural

Nouns that denote an indivisible pair of things are used in the plural and with a plural verb.

Some geographical names are also used only in plural and other words.

Such nouns are often used with the phrase "a pair of".

jeans; trousers, pants,
slacks
shorts, tights, breeches
pajamas, briefs, panties
glasses / spectacles
scissors, tongs, pincers,
forceps

the
Netherlands,
the Highlands,
the East Indies
customs,
manners,
outskirts,
annals

Examples:

These jeans are too long for me.
Where are my glasses?

Also some words in Russian have only singular form, in English they have plural form:

goods (товар/товары),
contents (содержание),
clothes (одежда),
proceeds (доход/доходы),
wages (зарплата),
riches (богатство/богатства)

Noun people in the meaning «люди» is used in plural:
People are so mean here.

But in the meaning «народ» it can be singular as well as plural.
UNO helps all peoples of the world.
ООН помогает всем народам мира.

Nouns that are only in the singular

Some uncountable nouns have the ending "s" in their form but are used only in the singular and with a singular verb.

Some English nouns are used only in singular:

For example:

news;
billiards, dominoes, checkers, cards
measles, mumps
mathematics, physics, phonetics,
linguistics, economics, politics

gold,
silver,
oil,
music,
the Thames

Examples:

No news is good news. (proverb)
Отсутствие новостей, хорошая новость.
Billiards is an interesting game.
Mathematics is his favorite subject.
Measles is a serious disease.

In this case they differ from their Russian equivalents that are used as in singular as in plural:

advice (совет/советы),
information (информация/сведения),
progress (успех/успехи),
knowledge (знание/знания)

N.B.

There are some other compound nouns in English that are written with the dash. In this case we add –s according to the key component:

man-of-war – men-of-war mother-in-law – mothers-in-law hotel-keeper – hotel-keepers gas-mask – gas-masks

If in these compound nouns there is no noun we add –s to the last component:

forget-me-nots, drop-outs, go-betweens
--

3. Now read the sample topic about My free time. Then fill in with some information that is true to you and make a speech in the class.

My free time

Everybody sometimes has a free time. Somebody prefers only to sleep in their free time, but most of us prefer to do a great number of interesting things. It may be reading, various types of sport games, watching TV, listening to music and so on. If we have a few days or a week we prefer to go to the attractive places. Many people think that students have too much free time, but in my opinion, they are wrong. We are very busy. Many students have six or seven lessons a day and go to university five or six days a week. Even during weekend we learn our lessons. And we just have no time to go somewhere. Oldest of us are working after university. As for me, a large part of my free time is devoted to reading. I like to read books about other countries, another times and another worlds. Also I read books about history of our country. Besides reading I like to do physical exercises. I and my friends often gather after university and play basketball, football or other active games. But my favorite hobby is travelling. Usually I travel in summer and often it is a trip to the south, to the warm sea. I think all people must have other occupations besides their basic work, because it extends the boundaries of the familiar world and teaches us something new about people and things.

4. Speaking.

Discuss in groups.

The best way of spending your free time.

Your favourite way of spending your free time.

Vocabulary exercises.

1. Translate the following into Russian.

1. Family values are very important for every Muslim family. 2. It's not very easy nowadays to establish a stable family. 3. Men are protectors and maintainers of the family. 4. The righteous women in Muslim families are nurturers and caregivers. 5. The primary duty of every human being is to promote stable family life, because it's a great responsibility to have a family. 6. Nowadays it's not surprising to meet a stay-at-home dad. 7. Mothers may breastfeed their children two complete years to complete the nursing. 8. One cannot picture to himself modern life without cell phones. 9. When you have a digital camera your pictures will be breath-taking. 10. Most people in the world wear sunglasses when it's sunny, but may forget to take an umbrella if it starts raining suddenly.

2. Translate the following into English.

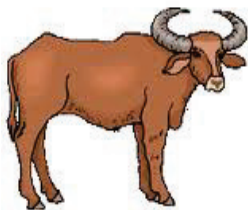
1. Невозможно представить себе современную жизнь без ноутбука или компьютера. 2. Каждый носит с собой кредитную карту, документ, удостоверяющий личность, кошелек и связку ключей. 3. Девушки обычно ведут дневник, куда записывают запоминающиеся события. 4. Папа работает водителем на заводе, а свободное время читает книгу. 5. Мои бабушка и дедушка на пенсии, бабушка вяжет очень красивые шарфы. 6. У меня есть маленькие племянник и племянница. 7. Дядя и тетя живут на Юге, и мы с моими кузенами каждый год ездим к ним отдыхать. 8. Мне нравится читать книги и журналы о различных странах. 9. Ей нравится проводить тихие вечера дома, когда она может позволить себе слушать радио или читать книги о религиях. 10. Он очень активный молодой человек, он занимается спортом, встречается с друзьями за чашечкой кофе, играет в футбол.

3. Answer the following questions.

Use the questions and some others to talk to your partner.

1. What is your father's name?
2. Where does he work?
3. What does he like to do in his free time?
4. What does your mummy do in the free time?
5. Do you have many relatives?
6. How many brothers and sisters do you have?
7. Where do you like to spend your free time?
8. Do you prefer stay in or go out?
9. What are the family values for Muslim family?
10. What is the role of man and woman in Muslim family?
11. Do you have grandparent? What do they do?
12. Can you knit? Have you ever tried to knit a sweater?
13. Can you sew? Can you say you wear a dress you sew on your own?
14. Are you practical at household job?

4. Do the following exercises. Find plural nouns in the puzzle.



V	A	T	O	M	A	T	O	E	S	H	Z	W	Y	M	N	A	N
Y	Y	S	A	S	B	F	A	H	V	Z	N	L	R	V	X	M	A
P	N	I	V	T	T	V	A	N	I	J	Q	Z	T	Q	Q	V	A
M	S	Q	Z	S	V	R	G	M	E	O	A	U	Y	D	S	X	E
O	E	Y	B	E	W	Q	A	V	I	W	B	W	X	O	T	F	R
D	L	N	O	B	Q	R	P	W	K	L	S	K	N	A	M	H	Q
R	Z	Q	C	B	Z	E	S	C	B	B	I	P	K	G	G	T	D
D	N	Q	S	D	L	E	S	P	M	E	S	E	A	I	U	T	Q
M	P	E	W	D	V	Z	N	A	Y	T	R	X	S	P	S	E	B
E	Q	F	X	I	C	R	L	B	A	T	Z	R	M	E	E	B	Z
N	L	Y	N	O	M	T	N	I	O	A	V	P	I	M	I	R	W
R	U	K	F	C	H	I	L	D	R	E	N	B	Z	E	G	P	S
L	R	J	E	D	K	Y	B	Z	V	W	A	V	A	U	S	E	X
H	X	J	W	Y	L	I	N	R	G	B	B	A	F	A	D	D	C
T	W	C	W	S	H	H	K	G	W	M	W	A	T	C	H	E	S
H	C	V	H	Z	Z	Q	R	O	H	R	X	H	E	B	S	B	S
D	P	G	N	P	W	O	M	E	N	R	X	M	M	G	W	S	W
G	N	W	H	B	O	O	K	S	N	N	S	B	H	A	W	B	K

5. Read the following text and translate it into Russian.

Answer the questions using information from the text.

1. What is the principle difference between Muslim and Western family values?
2. What is an extended family?
3. What is marriage in Muslim and Western countries?
4. What are the Islamic principles of marriage?

The Extended Family Is Preferred Over the Nuclear Family

This is one of the major differences between Muslim family values and Western family values. In the West, the modern nuclear family consisting of a father, mother, and children is romanticized beyond belief. This family structure is promoted on television, movies, and in politics.

But in Islam, the family does not just include the father, mother, and kids. It includes grandparents, aunts and uncles, nephews and nieces, and even cousins. The Islamic rulings towards marriage, divorce, and inheritance all presume that the extended family is involved. So it is imperative that all Muslims living in the West adjust their mindset to this reality.

Your family is more than just your parents and siblings. It is everyone in your family.

Marriage Should Be Approached According to Islamic Principles

This is where most problems start: marriage. There are lots written extensively about marriage in Islam. It is a very important part of any person's life but especially a Muslim's. Unfortunately, Western culture has come to dominate much of our thinking regarding this important part of life. Too many Muslims are handling their marriages like their non-Muslim counterparts.

After all, a new family starts when two people get married therefore it is the foundation of the Muslim family.

6. Make speeches for the given topics (speak at least for two minutes).

- a) Islam family values.
- b) Extended family.
- c) My family.
- d) My free time activities.

7. Prepare a presentation using photos and other materials to present your family or the family of your friend.

UNIT 3

City life

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing city life in Islamic city.
- c) Work in pairs. Use these words while talking about city life style.

most populous city a vibrant lifestyle are always bustling art galleries music halls a place of leisure healthy nightlife activity bazaar modern air-conditioned centers trendy clothing spices perfumes leatherwork camel market a favourite stop-over a comprehensive collection must-see historical sites most popular destinations	a stunning jewel jacket-and-tie an open-air theatre shortage of activities call ahead a schedule scattered throughout within walking distance serve as a display the only venue give you an incentive make an early night trip run recent films an unbeatable choice cinema lovers adventure of your life. entertainment options an excellent spot
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2. Reading.

- a) Read the text about city life in Cairo.
- b) Find ten things that are interesting to you.
- c) Point out the main entertainments in Cairo.
- e) Find the reasons for Cairo being the most attractive touristic destination.

CAIRO EGYPT - CITY LIFE AND ENTERTAINMENT

Cairo, the capital of Egypt and Africa's most populous city, is a modern city with a vibrant lifestyle and full of life. Streets in Cairo are always bustling with activity no matter the time of day.

Aside from being Egypt's portal for the discovery of great culture which include; art galleries and music halls, such as the Cairo Opera House, Cairo is also a place of leisure, shopping and a healthy nightlife activity.

The shopping centers in Cairo range from the largely unchanged Khan el-Khalili bazaar which has been in existence since the 14th century, to the modern air-conditioned centers displaying the trendy clothing, spices, perfumes, leatherwork among other items. The camel market in Cairo – the Souq al-Gamaal – is a favourite stop-over after watching Pharaonic monuments as it offers a chance to see the world's largest gathering of camels.

The entertainment offered in Cairo ranges from theater, art, dance, dining, museums, bars and cinemas. The museums in Cairo suit just about any interest. Anyone interested in Egypt's Pharaonic past should visit the Egyptian Museum located on Tahrir Square. Other interesting museums are the museums of Islamic Art and the Coptic Museum. Besides having a comprehensive collection these museums are situated near other must-see historical sites. These includes Abdeen Palace Museum and the Manial Palace Museum – filled with interesting accounts of the pre-revolution period.

The Gezirah Art Center, another great site, located near the Marriot in Zamalek, has a lovely collection of ceramics. The Mahmoud Khalil Museum in Dokki displays a private collection of European art—including works by Monet, Gauguin, Pissarro, and Van Gogh. The National Museum of Egyptian Modern Art, located at the Opera House complex, has an extensive collection, mostly by 20th century artists. It is among the most popular Cairo tours destinations.

Opened in 1988, the Opera House complex is a stunning jewel of postmodernist architecture incorporating Islamic and Pharaonic motifs. There are two opera halls in the complex, one a strictly jacket-and-tie while the other a little more laid back. The complex also offers an open-air theatre and an amphitheatre for summer performances. There is no shortage of activities here. Usually there is more than one event per night, so it is advisable to call ahead or check local newspapers for a schedule. International music, ballet and opera troupes perform here throughout the year and tickets cost a fraction of what one would pay to see the same performance elsewhere.

Cairo has a vibrant modern art scene, with several galleries scattered throughout the city offering good venues to check out local artists. A great concentration of galleries to view contemporary art, and all within walking distance of each other are located in the downtown area. Although Townhouse Gallery is fast becoming a favorite among the locals, and has three floors of exhibition space that usually changes about once a month. Other good downtown art spaces include Espace Karim Francis, Arabesque and Mashrabiya.

The Ewart Gallery, at the American University in Cairo offers an array of interesting shows that sometimes serve as a display of the student's talents. Sony Gallery, put up at the university, is the only venue in town devoted to photography. In Zamalek, the Centre of Arts located near several popular pubs is a good place to see some group exhibits. Nearby, at the Opera House Grounds, the Hanagar Arts Center and the Cairo Opera Gallery have interesting exhibits that will give you an incentive to make an early night trip at the opera.

Cinemas screening new foreign and Egyptian films are found in their dozens in Cairo. Most foreign films are subtitled and edited by Egyptian censors.

The Renaissance at the World Trade Center in Maspero is the newest and most comfortable theatre in town. Renaissance II is located in Nasr City. The modern Geneina Mall cinema also in Nasr City has several screens running recent films. The MGM in Maadi Grand Mall is another good choice for foreign films.

Two centrally located hotels, the Hilton Ramses and the Cairo Sheraton also have cinemas. The downtown area is an unbeatable choice for cinema lovers as it offers a wide array of options within reasonable distance from each other. Plus you can also find some of Cairo's finest clubs and discos.

Cultural centers such as the French Cultural Center, the Goethe Institute, the Information and Cultural Center of Japan, and the Italian Cultural Institute and the Higher Institute of Culture, located in the grounds of the Cairo Opera House, occasionally run foreign film series that are sometimes subtitled in English. Most of these screenings are free.

The Cairo Film Festival takes place around the end of the year. It is a very popular event as it is the only chance to see uncensored films during the year. The films are usually only screened once or twice, and the schedule changes daily. Visit the Cairo film festival and obtain a calendar of events for the adventure of your life.

Other interesting entertainment options in Cairo include darts at the Heliopolis Sheraton hotel, where one can play darts while enjoying a good drink and meal, gambling at Cairo Sheraton Casino located at Galai Square and the Casino Semiramis located on Corniche El Nile street.

Lovers of jazz can enjoy Wednesday jazz nights at the Cair Jazz Club in Midan Sphinx. Abdel Kader located in Zamalek is an excellent spot for bar lovers. A visit to Egypt is surely an experience full of entertainment and cultural and historical discoveries that will forever impress you.

Now answer the following questions.

1. What does Cairo offer for their people?
2. What are the shopping centers in Cairo?
3. Where can one see an open-air theatre?
4. What interesting shows does the Ewart Gallery offer?
5. What are the cultural centers in Cairo?
6. How often is the Cairo Film Festival held and what can one see there?
7. Where can you spend time in Cairo, if one loves jazz?

3. Speaking.

Discuss the following in groups.

- a) Modern entertainment in the world.
- b) Entertainment in Islamic city.
- c) Traditional features of entertainment in your region.
- d) Entertainment and Muslims.

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Can you say a few words about city life in Cairo?
- c) Can you remind a bit about city life style in other cities?

3 A

Evening out

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing evening out.
- c) Work in pairs. Use these words while talking about spending evenings in your city.

go for walks	rent a car
go fishing	go on holiday (US go on vacation)
go sightseeing	noisy
go shopping	boring
go to the beach	crowded
go cycling	dangerous
go on boat trips	safe
sunbathe	empty
have picnics	modern
stay with friends/family	quiet
go camping	friendly
travel by public transport	interesting

2. Degrees of comparison of adjectives (part 1).

Do you remember them?

In English we have positive, comparative and superlative degrees of adjectives.

Positive degree of adjectives is used in such structure as:

as ... as – "так(ой) же ... как и", "одинаковый", и т.д.

Ex:

Jane is as tall as John.

not as ... as / not so ... as – "не такой ... как".

Ex:

John is not as tall as Arnie.

Джон не такой высокий, как Арни.

Comparative and superlative degrees are formed in two ways. First, if the adjective is one syllable (clean, new, cheap), or two syllable ending in –y or er, we add suffix –er and –est.

Ex.

Positive	Comparative	Superlative
clean	cleaner	the cleanest
late	later	the latest
easy	easier	the easiest
hot	hotter	the hottest
big	bigger	the biggest
slow	slower	the slowest
fast	faster	the fastest

Second, if the adjective has three or more syllables, we add the words more and the most.

Ex.

Positive	Comparative	Superlative
difficult	more difficult	the most difficult
interesting	more interesting	the most interesting
beautiful	more beautiful	the most beautiful
important	more important	the most important
expensive	more expensive	the most expensive

Some adjectives may form comparative and superlative degrees in two ways.

Ex.

Positive	Comparative	Superlative
narrow	narrower /more narrow	the narrowest /the most narrow
quiet	quieter /more quiet	the quietest /the most quiet
friendly	friendlier /more friendly	friendliest /the most friendly
polite	politer /more polite	politest /the most polite

3. Do the following exercises.

a) Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big) than yours.
2. This flower is (beautiful) than that one.
3. This is the (interesting) book I have ever read.
4. Non-smokers usually live (long) than smokers.
5. Which is the (dangerous) animal in the world?
6. A holiday by the sea is (good) than a holiday in the mountains.
7. It is strange but often a coke is (expensive) than a beer.
8. Who is the (rich) woman on earth?
9. The weather this summer is even (bad) than last summer.
10. He was the (clever) thief of all.

b) Choose the correct answer for the following sentences.

1. Her illness was than we at first had thought.
a) the most serious b) not as serious c) far more serious
2. Eight o'clock is not a very convenient time for me. Ten o'clock is
a) more convenient b) less convenient c) the most convenient
3. I didn't like the book; it rather dull. The film is
a) as interesting b) more interesting c) the most interesting
4. Paul is very smart; in fact he is boy among his classmates.
a) more intelligent b) the most intelligent c) as intelligent
5. "This is place to cross the street in," the policeman warned us.
a) more dangerous b) the most dangerous c) so dangerous
6. Tim is not at all talkative; he always keeps his thoughts to himself. He is guy I've ever met.
a) the most reserved b) more reserved c) reserved
7. I didn't get up very early yesterday. You got up
a) earlier b) more early c) the earliest
8. I have never liked studying Chemistry; it is subject for me.
a) the least interesting b) the most interesting c) less interesting

4. Speaking

Discuss the following in groups.

- a) The best way to spend evening out.
- b) How do people in your region spend their evening out?

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Do you remember the formation of degrees of comparison of adjectives?
- c) Do you remember any specific structures?

3 B Outing

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing outing.
- c) Work in pairs. Use these words while talking about outing in your city.

outing	get seats
bond	opening night
set aside	experience
strengthen	bowling lanes
avoid	bumper
distractions	indoors
transition	awesome
blended family	theme park
interact	fuss
turn off	consider
before hand	allow

2. Degrees of comparison of adjectives (part 2).

Do you remember them?

We can use words *much*, *a lot*, *far* and *a little*, *a bit*, *slightly* in front of the adjectives in comparative and superlative degrees to intensify the meaning.

Ex.

Let's go by plane. It's much faster and much more comfortable.

My brother is a little taller and slightly more intelligent than yours.

Repeating the adjectives in comparative degrees means continuation.

Ex.

More and more people were coming.

He was getting older and older.

If you want to point out that one action depends on the other, there is the structure *the + comparative adjective + the + comparative adjective*, which will denote "чем ... тем".

Ex:

The sooner you'll start, the sooner you'll finish.

The richer you are the more difficult your life is.

Pay attention to the following adjectives. One should memorize them.

Positive	Comparative	Superlative
good	better	the best
bad	worse	the worst
little	less	the least
much/many	more	the most
far	farther further	the farthest the furthest
late	later the latter	the latest the last
near	nearer	the nearest the next
old	older elder	the oldest the eldest

3. Now read the sample topic about outing. Then fill in with some information that is true to you and make a speech in the class.

Family outings

Family outings with the children are a great way to bond, especially for families that are very busy. Setting aside time to spend with your loved ones is very important to strengthen the bonds with in your family. To avoid all distractions, the best way to spend quality time together is a family outing. Spending time together has been important in transitioning into my new marriage. It has helped our blended family come together. From time to time we even include my daughters paternal family so that she can see both sides interacting. Family outings can work for your family and your blended family.

Movie Night

Dinner and a movie is a great way to spend some quality time with your family, especially since everyone will be forced to turn off their cell phones. Grab dinner before hand and get to the theatre early so you can get seats beside one another.

The new Disney movie The Princess and the Frog is a great family movie. My family grabbed a couple of friends, our neighbors, and our daughters friends and family for a big outing to it on opening night. It was great and my daughter will definitely remember it.

Bowling

Going to dinner and then bowling is a great bonding experience for your family. If your children are young, don't worry because most bowling lanes have bumpers for your small child.

Skating

Children spend so much time indoors now playing games and watching television. Going out and about on a family outing is a great way to get your children to experience new things. I loved skating when I was growing up, it's awesome.

Take your child to a local skating rink for a great bonding experience.

Theme Park

Taking your family to a theme park or zoo is a great way to bond. Children of all ages will love the outing no matter how much they fuss in the beginning. If your children are older you might want to consider letting them bring along a friend. You may think that it will not allow you to spend as much time with your child on your family outing but it will actually let you see more of your real child and interact with them and their friends.

Now prepare a presentation about family outings in your city.

Discuss whether the family outings are popular in your city. Why/Why not?

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Can you say a few words about your family outings?
- c) Do you remember some structures mentioned in previous layout?
- d) Do you remember adjectives, which are different?

3 C Food and drinks

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing the food you like.
- c) Work in pairs. Use these words while talking about your favourite meal.

pizza	beverages
burgers	water (still, sparkling, mineral)
sandwiches	tea (black, green, yellow, white)
salads	coffee (black, white)
soups	milk
main courses	juice (orange, apple, grapes, pineapple)
side dishes	glass
desserts	bottle
vegetables	can of coke
fruit	stewed fruit
sweets	fruit drink

2. Look at the restaurant menu. In pairs order the meal.

SATURDAY AND SUNDAY BRUNCH - SAMPLE MENU



This sample menu reflects our chef's overall approach. Dishes, ingredients and prices are subject to change based on season and availability - we appreciate your understanding!

Tabard's own Freshly Fried Donuts 1.50 each/ 9. half dozen
with cinnamon sugar and vanilla whipped cream

Due to high volume at brunch—No Substitutions Please

Appetizers

Oysters on the half-shell 2.30 each

served with classic mignonette

Caesar Salad 8.

shaved Parmesan, anchovies, croutons

Beets and Braised Kurobuta Bacon Salad 12.

watercress, sherry vinaigrette

Entrees

Pancakes or French Toast 12.

with maple syrup, whipped cream

Omelet 16.

with shrimp, Chihuahua cheese, roasted pepper, Spring onion, home fries

Scrambled Eggs 14.

with cream cheese and chives, house-made Toulouse sausage, home fries

Frittata 15.

with Brussels sprouts, mozzarella, potato, mixed greens

House-Made Bagel, House-Smoked Salmon 14.

with cream cheese, caper berries, horseradish crème fraîche

Grilled Chicken and Avocado Salad 13.

with red romaine, pickled onions, avocado dressing

Sides

Smoked Salmon 6.

Country Pork Sausage 4.

Desserts

Maple Pear Bread Pudding 8.

with cinnamon ice cream

Meyer Lemon Creme Brulee 8.

with poppy seed madeline

Milk Chocolate Pumpkin Pecan Cheesecake 8.

with Nutella creme anglaise

House-Made Ice Cream or Sorbet 7.5

with Tabard cookies

Consuming raw or undercooked meats, poultry, seafood, shellfish, or eggs may increase your risk of foodborne illness, especially if you have certain medical conditions.

3. Now read the sample topic about outing. Then fill in with some information that is true to you and make a speech in the class.

My favourite food.

There is a good proverb that I like very much: “We eat to live, but do not live to eat.” I think this is true because food is something that we need to stay alive. Food is a source of energy. Nevertheless I like eating tasty food even though I am not much into it. So, for some people food is a source of pleasure, too. But the food that we eat should also be healthy.

I eat similar food every day. It is usually very simple. My daily meal consists of light breakfast, lunch (at school), dinner and supper.

In the morning I usually have some tea with cheeseburgers or hamburgers, some porridge or cottage cheese with sugar or jam. I like tea with toast and home-made jam. I have a sweet tooth, so I like chocolate and different cakes, sweets very much.

I usually have lunch at university – it’s juice or tea and sandwiches that I take from home. I can also go to a canteen.

For dinner when I come home I have vegetable soup. Actually I don’t like soup. But I have to eat it because it’s healthy. But when I come to my granny I can’t stop trying her specialty - borsch or shi. Soup with meat balls that my mom cooks is my favourite. I can also have a salad or fried fish. I usually do not have desserts. Maybe some green or black tea with lemon.

For supper we usually have different kinds of potato dishes or pasta. I like meat very much. But I also like fish and other sea products – shrimps, squids, salmon and mackerel.

Vegetables are also what I love! Different vegetables are always on our dinner table. My mom makes tasty salads. I love different salads with dressings. Our salads usually have olive oil or sour cream as a dressing. We buy different fruits as well. My favourite fruits are bananas and tangerines.

I also love all kinds of dairy products like milk, yoghurt, kefir, cottage cheese and cheese.

While eating I usually drink juice or tea.

I think fast food (like McDonalds) is very bad for our health. Ready-made food like pelmeni, hamburgers and so on is also not very good. So, we try to cook at home. It is better to spend some time cooking, than to have health problems.

I try not to eat just before I go to bed.

Now if you are a good cook you can prepare some dishes at home and treat your group mates, while you tell about your favourite dish and share the recipe.

Vocabulary exercises.

1. Translate the following into Russian.

1. NY is the most populous city with a vibrant lifestyle. 2 There are lots of art galleries, music halls, places of leisure and of course in the city you can have healthy nightlife activities. 3. Along with the modern air-conditioned shopping centres you can find old fashioned bazaars. 4. This city is a favourite stop-over with a lot of must-see historical sites. 5. There are lots of theatres and cinema halls scattered throughout the city and no one can complain about shortage of activities. 6. This is an excellent spot in the world with all the necessary entertainment options within walking distance. 7. In the evenings one can make early night trips to go sightseeing. 8. There are great opportunities to go camping or fishing, one can even sunbathe lying in the beach and spend a quiet day. 9. The transport infrastructure is well organized, so one can travel by public transport and feel safe. 10. If one wants to go to the nature, he/she might rent a car and run away from noisy city.

2. Translate the following into English.

1. В этом городе очень тихо и спокойно, что мы каждый вечер гуляем по улицам этого удивительного города. 2. По выходным есть возможность пройтись по магазинам и приобрести модную одежду. 3. В этом кинотеатре показывают очень хорошие и интересные фильмы, и этот поход может стать приключением всей жизни. 4. Если вы хотите попасть на спектакли этого театра, то вам придется позаботиться о билетах заранее. 5. Этот город очень шумный и представляет немалую опасность для одиноких прохожих. 6. В этом городе есть немало ресторанов представляющих различные блюда различных стран. 7. Вы предпочитаете газированную или негазированную воду? 8. Когда мы выбираемся из дома и идем в ресторан, мы заказываем здоровую пищу, такие как овощной салат, фрукты, десерт и зеленый чай. 9. Холодная банка колы привлекательна в жару, однако понимаешь, что это не здоровое питье. 10. Лучше всего из напитков детям подходит компот и морс.

3. Do the following exercises.

a) Fill the blanks with the right form of the adjective in brackets:

1. Your bag is (Heavy/ light) than mine.
2. Its (difficult) rule of all.
3. This pen writes (good) than my previous one.
4. This athlete is (stronger) than his competitor.
5. This pupil is (clever) in the class.
6. This is (old) castle in Britain.
7. Health is (important) than money.
8. This path is (narrow) than the parallel one.
9. Kenyans are (good) sprinters.
10. Luxurious hotels are (expensive) than those of economic class.

11. My (old) sister is afraid of my mice.
12. Saturn is 2nd (large) planet in our solar system.
13. We (much) homework today than we had yesterday.
14. If you need any (far) information, please contact our assistant.
15. The second part of the film is (boring) than the first one.
16. This highway is (wide) than that highway.
17. My house is(near) to the library.
18. We live in (small) country in the world.
19. My (good) friend lives in the country.

b) Write the comparative form of the adjectives

- 1) Ann is _____ (happy) than her sister.
- 2) My hair is _____ (long) than my sister's hair.
- 3) These exams are getting _____ (bad) and _____ (bad) every year.
- 4) John is _____ (thin) than Bob.
- 5) Steve is _____ (happy) today than he was yesterday.
- 6) Mary's car is _____ (large) than Mark's car.
- 7) The _____ (soon), the _____ (good).

c) Write the superlative form of the adjective:

- 1) I am _____ (tall) in the class.
- 2) This is _____ (expensive) hotel I've ever stayed in.
- 3) This road is _____ (narrow) in all of California.
- 4) New York is one of the _____ (busy) cities in the USA.
- 5) Jack is _____ (good) football player on the team.
- 6) North Pole is _____ (cold) place on Earth.
- 7) My father is _____ (generous) person I know.

d) Insert comparative or superlative form of the adjective:

- 1) I think John is _____ (happy) now than he was last year.
- 2) His _____ (big) desire is to return home.
- 3) She is probably _____ (angry) person I know.
- 4) Today's weather is _____ (bad) than yesterday's.
- 5) My brother is _____ (young) than me.
- 6) He drove _____ (fast) and _____ (fast) till we told him to stop.
- 7) _____ (many) people want to be rich.

e) Put in the adjective in bold from the first sentence into the second sentence in its correct form (comparative or superlative).

- 1) This is a nice cat. It's much than my friend's cat.
- 2) Here is Emily. She's six years old. Her brother is nine, so he is .
- 3) This is a difficult exercise. But the exercise with an asterisk (*) is the exercise on the worksheet.

- 4) He has an interesting hobby, but my sister has the hobby in the world.
- 5) In the last holidays I read a good book, but father gave me an even one last weekend.
- 6) School is boring, but homework is than school.
- 7) Skateboarding is a dangerous hobby. Bungee jumping is than skateboarding.
- 8) This magazine is cheap, but that one is .
- 9) We live in a small house, but my grandparents' house is even than ours.
- 10) Yesterday John told me a funny joke. This joke was the joke I've ever heard.

4. Answer the following questions.

Use the questions and some others to talk to your partner.

1. What is city lifestyle?
2. Where do you spend your evenings?
3. What is your attitude to family outings?
4. What entertainment do you prefer most?
5. Do you like eating out?
6. Would you like to go to Egypt?
7. Where do you like to spend your evening?
8. Do you prefer to go out with your family or friends?
9. What are the tourist attractions in Cairo?
10. Would you like to have fast food sometimes?
11. What is healthy food for you?
12. Can you cook? What do like to cook most?
13. Do have your favourite restaurant?
14. What is your attitude to vegetarians?

5. Make speeches for the given topics (speak at least for two minutes).

- a) City life in Islamic countries.
- b) City life for Muslims in Russia.
- c) Our family outing.
- d) Traditional food of your region.
- e) My favourite food.

UNIT 4

Famous people in Islam

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing people.
- c) Work in pairs. Use these words while talking about famous people.

early life	seek solitude
shortly before	contemplation
orphan	gone mad
raise	initially startled
shepherd	a reluctant prophet
join	a clot of blood
a camel driver	confident
on behalf of	messenger of God
came into contact	proclaim
was employed	repent from evil
a wealthy Meccan widow	worship Allah
senior	clarify
early records	work miracles
made his burden light	preach
polygamy	threaten
common practice	heavy persecution
Divine Revelation	mockery
visiting a cave	violence
outskirts	thrown into prison

2. Reading.

- a) Read the text about the Prophet.
- b) Find five things that are interesting to you.
- c) Point out the sufferings of the Prophet.
- e) Find the reasons why Muhammad was reluctant.

Early Life of the Prophet

Muhammad (whose name means "highly praised") was born in Mecca in 570 AD. His father died shortly before his birth, and he lost his mother at the age of six. The young orphan was then raised primarily by his uncle, for whom he worked as a shepherd. At age 9 (some sources say 12), he joined his uncle on a caravan to Syria.

As a young man, Muhammad worked as a camel driver between Syria and Arabia. Soon he established a career managing caravans on behalf of merchants.

Through his travel first with his uncle and later in his career, Muhammad came into contact with people of many nationalities and faiths, including Jews, Christians and pagans.

At age 25, Muhammad was employed by Khadija, a wealthy Meccan widow 15 years his senior. The two were married, and by all accounts enjoyed a loving and happy marriage. Early records report that "God comforted him through her, for she made his burden light." Although polygamy was common practice at the time, Muhammad took no other wife than Khadija until her death 24 years later.

Divine Revelation

In his late 30s Muhammad took to regularly visiting a cave in Mount Hira, on the outskirts of Mecca, to seek solitude and contemplation. In 610, at the age of 40, Muhammad returned from one such visit telling his wife he had either gone mad or become a prophet, for he had been visited by an angel. The initially startled Khadija became his first convert.

Muhammad reported that while in a trance-like state, the Angel Gabriel appeared to him and said "Proclaim!" But like Moses, Muhammed was a reluctant prophet. He replied, "I am not a proclaimer." The angel persisted, and the Prophet repeatedly resisted, until the angel finally overwhelmed Muhammad and commanded him:

*Proclaim in the name of your Lord who created!
Created man from a clot of blood.
Proclaim: Your Lord is the Most Generous,
Who teaches by the pen;
Teaches man what he knew not. (Qur'an 96:1-3)*

After receiving Khadija's support, and additional angelic visits, Muhammad became confident he had indeed been chosen as the messenger of God and began to proclaim as he had been commanded.

Muhammad's message to his countrymen was to convert from pagan polytheism, immorality and materialism, repent from evil and worship Allah, the only true God. He was always careful to clarify his role in God's work - he was only a prophet. He was not an angel, he did not know the mind of God, he did not work miracles. He simply preached what he had received.

In the first three years of his ministry, Muhammad gained only 40 followers. And as his teachings threatened the Meccan way of life, both moral and economic, he and his followers experienced heavy persecution. It first took the form of mockery, but soon turned into open violence. Members of the small movement were stoned, covered in dirt as they prayed, beat with sticks, thrown into prison and refused service by merchants.

Hijira

Persecution continued to increase until Muhammad received some welcome news: he had gained followers in the city of Yathrib, 280 miles north of Mecca. The city was in need of a strong leader, and a delegation from Yathrib proposed that Muhammad take the job. In return, they pledged to worship Allah only, obey Muhammad and defend him and his followers to the death. Allah revealed to Muhammed his approval of this arrangement, and Muhammad made plans to escape to Yathrib.

The leaders in Mecca heard of the planned escape, and attempted to prevent it. But Muhammad and his close friend Abu Bakr managed to make a narrow escape north out of the city, evading a Meccan search party and arriving safely in Yathrib. This event is celebrated by Muslims as the Hijira. The year in which it occurred, 622, is the date at which the Muslim calendar begins. Yathrib was renamed Medinat al-Nabi, "the City of the Prophet," and is now known simply as Medina, "the City."

In Medina, Muhammad proved himself an able politician and statesman as well as a prophet. Exercising superb statecraft, he welded the five heterogeneous and conflicting tribes of the city, three of which were Jewish, into an orderly confederation.... His reputation spread and people began to flock from every part of Arabia to see the man who had wrought this 'miracle.' (Smith, 230).

Now answer the following questions.

1. When did Prophet Muhammad (pbuh) lose his parents?
2. Who raised the prophet?
3. What was Prophet Muhammad's (pbuh) position in the caravan?
4. Who and when did Prophet Muhammad (pbuh) marry?
5. How old was Prophet Muhammad (pbuh) when he first had been visited by angel?
6. What did Angel Gabriel say to prophet?
7. What was the message of the prophet to his countrymen?
8. Did the Meccans easily accept prophet's ideas?
9. What city did Prophet Muhammad (pbuh) escape?
10. When is the start of Muslim calendar?
11. What is celebrated by Muslims as the Hijira?

3. Speaking.

Discuss the following in groups.

- a) Early life of the Prophet.
- b) The Prophet and the Revelations.
- c) Muhammad and Khadija.
- d) Hijira and Medina.

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Can you say a few words about the Prophet's life?

4 A Muslim caliph

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing great person.
- c) Work in pairs. Use these words while talking about great people in Islam.

piety character recite humility. humble ordinary slaughter a camel calf servants delicious idolaters insult sword shrine Justice tongue deal with unjust intelligence to improve	the way of life come out Call to Prayer mosque making fools soon afterwards gambling unfortunately upset prayer concern Ummah at dawn dagger stab escape recover wounds governors judges
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2. Now read the text about Umar. Point out the reasons of Umar being a great caliph.

Make a discussion about this great person.

UMAR BIN AL-KHATTAB (RAA)

Umar's Piety.

Umar (RAA) was one, of the greatest men in history. He was a fine character. He was very pious, believing strongly in Allah (SWT). Umar was always thinking about meeting God on Judgment Day. He also tried to help his people to understand Islam. Sometimes he would walk round the markets and recite the Quran to the people.

Umar's Humility.

Umar was also a very humble person. He often said that he was an ordinary person, no better than any other one. When he became caliph, he said, "You people, I am nothing but another man like you. But the Prophet (SAAS) wanted me to take over from Abu Bakr (RAA). If I had a choice, I would not have become a caliph."

During the Year of the Murderous Famine many people suffered, especially the poor. One day, Umar ordered the slaughter of a camel calf. He told his servants to give the meat to the poor. Later, in the evening, he sat down for dinner. On his plate was a delicious piece of camel meat, but he refused to eat it. He asked his servant to bring him some bread and oil instead.

Umar's Defiance.

Umar was not afraid to tell people what he thought of them. He knew they might attack and hurt him but he did not care. On one occasion, he went to Al-Bait Al-Haram. There were many idolaters there. Umar began to insult their gods. Finally, they all attacked him and beat him. He was badly hurt but he did not care.

The next time he went to Al-Bait Al-Haram, he wore a sword. He walked around the Ka'ba seven times. The idolaters watched him closely. Then he went to Abraham's shrine and prayed. Next, he went to each idol and said, "O idol, your face will be disfigured by Allah (SWT)".

Finally, he said to the idolaters, "Whoever wants his mother to lose him or wants to make his children orphans or his wife a widow, let him meet me outside this House of Worship!"

Umar's Justice.

Umar was a just man. The Prophet (SAAS) once said: "Allah (SWT) has placed right and justice on the tongue and heart of Umar." During his first speech as caliph, he said to his people, "Allah (SWT) has made you the test for me and me the test for you. By Allah (SWT), if you have any disagreements I will deal with them myself. If someone else takes care of the problem, I will make sure he does a good job. If he is unjust, I will make sure he suffers!"

Umar's Intelligence.

Umar was always thinking of ways to improve the way of life of Muslims. Indeed, when he became a Muslim, the first question he asked was, "Why do we hide? Why don't we come out into the open?" Immediately, all the Muslims went out into the street — one line led by Hamzah bin Abdulmuttalib, one line led by Umar, and all of them led by the Prophet (SAAS).

Umar was also involved in establishing the Call to Prayer. At that time there was no call to prayer. As a result, people sometimes forgot to go to the mosque to pray. The Prophet (SAAS) decided to use a bell. That night, Umar had a dream. In the dream, somebody told him, "Don't use a bell — call the people for prayers".

The next morning he went to see the Prophet (SAAS) about the dream. He was surprised when the Prophet (SAAS) told him that he had a revelation. The revelation said that people should be called to prayer.

It was Umar who talked to the Prophet (SAAS) about alcohol. He saw many Muslims drinking alcohol and making fools of themselves. He asked the Prophet (SAAS) about the problem. Soon afterwards, there was a revelation.

"They ask you about wine and gambling
Tell them that there is great sin
And some profit in them for men
But the sin is greater than the profit."

(Surat Al-Baqara: 219)

Unfortunately, Muslims continued to drink. Sometimes they could not pray properly. Umar was very upset. So he spoke to the Prophet (SAAS) about it. Once again, a new revelation appeared.

"All you who believe,
Do not come to prayers
When you are intoxicated
For you must be able to
Understand what you say
And do not come to prayers
If you are unclean".

(Surat Al-Nisa':43)

These three stories show Umar's concern for the Ummah. He wanted the Muslims to be proud of themselves and of their great religion. He was always thinking of ways to do things better. He was a great thinker.

Assassination.

A young man from Persia named Abu Lu'lu'a arrived in Medina. He was asking to see the mosque where the caliph prayed. The caliph arrived at dawn and began to pray. The young man approached the caliph, but nobody saw the young man's dagger. He stabbed the caliph in the back several times. Some people tried to stop him, but he stabbed them, too. The young man tried to escape but couldn't. Once more he lifted the dagger and stabbed himself in the heart. Caliph Umar (RAA) did not recover from his wounds. A few days later he died.

Umar's Achievements.

Umar was caliph for ten years. During that time Islam spread to Greater Syria, Egypt, and Persia. He started government offices and appointed governors and judges. He established Bait Al-Mal (House of Finance) and a postal system. He also established a professional army. In addition, he continued to work on the Quran. He had already begun this work under Abu Bakr during the War Against the Renegades. He started to collect together all of the revelations which had been written down. During his time as caliph he had them copied into a book. This book is now known as the Quran.

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Do you remember some information about Umar?

4 B The first martyr

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences.
- c) Work in pairs. Use the following words to describe the situation in the world.

a chest	Royal Comber
wade out	cruelty
to take a closer look	change her mind
fall in love with	copper oven
protect	courtyard
do no harm	weep
reluctantly	wrath
request	make her believe
get into a fight	persuade
struggle	execute
terrified,	tie arms
run away	whip
refuse	painful
an adopted son	the martyr
obey	Heaven
a giant serpent	wrong-doers
swallow	haven

2. Now read the text about Asiah. Point out the reasons of Asiah being the first martyr.

Make a discussion about this great person.

ASIAH.

In the Palace of the Pharaoh.

One day a servant from the palace of the Pharaoh saw a chest floating in the river. She waded out to take a closer look. She was surprised to find a baby boy inside. She took it to the palace and showed it to the Pharaoh. The queen, whose name was Asiah, looked at the baby and immediately fell in love with it. She wanted to protect it. She asked the Pharaoh, "Please let me keep the baby, Sire. It can do no harm here. We can bring it up here in the palace as an Egyptian prince". The Pharaoh reluctantly agreed to her request. She named the baby Moses.

Moses (AS).

Moses grew up with many servants, plenty of jewellery, and fine clothes to wear. One day, he got into a fight with an Egyptian. The Egyptian was beating an Israelite. He told the Egyptian to stop, but he would not. In the struggle, Moses killed the Egyptian. Terrified, Moses ran away to the Midianite Arabs in the Sinai desert.

Moses (AS) Returns.

Many years later, Moses returned to the palace. He had become a prophet of Allah (SWT). He told the Pharaoh about Allah (SWT). Moses said that there was only one God and that He created everything. The Pharaoh was angry because he thought he was a god. When Moses asked the Pharaoh to let the Israelites leave Egypt he refused. The Pharaoh wanted to kill Moses, but God protected Asiah's adopted son.

The Magicians.

The Pharaoh called his magicians. He wanted them to show Moses their magical powers. The magicians changed some ropes and rods into snakes. Allah (SWT) then spoke to Moses. "Take your stick and throw it onto the floor." Moses obeyed. Suddenly his stick changed into a giant serpent. Everybody was surprised. The serpent attacked all the snakes and swallowed them.

The magicians were surprised. They asked Moses to tell them about his God. This made the Pharaoh angry. He did not want them to worship Allah (SWT). He ordered his soldiers to kill the magicians. Then he said to Moses, "If you do not stop talking about this God, I will kill you, too!" Suddenly, a man named Ezekiel spoke up. Like Moses, he also believed in the One True God. "Would you kill a man who says Allah (SWT) is his God?" This made the Pharaoh even angrier. Immediately, he ordered his soldiers to take out their swords and kill Ezekiel.

Ezekiel and His Family.

Ezekiel was a pious man. He told his wife about Allah (SWT) and she believed in Him also. His wife was an important person in the Pharaoh's court. She was the Royal Comber. She combed the hair of the Pharaoh's daughter. Asiah knew Ezekiel and his wife. She often talked with them about Allah (SWT). Soon Asiah also believed in the One True God. However, she did not tell the Pharaoh about this. She was afraid of him. After the Pharaoh killed Ezekiel, Asiah often visited Ezekiel's wife and children. Haman, the Chief Minister, told him about her visits. "The Royal Comber is a dangerous woman. Sire", he said. "She believes in this One God, like her husband did".

The Pharaoh's Cruelty.

The Pharaoh called the Royal Comber to his palace. "Who is your God?" he asked her, "Is it your Pharaoh?" The woman was afraid as she said, "No. Sire. It is not you. It is Allah (SWT)". The Pharaoh tried to make her change her mind. He ordered his soldiers to put a large copper oven in the courtyard. He told them to

heat it up. Then he ordered his strongest soldier to pick up one of her children. Even though Asiah asked the Pharaoh to stop, he wouldn't. He told the soldier to throw the child into the oven. The Pharaoh continued to have all of the woman's children thrown into the oven – even her baby. Finally, the Pharaoh killed the woman as well.

The Death of Asiah.

After he had killed the woman, the Pharaoh went to Asiah, who was weeping. He couldn't understand why she was crying. "May Allah's (SWT) wrath be upon you!" she shouted. The Pharaoh was surprised. He ordered the soldiers to take her to her room. Then he called her mother. "Your daughter has gone mad. She believes in another God. If you don't make her believe that I am her god, she will die". The mother tried hard to persuade Asiah to stop believing in Allah (SWT), but Asiah refused. "I would rather die", Asiah told her mother. "I cannot live happily without my God".

Finally the Pharaoh lost patience and decided to execute his queen. He ordered his soldiers to take her to the courtyard. He told them to tie her arms and legs and whip her. It was very painful for her. Finally she died. This brave woman was the first martyr of the Abrahamic Faith. Asiah is referred to in the Quran in Surat Al-Tahrim: 11: And Allah gives the example of the wife of the Pharaoh who said: Oh, Lord, build me a place in Heaven near You, and save me from the wicked Pharaoh and all wrong-doers".

Now answer the questions about the texts about famous people in Islam.

1. How did Umar show his defiance at Al-Bait Al-Haram?
2. Why was the Call to Prayer established?
3. How did Abu Lu'lu'a kill the second caliph?
4. What are mentioned as Umar's greatest achievements?
5. Why did Moses kill the Egyptian?
6. Who protected Moses when he returned to the palace?
7. Why did the Pharaoh order his soldiers to kill the magicians?
8. What did Ezekiel say that the Pharaoh got mad?
9. Who told Pharaoh about Asiah's visits to the house of Ezekiel?
10. How did the Pharaoh kill the children of the Royal Comber?
11. What are the words of Asiah told to Pharaoh after he executed the poor woman with her children?

3. Speaking

Discuss the following in groups.

- a) Great people in Islam.
- b) The great caliph.
- c) The first martyr for the cause of Allah (SWT).

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Do you remember some information about Asiah?

4 C Charisma

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences.
- c) Work in pairs. Use the following words while talking about charisma and communication.

appearance charisma cultures digressions eye humour language listener nerves pace rambler vocabulary	actions speak louder than words think before you speak (can't) get a word in edgeways hear it on the grapevine be on the same wavelength gel straight to the point have a quick word with someone burst into (laughter) run out of (things to say) the life of the party hold centre stage
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2. Now read two speeches made by famous people. Do you find these speeches may attract people to follow these leaders?



a) John Fitzgerald "Jack" Kennedy (May 29, 1917 – November 22, 1963), often referred to by his initials JFK, was the 35th President of the United States, serving from 1961 until his death in 1963.

«In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility

- I welcome it. I do not believe that any of us would exchange places with any other people or any other generation, The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world ask not what America will do for you, but what together we can do for the freedom of man». (1961)



b) Martin Luther King, Jr. (January 15, 1929 – April 4, 1968) was an American clergyman, activist, and leader in the African-American Civil Rights Movement. He is best known for his role in the advancement of civil rights using nonviolent civil disobedience. King has become a national icon in the history of American progressivism.

«I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today». (1963)

Now try to do this task.

You read two great speeches made by charismatic leaders of their times. Which of these appealed to you? Can you reproduce one of the speeches in a way you think will have a great impact on your group mates.

3. Discuss the following items.

1. Who do you communicate with every day? Do you communicate well with them? Why / Why not?
2. Who is the best communicator you know? Why?
3. When did you last have a communication problem? Who was it with? What happened?
4. How do you feel when someone interrupts you?
5. What do you do when someone isn't paying attention to you?
6. How do you deal with someone who is rambling?
7. What techniques do you use to explain complicated things?

4. Make a dictionary trip to find out what charisma is. Then work in groups and discuss.

1. Who is the most charismatic person you know?
2. Can there be any dangers connected with being charismatic?
3. Is charisma something you can learn or it should be inborn?

5. Now read sample topic about famous person.

Thomas Jefferson

Thomas Jefferson, one of the American Presidents of the past, was born in Virginia in 1743. When he was 14 years old, his father died and the young boy was left to choose for himself what to do. Jefferson studied literature and languages. He also studied to be a lawyer, and later he wrote many of the Virginia laws. One of the laws for which he worked very much was a law to allow many children to attend schools for free. Schools in America were only for the children whose parents were rich.

When Jefferson was still a young man he was one of those who wanted freedom from England. His most outstanding achievement was the Declaration of Independence, a statement of human rights and liberties. It was read to the happy people on the 4th of July, 1776.

Jefferson also drew up the constitution for his state, Virginia, and served as its governor. He was sent to France as the foreign minister of the United States of America and afterwards was President's Washington secretary of state. A few years later he became the country's third president, serving in this position for 2 terms.

The author of the Declaration of Independence did another important thing for the American people. He worked out a plan for a university where the students and teachers could live and work together in a village built for them. It was one of the first schools to teach science. Today, it is the university of Virginia.

This well known man was also a self-taught architect. He introduced the simple classical design to America when he designed the Virginia State Capital Building. He also designed his own home, he remained the most influential architect of his time. Thomas Jefferson did many useful things during his life time and he always thought of how to help ordinary people. He was a practical and theoretical scientist too. Jefferson's best traditions have been kept up by American progressive people in their struggle for peace and democracy.

6. Speaking.

Make a presentation of your own speech that might attract people and that would make your fellows support you. Speak at least for two minutes.

Group discussion

- a) Famous men in Islam.
- b) Famous women in Islam.
- c) The most charismatic leader in Islamic world today.

Vocabulary exercises.

1. Translate the following into Russian.

1. In his early life he almost always tried to seek solitude to clarify his thoughts. 2. This person was an orphan and raised by his aunt had to work rather hard first being shepherd and then camel driver. 3. I live in the outskirts of the city where I usually come into contact with many famous people. 4. When he made a speech on behalf of the president he suffered heavy persecution. 5. He was confident in his deals because he considered himself to be a messenger of God. 6. Marriage to a wealthy widow made his burden light. 7. They suffered from mockery and open violence, but they were on the right track and were not afraid of any threats. 8. His piety and fine character proved that he was not an ordinary person. 9. Soon afterwards there was introduced Call to Prayer and people were not late to the mosque anymore. 10. The slaughter of a camel or a cow or a sheep is one way of improving that we are predators.

2. Translate the following into English.

1. Для того, чтобы улучшить жизнь, необходимо, чтобы руководители были честными и образованными. 2. Она пробралась сквозь кусты, чтобы поближе рассмотреть то, что находится в коробе. 3. Увидев младенца, она сразу же влюбилась в него и решила, что она всегда будет о нем заботиться и защищать его. 4. Было известно, что он не сможет причинить какой-либо вред во дворце. 5. Они связали ему руки и ноги и отхлестали палками. 6. Внезапно они ввязались в бой, но силы противников превышали их и они предпочли убежать в убежище. 7. Даже жестокость короля не смогла заставить ее поменять решение. 8. Ее приемный сын, испугавшись от наказания, неохотно рассказал ей всю правду. 9. Необходимо подумать несколько раз, прежде чем высказывать свою точку зрения. 10. Этот харизматичный человек всегда был в центре внимания.

3. Now do the following exercises.

a) Use some of the words from text Asiah to complete the passage below.
Use the words in their correct form.

When Moses was a baby, the Pharaoh's wife, Asiah, adopted him. She (1)..... him from any harm that might happen to him. The Pharaoh was (2) to allow Asiah to keep the baby, but she (3)..... him to let Moses live in his (4) When he was a young man, one day, Moses saw an Egyptian beating an Israelite. He tried to (5) the Egyptian to stop. When the Egyptian refused Moses' (6) to stop beating him. Moses joined in the (7) and killed the Egyptian. He had to run away to avoid the (8) of the Pharaoh. When he came back, he had become a (9) of Allah (SWT). He proved the greatness of Allah (SWT) in a contest with the Pharaoh's magicians when his (10)..... attacked and killed all their snakes.

b) Use some of the words from text Umar to complete the passage below.
Use the words in their correct form.

Umar was a great caliph. During his time, he worked on the Qur'an, spread Islam to more countries, (1)..... governors and judges, and set up a (2) army. While the Prophet (SAAS) was alive, Umar had a revelation about the call to prayer and another about the (3)..... of (4)..... . He realized that the (5) to be made was not important. He also had a revelation showing that Muslims could not pray (6)..... when they were (7) Although he was a great caliph and a great thinker, Umar died by assassination, (8)..... several times by the (9) of a young man from Persia. He never (10)..... from the wounds and died a few days later.

c) True/False Statements. Read the texts about Asiah and Umar quickly and look at the following statements. Do you agree with these agreements? Why\ Why not?

1. Moses ran away from the palace after killing an Egyptian.
2. The Pharaoh summoned his magicians to show Moses their magical powers.
3. Moses' stick turned into a serpent, which killed all the magicians.
4. The Pharaoh killed Ezekiel's wife because she did not believe that he was a god.
5. Asian was the first martyr of the Abrahamic Faith.
6. Umar used to recite the Quran to people in the markets.
7. Umar had a dream one night that a bell should be used to tell Muslims it was time to pray.
8. Umar was upset because some Muslims used to drink alcohol and were not able to pray properly.
9. Abu Lu'lu'a was finally killed by the Muslims who had been praying in the mosque with Umar.

4. Read the following text and answer the questions.

Being the final Prophet of God, Prophet Muhammad has been endowed with a life that is an epitome of success. He was born an orphan and rose to become a ruler of integrity. Each of the different phases of his life provides examples for anyone who wishes to emulate it for righteous living.

The Prophet's character alone is a paragon of virtue, a model for all men. God says to the reader of the Quran: "You have indeed in the Messenger of God (Muhammad) a beautiful pattern (of conduct) for any one whose hope is God and the Final Day." (33:21)

Ali Akbar, in his book "God and Man", says: "Great minds and teachers like Buddha and Christ could not present their lives as models for mankind to follow. One left the family while the other had none. One severed his connections with the worldly affairs altogether and the other had never entered into them. Their teachings are lofty but can be followed only by those who live an ascetic life like

them. The human progress in acquiring knowledge of the Creator and the Universe and mastering elements and scientific research could never be possible if all people lived ascetic lives, and the world would come to an end in one generation as far as human beings are concerned if all practised celibacy. God Who is the Creator of mankind could not depute persons to advocate principles contrary to the laws laid down by Him for the procreation of His creatures.

"But the great model Muhammad presents all phases of life to follow. As an orphan, as a shepherd, as a son, as a nephew, as father, as grandfather, as husband, as a citizen, as a neighbour, as a humanitarian and lover to children and orphans, as supporter and free worker for poor widows and needy persons, as tolerant teacher never offending susceptibilities or beliefs of others, as conqueror, as forgiver of those who persecuted him after they came under his power by his example of forgiving the people of Mecca who had ruthlessly persecuted him, as master of those who came to him as slaves by freeing them at once, as a ruler and a teacher of good treatment which should be meted to those who differ from you in religion when they come under your protection by his own example, as the first giver in the world to women a right of full possession of property and inheritance from parents, sons, brothers and sisters and other relations; and in many other respects a model to follow."

In Islam, every person is held responsible for his or her acts. And the reward for good acts and the punishment for evil acts, if unrewarded or punished while on this earth, will be meted out accordingly in the Hereafter on the Day of Judgement by God.

With God's Mercy and Compassion, sins committed through irreligious acts, could be pardoned by God alone through seeking His forgiveness and executing sincere repentance.

1. What examples does the life of Prophet Muhammad (pbuh) provide for every Muslim in the world?
2. What is written in the Quran about Prophet Muhammad (pbuh)?
3. Who left his family according to the text?
4. Who hadn't got any family?
5. Who led ascetic life?
6. In what case can scientific research be never possible?
7. Who is the great model to follow according to the text?
8. Did the Prophet Muhammad present all phases of life?
9. Did women get a right of full possession?
10. Who never entered the world's affairs?
11. What are the people responsible for in this life?

Now discuss the given text in groups.

UNIT 5

Famous Islamic cities

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing the city.
- c) Work in pairs. Use these words while talking about famous cities in the world.

holiest city rocky foothills <u>arid climate</u> lack of water resources economic fortunes outside factors pilgrims <u>haji</u> season a vital impact inhabitants service industry catering transport security lodging medical care settle	ethnically varied estimate environs market town stopping point paramount birthplace pilgrimage extend bans on cursing uprooting plants significance assert their control independence sharing power conquer
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2. Reading.

- a) Read the text about Mecca.
- b) Find five things that are interesting to you.
- c) Point out the main facts that Mecca is the centre of pilgrimage.

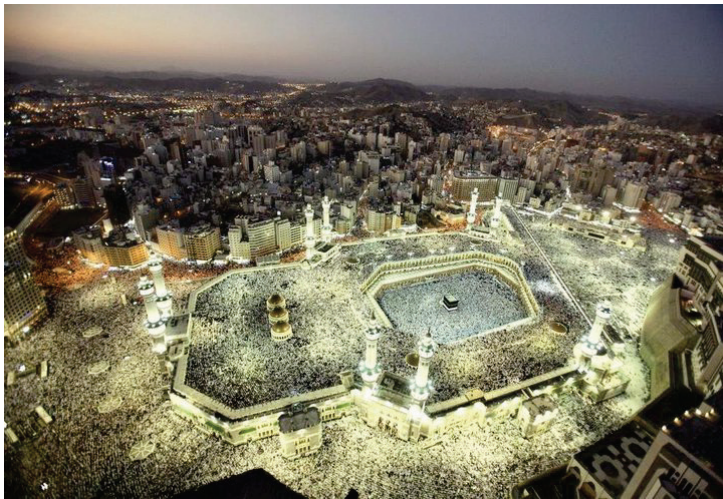
Mecca

The ancient or early name for the site of Mecca is Bakkah (also transliterated Baca, Baka, Bakah, Bakka, Becca, Bekka, etc.). An Arabic language word, its etymology, like that of Mecca, is obscure. Widely believed to be a synonym for Mecca, it is said to be more specifically the early name for the valley located therein, while Muslim scholars generally use it to refer to the sacred area of the city that immediately surrounds and includes the Kaaba.

The form Bakkah is used for the name Mecca in the Quran in 3:96, while the form Mecca is used in 48:24. In South Arabic, the language in use in the southern

portion of the Arabian Peninsula at the time of Muhammad, the b and m were interchangeable. Other references to Mecca in the Quran (6:92, 42:5) call it Umm al-Qura, meaning "mother of all settlements." Another name of Mecca is Tihamah.

Another name for Mecca, or the wilderness and mountains surrounding it, according to Arab and Islamic tradition, is Faran or Pharan, referring to the Desert of Paran mentioned in the Old Testament. Arab and Islamic tradition holds that the wilderness of Paran, broadly speaking, is the Tihamah and the site where Ishmael settled was Mecca. Yaqut al-Hamawi, the 12th century Syrian geographer, writes that Faran is "an arabized Hebrew word. One of the names of Mecca mentioned in the Torah." There is a Tal Faran ("Hill of Faran") on the outskirts of Mecca.



Islam's holiest city and the third largest city in Saudi Arabia.

Situated about 45 miles east of the Red Sea port of Jeddah in the rocky foothills of the Hijaz Mountains, Mecca has a hot, arid climate, and lack of water and other resources have kept its population and economic fortunes heavily

dependent on outside factors. The estimated two million pilgrims who visit the city each year during the hajj season have a vital impact on the local economy.

Many of Mecca's inhabitants work in the large service industry that caters to the hajjis, providing transport, security, food, lodging, medical care, and other services.

Because many pilgrims from around the world have settled in the city, its population is the most ethnically varied in Saudi Arabia. According to a 2000 estimate there were 1.3 million inhabitants. Non-Muslims are not permitted to enter the city and its environs.

In the sixth century C.E. Mecca became an important market town and stopping point along the caravan routes connecting Yemen with Syria.

A square stone structure called the Kaaba, believed to have been built by Ibrahim (Abraham), also gave the city religious importance.

The city is paramount in the history of Islam because it was the birthplace of the prophet Muhammad, the site of many of his revelations from God, the focal point of daily prayer and the main center of pilgrimage.

The Kaaba became the center of the Islamic pilgrimage ritual, and the Grand Mosque eventually was built up around it. The sacred precinct of Mecca extends as far as 14 miles outward from the Kaaba in an irregular circle. Inside it, a number of prohibitions apply, including bans on fighting, cursing, hunting, and uprooting plants.

Despite its continuing religious significance, Mecca lost its political importance in the seventh century (the first century of Islam) when the capital of the caliphate moved first to Medina and later outside Arabia altogether.

Thus Mecca became a provincial backwater ruled by governors appointed from afar. But as central authority weakened, local sharifs claiming descent from the prophet Muhammad were able to assert their control and remain substantially in power from about 965 to 1924, but never with full independence.

From 1517, the sharifs fell under the suzerainty of the Ottoman Empire but remained effective local rulers, sharing power with the Turkish governors of Jidda. From 1916 to 1924, Mecca was part of the short-lived Kingdom of the Hijaz proclaimed by the last sharif, but then was conquered and incorporated into Saudi Arabia.

Now answer the following questions.

1. What is the ancient name for Mecca?
2. What is the other reference to Mecca in the Quran?
3. Where is Mecca situated?
4. Where do usually Meccans work?
5. When did Mecca become an important market town?
6. When did Mecca lose its political importance?
7. What happened between 1916 to 1924?

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Can you say a few words about the Mecca and its role in the life of Muslims?

5 A Great city in Islamic world.

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing the location of the city.
- c) Work in pairs. Use these words while talking about the history of the city.

holiest site	rapidly
region	transfer
flee	dwindle
be driven out	located
mention	be revered
religious site	destination
derive from	mandatory
is buried	completion
seat	defeat
movement	refuge
a divided city	tombs
eternally quarrelling	destroy
bicker	allies
bring unity	abundant
a pact drawn up	diversion
convince	annual
ruler	income
remain	host
the de facto capital	

2. Reading.

- a) Read the text about Medina.
- b) Find five things that are interesting to you.
- c) Point out the main facts that Medina is also The Holy city.

Under the first three Caliphs, Medina was the capital of a rapidly increasing Arab Empire. During the period of Usman the third caliph rebel Arabs attacked Medina and killed the third caliph Usman. Ali, the fourth caliph, changed the capital from Medina to Kufa. Medina's importance dwindled and it became more a place of religious importance than of political power. After the fragmentation of the Caliphate the city became subject to various rulers, including the Mamluks in the 13th century and finally, since 1517, the Ottoman Turks.



The second holiest site in Islam is Medina (or Medinah), the "City of the Prophet," is in the Hejaz region of western Saudi Arabia. It was to Medina city that Muhammad fled when he was initially driven out of Mecca, and the place where he attracted his first followers.

Medina currently has a population of about 600,000 people and is the home of "The Prophet's Mosque."

The long form of the Arabic name for Medina (Madinat Rasul Allah) means "City of the Prophet of Allah", while the short form (al-Madina) just means "the City". Muslims always add *salla Allahu alayhi wa sallam* ("peace be upon him") after mentioning the Prophet Muhammad, so the full form of the name is commonly given as "Madinat Rasul Allah *salla Allahu alayhi wa sallam*."

Medina is the second holy city of Islam, after Mecca. Its importance as a religious site derives from the presence there of the Masjid al Nabawi, the Mosque of the Prophet, which was built on the site of Muhammad's home and is where he is buried. The first mosque of Islam is also located in Medinah and is known as Masjid al-Quba, the Quba Mosque.

In 622, Medina became the seat of Muhammad's growing movement after the Hijra. In 622 Muhammad was invited to come and live in Yathrib (the old name of Medina) and act as a sort of governor.

Medina in those times was a divided city. Different clans and religions were eternally quarrelling and bickering and Muhammad brought unity to the city. All parties agreed to a pact drawn up by Muhammad and his followers.

He invited all people in the city to follow the new religion of Islam. However, he had trouble convincing the Jewish population (which was actually quite large) that Islam was the true version of Judaism.

In the ten years following the Hijra, Medina formed the base from which Muhammad attacked and was attacked and it was from here that he marched on Makkah, becoming its ruler without battle.

Even when Islamic rule was established Medina remained for some years the most important city of Islam and the de facto capital of the Caliphate.

Under the first four Caliphs, known as the Righteous Caliphs, the Islamic empire expanded rapidly and came to include centres of learning such as Jerusalem, Ctesiphon, and Damascus.

After the death of Ali, the fourth caliph, Mu'awiyya transferred the capital to Damascus and the importance of Medina dwindled and became of a religious more than a political nature.

In 1924 the city, which had been in Ottoman hands for centuries, fell to Ibn Saud, whose empire later became Saudi Arabia.

MEDINA

city in saudi arabia, second to Mecca as a holy site to muslims.

Located in Hijaz, about 100 miles from the Red Sea and 215 miles north of Mecca, Medina is revered by Muslims as the prophet Muhammad's destination after his emigration (hijra in Arabic) from Mecca in 622 c.e., and as the site of his tomb.

Although it is not mandatory, many pilgrims to Mecca also visit Medina. The city became the southern terminus of the Ottomans' Hijaz Railway upon its completion in 1908. The site of a major Ottoman garrison during World War I, Medina and the rest of Hijaz came under Hashimite rule after the empire's defeat. The city's high walls were the last refuge of the Hashimites, and Medina was the last city in Hijaz to fall to the attacking forces of Abd al-Aziz ibn Abd alRahman Al Sa'ud in 1926, after which many of the city's historical monuments and tombs were destroyed because the conservative religious allies of Abd al-Aziz found them offensive.

Relatively abundant water has enabled Medina to have an important agricultural hinterland, with dates the main crop. However, the growth of the city during the oil era and diversion of water to other uses has caused agriculture to suffer. The annual pilgrimage provides an important source of income, as do trade and the provision of services. Long a center of Islamic learning, the city now hosts the Islamic University of Medina.

Now answer the following questions.

1. Who was the caliph when Arabs attack Medina?
2. Who was the fourth caliph?
3. Where did Ali change the capital?
4. What is the long form of Medina's name? Why?
5. What was the old name of Medina?
6. Where is Medina situated?
7. Is it mandatory to make pilgrimage to Medina?
8. What provides an important source of income?
9. Why did agriculture suffer in Medina?

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Do you remember some information about historical cities in Islamic world?

5 B The so-called second Mecca in Tatarstan

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences.
- c) Work in pairs. Use the following words to describe the renewed historical city.

archaeological site	depart towards
lie on the shores	establish
confluence	embrace Islam
evidence	a trade centre
medieval city	handicraft production
settlement	leather goods
civilization	relocate
exist	influential
Golden Horde	be seized
apart from	fortification
spatial organization	be dismantled
predominantly preserve	destructions
mausoleum	revival
bath houses	the urban centre
shrine	archaeological remains
pilgrimage destination	within the property
on the edge	Black Chamber
contemporary	cultural heritage
tribe	national significance
found	

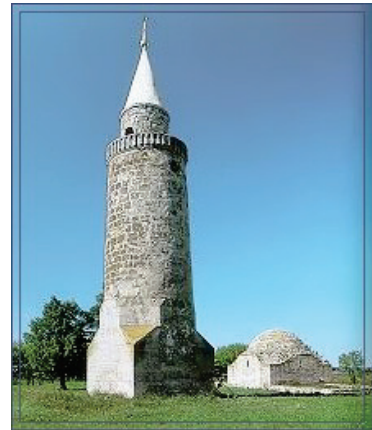
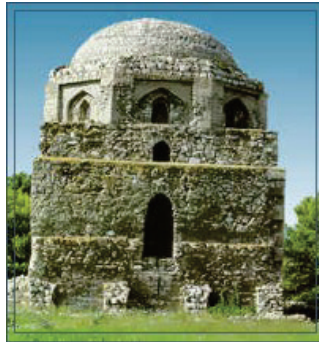
2. Reading.

- a) Read the text about Bolgar.
- b) Find five things that are interesting to you.
- c) Point out the main facts that Bolgar is also The Holy city in Russia.

Bolgar was the political, economic and cultural center of the Volga-Kama Bulgar. There was a rate of Khan, minted coins, and developed crafts.

Over time, the city of Bolgar was built and flourished in the center stood the Khan's Palace and Mosque. Scholars and poets worked here. History has recorded the names of such prominent people as the poet Kul Gali, a scholar and historian

Ibn Yakub Nugman, philosopher Hamid al-Bulgari. Widespread literacy rates show inscriptions on fragments of pottery, jewelry, and on the stone.



The archaeological site of Bolgar lies on the shores of the Volga River south of its confluence with the River Kama. It contains evidence of the medieval city of Bolgar, an early settlement of the civilization of Volga Bulgars, which existed between the 7th and the 15th centuries.

Bolgar was also the first capital of the Golden Horde in the 13th century. Apart from references to its spatial organization, the site predominantly preserves its religious buildings, including a former mosque, a minaret and several mausoleums, but also bath houses as well as remains of a Khan's palace and shrine.

For Tatar Muslims, the historical complex of Bolgar is sacred and a pilgrimage destination.

The archaeological and historical complex of Bolgar is located on the shores of the Volga River, approximately 30 km south of the confluence of Volga and Kama and 200 km south of the capital of Tatarstan, Kazan. It is situated on the edge of the Volga river terrace to the immediate east of the contemporary village of Bolgar.

The Bulgars were a collective group of nomadic tribes which formed during the period of the great migration of peoples. In the 630s they founded the state of Bulgaria to the north of the Balkans. In the 8th century some Bulgar tribes departed towards the central Volga region and established the nation of Volga Bulgaria. The town of Bolgar became the nation's capital in the 10th century and it was here that in 922 the Bulgars officially embraced Islam.

Bolgar developed to become a trade centre between Eastern Europe and Central Asia as well as a centre of handicraft production, well-known for its leather goods.

In the 12th century the capital of the Volga Bulgars was relocated to Bilyar. However, Bolgar remained very influential. In 1236 the town was seized and burned by the Mongols and its fortifications were dismantled.

Despite these destructions, Batu Khan selected Bolgar as the first capital of the Golden Horde in 1242. This led to a new revival in the second half of the 13th century and Bolgar became the urban centre of the newly established state.

Several monuments and archaeological remains within the property, including the so-called Cathedral Mosque, Black Chamber, North and East Mausoleums, the Khan's Shrine, the Smaller Minaret and the Church of Dormition are registered as cultural heritage of national significance under the Federal Law on Properties of Cultural Heritage (Monuments of History and Culture) of Peoples of the Russian Federation (2002). In addition the complete Bolgar State Historical and Architectural Cultural Preserve was placed on the List of Properties of Historic Importance based on the Edict of the President of the Russian Federation on the Confirmation of the Federal (all-Russia) Historical and Cultural Heritage List (1995).

Now answer the following questions.

1. What scholars and poets worked in Bolgar?
2. What was well developed in Bolgar?
3. Where is Bolgar situated?
4. Which state capital was Bolgar in the 13th century?
5. What is Bolgar for Tatar Muslims?
6. When did Bulgars officially embrace Islam?
7. When was Bolgar relocated to Bilyar?
8. Who selected Bolgar as the capital of Golden Horde?
9. What monuments are registered as cultural heritage?

Now discuss with your group mates.

1. Is Bolgar really cultural heritage of national significance?
2. Have you ever visited Bolgar and what is your opinion about it?
3. Would you recommend to foreign tourists coming from different countries with different religious beliefs visit this historical city?

3. Speaking

Discuss the following in groups.

- a) Great cities in Islamic world.
- b) The history of Mecca and Medina.
- c) The reconstruction of the Holy city Bolgar in Tatarstan.

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Do you remember some information about Bolgar?

5 C My favourite city

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences.
- c) Work in pairs. Use the following words while talking about the city where you would like to live.

a square	a café
a park	a bar
a market	a shop
a bus station	a supermarket
a railway station	a bookshop
an airport	a bank
a lake	currency exchange
a beach	a dry cleaner's
a river	a chemist's (US: a pharmacy)
a museum	a newsagent's
mountains	a butcher's
a road	a baker's
a hotel	a department store
a bed and breakfast	a greengrocer's
a flat (US: an apartment)	a post office
a house	a shopping mall

2. Look at the photos. Discuss in groups.

Do you know the cities?

Do you think these cities are worth visiting?

Do you think these cities have touristic sites? What are they?

Have you ever been to any of these cities?

Which one and how did you like it?

What do you think about people living in these cities?

What do you know about culture and life style of these cities?

What countries do these cities belong to?

Would you like to live in these cities? Why/Why not?

What do you think attract people most in these cities?

Which of the pairs of photos is NY (USA), St. Petersburg (Russia), Dubai (UAE)?

1)



2)



3)



3. Now read the sample topics about My native town and The city of my dream. Then fill in with some information and make a speech in the class.

My Native Town

My name is Ekaterina and I'm thirteen years old. I live in Moscow. It is the capital of Russia and the biggest city of the country.

My city is very beautiful. All tourists of our city always want to visit Red Square. The main sight of this square is the Kremlin Palace and mausoleum named after V. Lenin. Also you can see the Spasskaya Tower and visit the Armoury and diamond fund.

There are a lot of museums in Moscow. I like to go to the State Tretyakov Gallery and watch the paintings. My city is rich in cultural places. There are a lot of theatres, showrooms and concert halls in Moscow. I visited Bolshoi Theatre with my parents. The performance was very exciting and I was full of unforgettable impressions. Many people think that Moscow is noisy city but there are a lot of quiet parks and public gardens in it.

I love my city very much because it is fine and majestic. I'm proud of my city and I'm glad that I live here.

The City of my Dream

Since young age, I have always wondered what the perfect place for living would be like. Now, I can say that I have a clear vision of the city of my dreams.

First of all, it should be situated in a sunny part of our planet and have great weather conditions all year round.

Secondly, there should be neither crime nor any violence there. Only good and kind people can reside in such city. Life can be much easier and nicer if everyone loves and understands each other.

In the city of my dreams people will live in peace and quiet, without any worries and fears. This city will have excellent roads, cheap stores, many beautiful parks and playgrounds for kids, several entertainment centers and else.

The population of the city will be neither too rich, nor poor. People will live equally well. Older people will be respected and taken care of. The streets will be clean and safe. There will be no homeless animals in the city of my dreams.

Another important condition is to have a loyal government. People in the city of my dream will never be in a hurry and they will do only the jobs they like. However, I certainly understand that it's just my dream; I really hope that at least some of the mentioned qualities will come true in the future.

6. Speaking.

Make a presentation of the historical city that might attract people. Speak at least for two minutes.

Group discussion

- a) Famous historical city in Islamic world.
- b) Famous historical city in the world.
- c) Famous historical city in your region.
- d) My native town and the city of my dream.

Vocabulary exercises.

1. Translate the following into Russian.

1. This holiest city is located in the rocky foothills and has an arid climate. 2. Lack of water resources doesn't prevent the people of the country from economic fortunes. 3. A vital impact for the city's annual income is made by pilgrims coming here during the high season. 4. The inhabitants of the city make money through catering, security, lodging and other service industries. 5. It is the birthplace of the most famous person and here are bans on cursing, hunting and uprooting plants. 6. This market town is a stopping point for all the travellers. 7. Many refugees flee away from their homes to this religious site to escape from dangerous war sites. 8. This man was born to be a ruler and bring the unity for the divided city. 9. That city remains the de facto capital of the country and rapidly develops touristic sites to become the top destination for travellers. 10. When the city was conquered the allies decided to destroy all the monument, and all the local population was driven out of the city.

2. Translate the following into English.

1. Этот археологический памятник находится на берегу реки и являет собой останки средневекового города. 2. Данное поселение преимущественно сохранило существовавшие в Золотой Орде бани, мавзолеи, палаты. 3. В этом месте наши предки приняли Ислам в 922 году, позже оно стало торговым центром, популярным ручными изделиями и товарами из кожи. 4. Черная Палата является культурным наследием национального значения, которая охраняется законом Российской Федерации. 5. Эти укрепления были захвачены врагами, и они сделали из него городской центр. 6. Это святое место является местом паломничества для граждан России и ежегодно сюда приезжают сотни тысяч людей, чтобы отдать дань уважения своим предшественникам. 7. В этом городе достаточно много исторических памятников, отражающих культуру проживающего здесь народа. 8. Если вы захотите купить что-либо модное и не очень дорогое, то добро пожаловать в торговый центр рядом с книжным магазином. 9. Городские власти сделали много для того, чтобы горожане могли приятно провести время в парках, скверах и возле озера на пляже. 10. Приехав в этот город, вы можете остановиться в отеле, арендовать дом или снять комнату с завтраком.

3. Now do the following exercises.

a) Remind how to say time in English.





c) Remind prepositions.

Put the following prepositions in the spaces below:

off, in, near, on, over, under

1. The books fell the shelf.
2. Dad always keeps his wallet the drawer.
3. There is a long mirror the wall.
4. The school is the park.
5. There is an old castle the hill.
6. The horse jumped the hurdle.
7. The pan is the stove.
8. I am getting the train in London.
9. The baby crawled the table.
10. There is a cup the fridge.

Choose the correct prepositions.

In, to, of, from, by, at, behind, outside, for, through, near, with, round, till.

Some prepositions maybe used several times.

I'm Peter and I live Germany. summer I like to travel Italy, because the weather and the people there. Last summer I took a plane Munich to Rome. the airport we went to our hotel bus. We stopped a small restaurant for a quick meal. The driver parked the bus the restaurant. Nobody could find the bus and the driver, so we waited the restaurant one hour. The driver was walking the small park the restaurant which we did not know. So we were very angry him. But my holidays were great. We sat campfires and went dancing the early mornings.

4. Now read the text about Tatarstan, Kazan and answer the questions.

1. Where is Tatarstan located?
2. What is Tatarstan's population?
3. What nationalities living in Tatarstan are mentioned in the text?
4. What is the climate of Tatarstan?
5. What are the official languages?
6. What are the other languages?
7. What cultural places are mentioned in the text?
8. What is Kazan famous for?
9. What are the tourist attractions in Kazan?

Tatarstan (Kazan)

I want to tell you about Tatarstan, one of the biggest republics of Russia. It is located in the Eastern part of Europe at the junction of the Volga and Kama rivers. Its population is about three million people.

Climate is moderate-continental with warm, sometimes hot summers and moderate cold winters. The main wealth of Tatarstan is oil, the stock of which is about one billion tons a year.

There are two state languages in Tatarstan: Russian and Tatar. Besides these languages there are a lot of languages spoken in the republic: the Chuvash language, the Mary language, the Mordova language and etc. All these language belongs to the Indo-European family of languages.

The capital of Tatarstan is Kazan. It is located on the left bank of the Volga river. It is a big political, economic and cultural centre. It is the Seat of the Republic government, the high court, the Academy of sciences and many administrative bodies.

Kazan is also the cultural centre. There are many libraries, theatres, museums, monuments and other places of interest in it. One of the most beautiful Cathedrals in Kazan is St. Paul's Cathedral.

The attraction of historical places is not only in their architecture, but in the names of people or events which are connected with them. One of the places of historical interest in our country is the Central Park of Recreation and Rest. It is noticed for its landscape and architecture.

The usual tourists' attractions are the Kremlin and the University of Kazan. Besides they visit Tatar Drama Theatre. Another attraction is the River port of Kazan. In summer it is a crowded place but in winter it is visited very seldom. Our government and the city magistrate in Kazan do everything in their power to preserve building of the architectural value. Kazan is also famous for its classical and modern writers, scientists, who made a valuable contribution to literature and science (M. Djalil, Butlerov). I'm very proud of my Motherland and I'll be very happy to show it to my foreign friends.

UNIT 6

Sights one must see

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing sightseeing objects.
- c) Work in pairs. Use these words while talking about famous sights.

operating university be named in honor of descent school of theology core academic life along with the lunar phases of the moon rote memorization engage in admit training secular professions the most prestigious scholars objectives maintain preacher Supreme Council Grand Imam	purpose promulgate religious rules The current Imam declare perpetrators the spread of violent ideologies grand structure reflect entrance Barber's Gate date from be overlooked keel-arched panels the prayer hall pillars manuscript comprise precious rare book
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2. Reading.

- a) Read the text about Egypt and The Al-Azhar Mosque.
- b) Find five things that are interesting to you.
- c) Point out the main facts that The Al-Azhar Mosque is worth visiting.

Egypt is a predominantly Sunni Muslim country with Islam as its state religion. The percentage of the adherents of various religions is a controversial topic in Egypt. Around 90% are identified as Muslim, 9% are Coptic Christians, and other Christian denominations make up the remaining 1%.

Islam arrived in the 7th century, and Egypt emerged as a centre of politics and culture in the Muslim world. Under Anwar Sadat, Islam became the official state religion and Sharia the main source of law. A significant number of Muslim Egyptians follow native Sufi orders, and there is a minority of Shi'a. Cairo is famous for its numerous mosque minarets and is dubbed "the city of 1,000 minarets".

Egypt: Cairo: The Al-Azhar Mosque



Al-Azhar University in [Cairo](#) is one of the oldest operating universities in the world. The Islamic university is connected to the beautiful and historic Al-Azhar Mosque.

History

The mosque and university are named in honor of Fatima Az-Zahraa, the daughter of Muhammad, from whom the Fatimid Dynasty claimed descent. The mosque was built in two years beginning in 971 AD.

The school of theology (madrassa) connected with it was founded in 988 as an Ismaili Shia school, but it later became a Sunni school, which it remains to this day. It claims to be the oldest Islamic university in the world, but this is disputed by the Kairaouine Mosque in Fes, Morocco.

The core academic life of Al-Azhar has remained much the same for over a millenium: its students study the Qur'an and Islamic law in detail, along with logic, grammar, rhetoric, and how to calculate the lunar phases of the moon. Most of this learning is done by listening in a circle (halqa) at the feet of a sheikh and rote memorization. As students advance, they may engage in Socratic dialogue with their teachers or instruct their juniors.

Al-Azhar does not admit students who are not practicing Muslims but provides training in secular professions; it is thus a unique combination of a theological seminary and regular university, with faculties of medicine and engineering established in 1961.

Al-Azhar is considered by most Sunni Muslims to be the most prestigious school of Islamic law, and its scholars are seen as the highest scholars in the Muslim world. Its stated objectives remain the propagation of Islamic culture and the Arabic language.

To that end, it maintains a committee of ulemas to judge on individual Islamic questions, a printing establishment for printing the Qur'an, and trains preachers trained in da'wa and the propagation of religious publicity. Al-Azhar is

run by a Supreme Council that establishes general policy, headed by a Grand Imam, styled the "Sheikh Al-Azhar."

Since 1929 Al-Azhar has published a magazine (now monthly) whose stated purpose is to promulgate religious rules, subjects related to the propagating of Islamic literature, and basic jurisprudence (sharia), including sections on history, biographies, translated texts and news concerning the Muslim world.

The current Imam of Al-Azhar has declared that the perpetrators of the 9/11 attacks and suicide bombers are heretics who are not following the true path of Islam. In a recent conference in Indonesia, he asked all "true believers" to deny speakers of violently heretical Islam places to speak in the mosque, thus preventing the spread of violent ideologies.

What to See

The Al-Azhar Mosque is a grand structure that reflects many centuries of styles. Entrance is through the 15th-century Barber's Gate, where students traditionally had their heads shaved.

This leads into a great courtyard (sahn), which dates from the 10th century and is overlooked by three stately minarets. The courtyard's white facade, accented by rosettes and keel-arched panels, is mostly from the Fatimid period.

The latticework-screened residential quarters of the madrassas on the right side date from the Mamluke period. These are rarely open to visitors, but tourists may enter the prayer hall, which is warmly carpeted and supported by alabaster pillars.

The university's library (not open to visitors), which was consolidated in 1897, is considered second in range and importance only to Dar Al-kotob Al-Masriah in Egypt, as far as the number of Islamic books and manuscripts are concerned. The library comprises of 99,062 books consist of 595,668 volumes of the most precious manuscripts and rare books, some as old as the 8th century.

Now answer the following questions.

1. What is the percentage of Muslims and Christians in Egypt?
2. What is the main source of law in Egypt?
3. What is one of the oldest operating universities in Cairo?
4. When was the mosque built?
5. What is the core academic life of Al-Azhar?
6. What students cannot apply to the university?
7. What is to be seen there?

3. Speaking.

Discuss the following in groups.

- a) Modern Mosques in the world.
- b) The role of mosques for Muslims.
- c) Famous mosques in your region.
- d) Mosque and church standing side by side: What does this symbolize?.

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Can you say a few words about The Al-Azhar Mosque?

6 A

Monuments of the Islamic World.

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing the historical monuments.
- c) Work in pairs. Use these words while talking about the sights.

stretch from	temple
present-day	a flash point
throughout	numerous
vast area	mid-14th century
imposing monuments	contemporary visitors
commemorate	the most prominent
significant	visible
remember	medieval period
make a pilgrimage	adjacent
according to	worshipers
a restricted area	be assassinated
administer	a potent reminder
surrounding buildings	the original structure
dome	design
recognizable features	massacre
skyline	magnificent structure
a night journey	in memory of
inscriptions	architects
be completed	craftsmen
shortly after	marble domes
conquest	distinctive

2. Reading.

- a) Read the information about famous monuments.
- b) Find the reasons that make these monuments vital for Muslims.
- c) Point out the main facts that these monuments are worth visiting.

Discuss with your group mates.

1. Have you ever heard about these monuments?
2. Did you find any of these sites interesting to see alive?
3. Wasn't it a surprise that all these are considered to be Islamic monuments?

From the early eighth century through at least the end of the 15th century, Muslim rulers controlled territory stretching from present-day Spain in the west to India in the east, and from present-day Turkey in the north to sub-Saharan Africa in the south. Throughout this vast area, Muslims built many imposing monuments, buildings that commemorate a person or event or are significant to a group as a way to remember their shared history.

Ka'aba



The most religiously significant Islamic monument is the Ka'aba in Mecca, to which Muslims must make a pilgrimage if they are able. According to tradition, Abraham built the current shrine, which remains a restricted area that only Muslims may enter. Today Saudi Arabia administers the Ka'aba and its surrounding buildings.

Dome of the Rock



One of the most recognizable features of Jerusalem's skyline, the Dome of the Rock commemorates a night journey the prophet Muhammad took to heaven, according to tradition. Calligraphic inscriptions surround the golden dome, which was completed shortly after the Islamic conquest of Jerusalem. Because it sits on the site of the Second Jewish Temple (Temple Mount), the Dome of the Rock remains a flash point for the religious groups that hold Jerusalem sacred.

Sultan Hasan Mosque

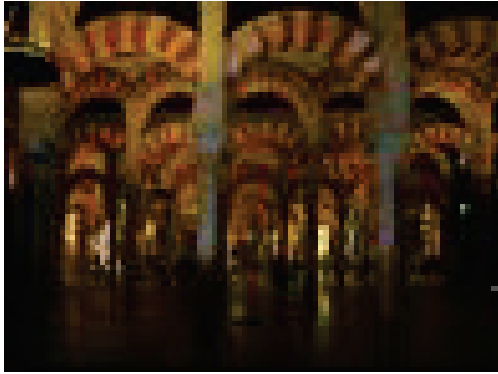


Cairo served as the capital of multiple Islamic empires, and its numerous mosques and tombs are still celebrated today. One of Cairo's Islamic monuments is the tomb and madrassa (school) of Sultan Hasan, a building that dates from the mid-14th century. Even contemporary visitors felt moved to mention it as "an extraordinary monument," according to "Islamic Monuments of Cairo."

The sultan's tomb is the most prominent part of the complex and is visible from the area where parades were held during the medieval period. It is also adjacent to a mosque and is located directly behind the wall toward which the worshipers pray. Ironically, Sultan Hasan was assassinated during the tomb's

construction and his body was never recovered. Thus it is his two young sons, not Sultan Hasan, who are buried in Sultan Hasan's tomb.

Great Mosque



Spain's first Islamic ruler, Abd al-Rahman I, completed the Great Mosque in Cordoba in 786. It remained a potent reminder of his dynasty's political and engineering prowess for nearly 500 years. Today, the mosque is a church, with a Gothic cathedral integrated (somewhat awkwardly) into the original structure. The mosque's design shares features of the prestigious Mosque of the Prophet in Medina, suggesting that Abd al-Rahman (who fled to Spain after his family's massacre) wanted to demonstrate his dynasty's religious authority as well.

Taj Mahal



Perhaps the most famous Islamic monument of all is the Taj Mahal in Agra, India. Shah Jahan built this magnificent structure in memory of his wife, Mumtaz, who died in childbirth. He employed architects and craftsmen from all over the Muslim world in its construction, a process that took 22 years. The Taj Mahal's white marble domes and spires are distinctive and beautiful, making it one of the most recognizable buildings in the world.

Mosque of Sultan Ahmed



"The Mosque of Sultan Ahmed, Istanbul, on a prominent site on the Hippodrome complementary to that of S. Sophia, is distinguished by its six minarets. Four enormous piers dominate the interior and carry a dome which is buttressed, as in Shehzade Mosque, by four subsidiary half-domes... It is noted for its predominantly blue Iznik tilework — whence it derives the name 'The Blue Mosque'".

3. Speaking

Make a search for more information about one of these famous monuments in Islamic world and prepare a presentation to present in class.

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Can you say a few words about Islamic sights?

6 B

London Attractions & Sightseeing.

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing the historical monuments.
- c) Work in pairs. Use these words while talking about the sights.

a remarkable city	Clock Tower
limitless heritage	specially-built
attractions	the tallest wheel
landmarks	ablaze with neon advertisements
residence	swirl around
HM Queen (Her Majesty)	pedestrian
townhouse	an archetypal icon
the Duke of Buckingham	illuminated at night
royal palace	be electrically operated
spectacular building	steam generators
light up at night	a tourist exhibit
be well worth a visit	be flanked by
staircases	reclaimed cannons
the most notable	stunning interior

2. Reading.

- a) Read the information about famous monuments.
- b) Find the reasons that make these monuments attractive for every human being.
- c) Point out the main facts that these monuments are worth visiting.

Discuss with your group mates.

1. Have you ever heard about these monuments?
2. Have you ever been to London?
3. Did you find any of these sites interesting to see alive?
4. Do you think it is important to preserve old historical buildings?

London is a remarkable city with a rich and truly limitless heritage upon which to draw. It is no surprise therefore that London has numerous attractions and famous landmarks, from all eras of its history. No matter where you are located within London, there seems a never ending list of things to do and places to see.

Buckingham Palace



This is the official London residence of HM Queen Elizabeth II. After being developed from a large townhouse built for the Duke of Buckingham in 1703, the palace eventually became the official royal palace of the British monarch in 1837 and is now the world's largest "working" royal palace.

Houses of Parliament



For nearly 1000 years The Palace of Westminster, also known as The Houses of Parliament, is where new laws have been debated and agreed by the Chambers of the House of Lords and the House of Commons. The Palace itself is one of London's most spectacular buildings, especially when lit up at night and is well worth a visit. It has over 1,000 rooms, 100 staircases and over 2 miles of passages.

Though most of the Palace had to be reconstructed after a fire on 16th October 1834, some of the original rooms are still present, the oldest and most notable of which is the Westminster Hall, which dates back to 1097. The Palace has several towers including the famous Clock Tower, more commonly known as Big Ben. This is in fact a misnomer - in fact Big Ben is the informal name of the largest of the bells in the tower (officially, the Great Bell of Westminster), which weighs 13 tons and strikes every hour.

The London Eye



The London Eye is one of London's newest landmarks specially-built to open the 21st century, although it was not open for the New Millennium celebrations as planned. At 135 metres, it is the tallest wheel of its kind and sits on the South Bank of the River Thames, opposite the Houses of Parliament. Rotating at a speed of 1 mph, it takes 30 minutes to go through a complete 360°.

Piccadilly Circus

Piccadilly Circus is London's answer to New York's Times Square. Ablaze with neon advertisements, noise and traffic, Piccadilly Circus is a popular meeting place for all and sundry. Traffic swirls around the Statue of Eros, oblivious to passing pedestrians - be advised to use the subways where possible.





Tower Bridge

An archetypal icon of London, especially when illuminated at night, Tower Bridge was opened after 8 years of construction in 1894 by the Prince of Wales, following a massive industrialization of East London.

The bridge stands 800 feet high with a span of 200 feet and can be raised in less than a minute despite the combined weight of over 2000 tons. These days the bridge is electrically operated, although the original steam generators have been retained as a tourist exhibit. Tower Bridge is raised as many as five hundred times in a year.



Trafalgar Square

The statue of Admiral Horatio Nelson, who was buried at St Paul's Cathedral, stands high above the traffic at Trafalgar square. Originally created to commemorate Nelson's famous victory at the Battle of Trafalgar during the Napoleonic wars, the statue is flanked by four bronze lions said to have been cast from the metal of reclaimed cannons from the French fleet. Below Nelson, tourists gather to feed the frightening number of

pigeons who sweep in and out of the crowds and across to St Martin in the Fields, a church which has been standing since the thirteenth century - worth a visit, especially for its stunning interior. The square is also overlooked by the National Gallery and Admiralty Arch.



Tower of London

William the Conqueror ordered it to be built from stone, imported from Normandy, so that it would be able to withstand any attack on London.

Apart from being a tourist attraction, the Tower is used to guard the priceless Crown Jewels, used to crown sovereigns on their Coronation Day. The guardians of the Tower are famously recognised in their red tunics and black stockings and being known as the 'Beefeaters'.

The Tower is also the home to 7 black ravens which must be fed at the expense of the government. If no ravens reside at the Tower, then the country is believed to be under threat of invasion!

3. Speaking

Choose one of the London attractions and prepare a speech for about 2 minutes to be made in class

Quick Review.

- a) Ask each other the words from the previous layout.
- b) Can you say a few words about London attractions?

6 C

Kul Sharif Mosque and the Kazan Kremlin.

1. Vocabulary.

- a) Tick the words you know.
- b) Use the following words in the sentences describing the historical monuments.
- c) Work in pairs. Use these words while talking about the sights in your region.

citadel within the city be martyred be invaded incorporated namely rebuilt rekindle identity faithful the opening ceremony gather celebration attend facility reconstruct a new symbol	on behest of the former castle a World Heritage Site sandstone brick speculative bell tower erect resemble be pulled down the most conspicuous landmark the reign anchor gated tower water supply well be restricted
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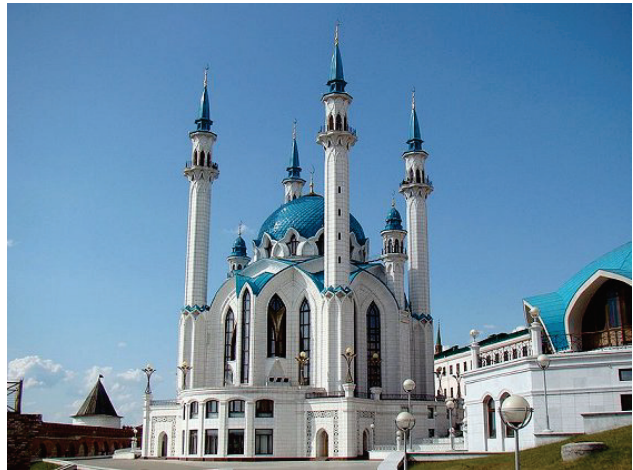
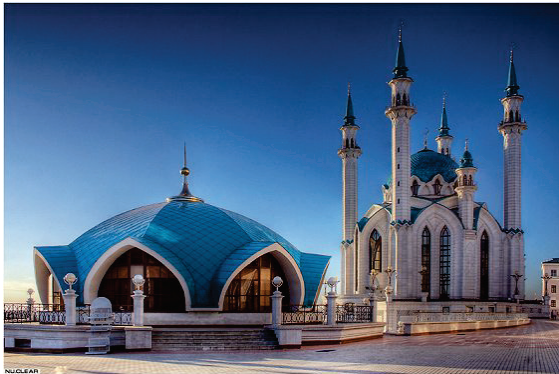
2. Reading.

- a) Read the information about famous monuments.
- b) Find the reasons that make these monuments attractive for every human being.
- c) Point out the main facts that these monuments are worth visiting.

Discuss with your group mates.

1. Have you ever heard about these monuments?
2. Have you ever been to Kazan Kremlin?
3. Did you find any of these sites interesting to see alive?
4. Do you think it is important to preserve old historical buildings?
5. Do you think Kazan Kremlin is cultural heritage of national significance?
6. Do you know that Kazan Kremlin is protected by UNESCO?

Qolşärif Mosque is a mosque located in Kazan Kremlin, the citadel within the city of Kazan, in the Republic of Tatarstan, Russia. Its name is also written as Kul Sharif Mosque. Although the present mosque was completed in 1996, it was based on the design of the original mosque built by the Qolşärif, or religious leader, who served there in the 16th century. The Qolşärif was martyred along with his students when the city of Kazan was invaded by Russian forces led by Ivan the Terrible in 1552.



The Qolşärif Mosque was built in the Volga Bulgarian architectural style, with elements of early Renaissance and Ottoman architecture incorporated into the design. Architectural scholars have pointed to elements in the design appearing in St Basil's Cathedral in Moscow, namely the placement of 8 minarets and a central cupola which are not typical to Russian architecture.

In the late 20th century, a decision was taken to rebuild the Qolşärif Mosque, as a way to rekindle Kazan identity. Although the newly rebuilt mosque appears modern, it is faithful to the original mosque in design. The new complex includes a library and the office of the Imam. It is widely recognised as one of the most beautiful buildings in the city of Kazan.

Opened in 2005, the mosque is a symmetrical building; the base of the structure is constituted by two criss-crossing squares which meet at an angle of 45 degrees – the well-known Muslim symbol “Bismillah” (in the name of Allah).

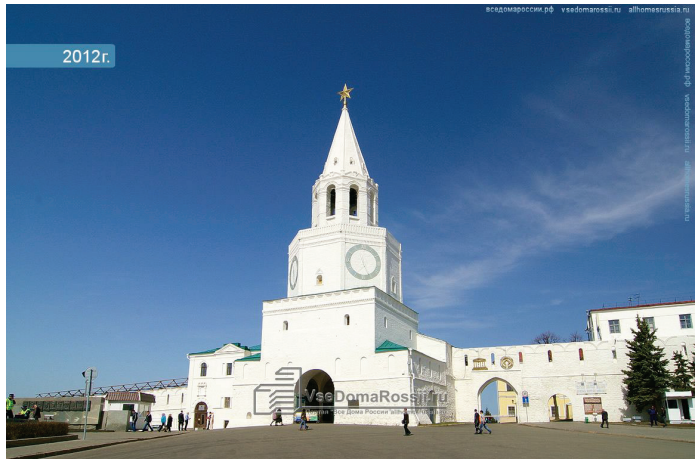
At the top of the construction of eight intersecting lancet arches rests a dome in the form of the cap-crown worn by Kazan khans, now preserved in the Kremlin Armoury Chamber.

Four main minarets (55 meters tall) and four smaller ones shine as in the olden days – with bright silver crescents. In addition to the mosque, the complex includes a museum of the Islamic culture of the Volga region and ancient manuscripts, libraries, a publishing house, as well as the Imam's administration center.

The opening of the biggest mosque in Europe, the Qol-Şärif mosque, was held in Kazan on June 24, 2005. Roughly 17,000 people gathered for the celebration. Delegations from forty countries attended the event. The facility was reconstructed on the site where Kazan Khanate's principal mosque had been

standing before the seventeenth century. Speaking at the ceremony, Tatarstan President Mintimer Shaeymiev said "the Qol-Şärif mosque is a new symbol of Kazan and Tatarstan... a bridge connecting... our past and future."

The Kazan Kremlin is the chief historic citadel of Tatarstan, situated in the city of Kazan. It was built on behest of Ivan the Terrible on the ruins of the former castle of Kazan khans. It was declared a World Heritage Site in 2000.



Monuments

The Kazan Kremlin includes many old buildings, the oldest of which is the Annunciation Cathedral (1554-62), the only 16th-century Russian church to have six piers and five apses. Like many of Kazan's buildings of the period, it is constructed of local pale sandstone rather than of brick. The architect is sometimes said to have been the half-legendary Postnik Yakovlev, but this is purely speculative. The cathedral bell tower was erected in five tiers at the urging of Ivan the Terrible and was scored to resemble the Ivan the Great Belltower in Moscow, but was pulled down by the Soviets in 1930.

The most conspicuous landmark of the Kazan Kremlin is the leaning "Söyembikä Tower", which probably goes back to the reign of Peter the Great. A well-known legend connects the tower with the last queen of Kazan.

Another recognizable architectural feature is the Spasskaya Tower, which anchors the southern end of the Kremlin and serves as the main entrance to the Kremlin. The Spasskaya Tower is named after the Spassky Monastery, which used to be located nearby. Among the monastery's buildings were the Church of St. Nicholas (1560s, four piers) and the Cathedral of the Saviour's Transfiguration (1590s, six piers). They were destroyed by the Communists during Stalin's rule.

Northern wall of the Kremlin contains another gated tower - Secret Tower, so named because it used to house a secret water supply well. This tower allows pedestrian access to Kremlin, but vehicle access is restricted to emergencies only.

3. Speaking

Choose one of monuments and prepare a speech for about 2 minutes to be made in class.

Vocabulary exercises.

1. Translate the following into Russian. Pay attention to the vocabulary given in this unit. Use the words in the correct form.

1. This is one of the famous operating universities around the world named in honour of an outstanding scientist of the era. 2. Along with the school of theology and core academic life, there are seminars and trainings in secular professions. 3. One of the objectives of this most prestigious university is to prepare great scholars. 4. The current Imam of the mosque reflects the ideas of people against the spread of violent ideologies. 5. The library comprises old manuscripts and precious rare books, which date back to the 9th century. 6. This mid-14th century temple is a flash point for the pious people to take pictures. 7. All practicing Muslims should remember to make a pilgrimage at least once in their lives according to five pillars of Islam. 8. This magnificent building was completed shortly after his death, and now it's a significant historical building with marble domes and a restricted area. 9. A lot of well-known architects and craftsmen in the medieval period were invited to erect this construction to be a potent reminder of the past. 10. The inscriptions with recognizable features made inside these imposing monuments remind its contemporary visitors about a night journey of the Prophet.

2. Translate the following into English. Pay attention to the vocabulary given in this unit. Use the words in the correct form.

1. Лондон – примечательный город со своим безграничным наследием, который привлекает туристов со всех концов мира. 2. Этот специально построенный аттракцион является самым высоким колесом в мире аттракционов. 3. Пешеходам нравится бродить по освещенным неоновыми огнями улицам старинного исторического города. 4. Ее величество королева Британии живет в королевском дворце. 5. Механизмы этого разводного моста приводятся в движение при помощи электричества, а паровые генераторы, когда-то служившие для этих целей, теперь представлены только для туристов в качестве экспонатов. 6. Этот загородный дом, построенный для Букингемского герцога, стоит посетить. 7. Эти лестницы и завораживающий интерьер становятся более заметным, когда освещаются по вечерам специальными огнями. 8. Данная мечеть, построенная внутри заповедника, является новым символом для горожан. 9. На церемонии открытия этого монумента поблагодарили всех людей принявших участие в реконструкции данного объекта. 10. Внутри данной башни находится водозаборная скважина, поэтому по этим воротам проезд на транспорте ограничен, кроме экстренных случаев.

3. Now do the following exercises.

a) Remind the formation of nouns.

Fill in the following words

advice, chocolate, jam, lemonade, meat, milk, oil, rice, tea, tennis

and form meaningful phrases.

- 1) a piece of
- 2) a packet of
- 3) a bar of
- 4) a glass of
- 5) a cup of
- 6) a bottle of
- 7) a slice of
- 8) a barrel of
- 9) a game of
- 10) a jar of

Put in the correct form of the plural of the given nouns.

- 1) half -
- 2) kilo -
- 3) woman -
- 4) mouse -
- 5) foot -
- 6) sheep -
- 7) penny -
- 8) bus -
- 9) day -
- 10) fish -

Tell the rules of plural noun formation.

Use these nouns in the sentences of your own.

b) Find these words in the board

- 1.CHILLIES 2.CALVES 3.OXEN 4.LOAVES 5.FOXES 6.BOXES 7.SCARVES
- 8.ANTS
- 9.KNIVES 10.ELEPHANTS 11.LICE 12.TEETH 13.FEET 14.IGLOOS
- 15.SCISSORS



c) Complete the sentences with the plural forms of the verbs in brackets:

- _____ (baby) are cute, aren't they?
- In Autumn _____ (leaf) fall from _____ (tree)
- She loves _____ (puppy)
- I have got a pair of _____ (jeans)
- Superman and Spiderman are my _____ (hero)
- Let's put these toys inside these _____ (box)

d) Give the plural forms of these Nouns.



GRAMMAR

UNIT 1

1 A Present Simple: positive

Use

We use the Present Simple to talk about:

1) habits and repeated actions:

Ex.: He drinks tea at breakfast.

At the weekend, we usually go to the market.

I never eat meat.

2) things in general or facts:

Ex.: The sun rises in the East.

The adult human body contains 206 bones.

Water boils at 100°C.

3) fixed arrangements, scheduled events (e.g. timetable):

Ex.: The plane flies to London every Monday.

The school term starts next week.

The train leaves at 19:45 this evening.

4) sequence of actions in the present (first - then, after that):

Ex.: First I get up, then I have breakfast.

Signal words

These words tell you what tense you have to use. With the Present Simple, we often use adverbs of frequency to say 'how often' we do something. Here's a list of common adverbs:

100 %	always	всегда
85-99 %	usually	обычно
70-85 %	often	часто
40-75 %	sometimes	иногда

10-40 %	seldom	редко
1-10 %	hardly ever	почти никогда
0 %	never	никогда

We usually put these adverbs in the middle of the sentence, between the subject and the verb:

Ex.: I *often* go to the cinema.
 She *sometimes* visits me at home.
 We *usually* drink coffee.

We can also use 'every' + period of time to say 'how often'. All of these phrases go at the beginning or the end of the sentence but not in the middle:

- every morning
- every day
- every Tuesday
- every week
- every month
- every year

Ex.: I go to the cinema every Sunday.
 I meet my friends every week.
 Every month I visit my parents.

A day of the week with 's' at the end (for example 'on Tuesdays') means the same as 'every Tuesday':

Ex.: I take a dance class on Wednesdays.
 I relax on Saturdays.

Positive form of the Present Simple

We use the infinitive of the verb (without *to*) to form the Present Simple. In the 3rd person Singular (he, she, it - or a name) we put an -s to the end of the infinitive:

I you we they	take
he she it	takes

Ex.: I take the bus.
 You take the taxi.

He takes the train.

N.B.

1. Verbs ending in -y : the third person changes the -y to -ies:
fly → flies, cry → cries
Exception: if there is a vowel before the -y:
play → plays, pray → prays
2. Add -es to verbs ending in: -ss, -x, -sh, -ch, -z, -o:
he passes, he fixes, it pushes, she catches, she waltzes, he goes

Practice.

1. Use the Present Simple affirmative:

1. I _____ (go) shopping with my brother.
2. We sometimes _____ (use) a dictionary in class.
3. My friends _____ (study) Italian at their school.
4. School _____ (finish) at three o'clock.
5. You _____ (live) near me.
6. He _____ (like) rap music.
7. She _____ (do) her homework before dinner.
8. We _____ (play) tennis in school on Wednesday afternoon.
9. I _____ (watch) TV in the evening.
10. My mother _____ (teach) art.

2. Complete with the correct verb:

listen - play - go - do - get up - read - ride - wash - drive - watch

- 1) Fatima _____ the homework at home.
- 2) I _____ my bike everyday.
- 3) John _____ to music.
- 4) Tom _____ football on Mondays.
- 5) My father _____ his new car.
- 6) You _____ the newspaper on Sundays.
- 7) My sister _____ TV in the evening.
- 8) Sandy and I _____ at 9 o'clock everyday.
- 9) He _____ home at 6:30.
- 10) We _____ our hands before dinner.

3. Choose one appropriate adverb of frequency for each gap based on the frequency indicated by the percentage.

--	--	--	--	--

85 - 99%	Alison		drives	to work.
1 - 10%	We		go	skiing.
10 - 40%	Peter and Sharon		go out	to eat in restaurants.
85 - 99%	Tom		has	a sandwich for lunch.
0%	They		play	<u>golf</u> .
70 - 85%	My friend		spends	time with his daughter.
100%	David		goes	to bed before midnight.
40 - 75%	They		watch	TV after dinner.
85 - 99%	Hank		travels	by train.

1 B Present Simple: negative

To make a negative sentence in the Present Simple we use don't or doesn't.

Don't is the contracted form of *do not*.

Doesn't is the contracted form of *does not*.

I *don't* like fish = I *do not* like fish.

There is no difference in meaning though we normally use contractions in spoken English.

We use *don't* when the subject is *I, you, we* or *they*. When the subject is *he, she* or *it*, we add *doesn't* between the subject and the verb to make a negative sentence.

I you we they	don't (do not)	work.
he she it	doesn't (does not)	

Notice that the letter *-s* at the end of the verb in the affirmative sentence in third person disappears in the negative sentence.

Examples:

You *don't* speak Russian.

John *doesn't* speak French.

We don't have time for a quick drink.
It doesn't rain much in summer.
They don't want to come with us.
She doesn't like meat.

Practice.

1. Make negative present simple sentences:

Example: (I / not / like coffee) *I don't like coffee*

1. (I / not / live in Paris)

2. (she / not / come from Spain)

3. (John / not / work in a bank)

4. (they / not / get up at eight o'clock)

5. (we / not / go to the cinema every Friday)

6. (you / not / read the newspaper every day)

7. (he / not / go to school in France)

8. (we / not / watch TV in the evening)

9. (I / not / have a shower in the morning)

10. (he / not / like / animals)

11. (she / not / drink tea every afternoon)

12. (they / not / visit their parents at the weekend)

13. (you / not / study English very often)

14. (it / not / rain here in the summer)

15. (we / not / go out on Tuesday nights)

16. (he / not / like cabbage)

17. (the sun / not / go round the earth)

18. (she / not / play the piano)

19. (I / not / smoke)

20. (Julie and Lucy / not / play football)

2. Use the words in brackets to correct the wrong information. Use don't / doesn't in the Present Simple.

Example: Mel Gibson comes from Britain. (Australia)

Mel Gibson doesn't come from Britain. He comes from Australia.

1) The Earth moves around the Sun 150 thousand kilometres away from it.
(million)

.....
2) Tourists go to Africa to see the Niagara Falls. (America)

.....
3) People in Switzerland speak the Swiss language. (the German, French and Italian languages)

.....
4) The Amazon River ends in the Pacific Ocean. (the Atlantic Ocean)

.....
5) The Ayers Rock lies in the east of Australia. (in the middle)

.....
6) The oldest skyscraper in the world stands in New York. (Chicago)

.....
7) The tallest trees in the world grow in France. (California)

.....
8) The cheetahs run up to 60 kilometres per hour. (120)

.....
9) The ostrich lives in Australia. (Africa)

.....
10) The Japanese people make Nokia mobile phones. (the Finnish people)

1C Present Simple: Questions

With the Present Simple, we use the auxiliary *do* and *does* to make questions. We use *does* for the third person (she/he/it) and we use *do* for the others (I/you/we/they).

Yes/No questions

The Yes /No questions need the answer 'yes' or 'no'.

We add *do/does* at the beginning of the affirmative sentence to make it a question.

Do+ I/you/we/they+ infinitive

Affirmative: You play the piano.

Question: **Do** you play the piano?

Does+ he/she/it+ infinitive

Affirmative: He speaks Spanish.

Question: **Does** he speak Spanish?

Notice that the letter *-s* at the end of the verb in the affirmative sentence in third person disappears in the question.

Short Answers with Do and Does

In questions, that use *do/does* it is possible to give short answers to direct questions as follows:

Questions	Short Answer (Affirmative)	Short Answer (Negative)
Do you speak English?	Yes, I do.	No, I don't.
Do I need a dictionary?	Yes, you do.	No, you don't.
Do you both speak English?	Yes, we do.	No, we don't.
Do they speak English?	Yes, they do.	No, they don't.
Does he speak English?	Yes, he does.	No, he doesn't.
Does she speak English?	Yes, she does.	No, she doesn't.
Does it have four legs?	Yes, it does.	No, it doesn't.

Wh- questions

Wh- questions are the ones that begin with question words *who*, *what*, *where*, *when*, *why*, *which* and *how*.

Remember word order: Question words + *do/does*+ infinitive:

Examples:

Who do you like?

What does he eat for lunch?

Where does he come from?

When do you finish work?

Why do they have three cars?

How does she cook pizza?

N.B.

But look at these questions with *who*:

Who lives in London?

Who plays football at the weekend?

Who works at Liverpool City Hospital?

As you can see, we do not use the auxiliary *do/does* here because these are Wh-Subject questions. To form a Wh- subject question in English, replace the subject with a question word, using *who* (for people) or *what* (for non-people). The word order is that of a positive sentence. In the present tenses, the verb is always in the third person singular.

Practice.

1. Underline mistakes and write correct present simple forms in the brackets. Be careful, in some questions there are one or two mistakes, but some questions are correct!

Example: Do your sister plays tennis? (Does, play)

1. Does your parents live in a house? (.....)
2. Do your brother and sister eat meat? (.....)
3. Does Sam works on a computer? (.....)
4. Do you think she is your best friend? (.....)
5. Do she thinks you are her best friend? (.....)
6. Do Jill's cat catch mice at night? (.....)
7. Does Claire and Brad help in the garden? (.....)
8. Do Tim's dogs eat bones? (.....)
9. Does her classmates do their homework? (.....)
10. Does your uncle and aunt watch football on TV? (.....)
11. Do Mike's friend speaks English? (.....)
12. Do lions live in India? (.....)

2. Arrange the words below to make Yes/No questions:

Example: she / to collect / stickers - *Does she collect stickers?*

1. they / to play / a game -
2. the cat / to sleep / in the cat's bed -
3. she / often / to dream -
4. he / to play / streetball -
5. you / to be / from Paris -

6. the pupils / to wear / school uniforms -
7. you / to go / to the cinema -
8. she / to have / friends -
9. he / to read / books -
10. they / to work / together -

3. Ask for the bold part of the sentence.

Example: She lives in **Kazan**. *Where does she live?*

1. Julia likes **reading**. _____
2. Maria comes from **Spain**. _____
3. They play **in the garden**. _____
4. **Rick** rides his bike. _____
5. I go to the cinema **on Saturdays**. _____
6. We go to Greece **because it is warm there**. _____
7. Joe repairs **his car**. _____
8. Robin drives his car **carefully**. _____
9. Peter runs with his dog **every day**. _____
10. Eric **goes to Italy for a holiday**. _____

4. Translate into English.

1) Вы работаете? - Да. 2) Он работает? - Нет. Он учится. 3) Моя сестра не читает книг. 4) Твоя сестра говорит по-французски? - Нет. 5) Мой дядя инженер. Он очень занят. 6) Мой брат работает в больнице. Он врач. 7) Когда вы встаете? - В 7 часов утра. 8) Как ты добираться на работу? - Обычно я езжу на работу на машине. 9) Ты любишь животных? - Да, у меня 2 кошки. 10) Где он живет? - Он живет в Москве.

UNIT 2

2 A Present Participle

The Present Participle is formed by adding the ending **-ing** to the infinitive:

discover discovering

debate debating

watch watching

ski skiing

For verbs ending with the letter **-e**, eliminate the **-e** before adding **-ing**:

have having

take taking

give giving

save saving

If a verb is composed of one syllable which ends consonant+vowel+consonant, double the final consonant before adding **-ing**:

hit hitting

stop stopping

plan planning

run running

When the verb has more than one syllable and the final syllable is stressed, the final consonant is doubled before adding **-ing**:

unwrap ~~unwrapping~~ unwrapping

compel ~~compeling~~ compelling

begin ~~begining~~ beginning

forget ~~forgeting~~ forgetting

In these examples, the stress is not on the final syllable. Do not double the consonant:

listen	listening	listenning
orbit	orbiting	orbitting
follow	following	followwing
consider	considering	considerring

For most verbs that are spelled with an *-ie* at the end of the word, change the *-ie* to a *-y* and then add the *-ing* suffix:

die	dying
lie	lying
tie	tying
vie	vying

Use

A. The Present Participle may often function as an adjective:

That's an **interesting** book.
That tree is a **weeping** willow.

B. The Present Participle can be used as a noun denoting an activity (this form is also called a gerund):

Swimming is good exercise.
Traveling is fun.

C. The Present Participle can indicate an action that is taking place, although it cannot stand by itself as a verb. In these cases it generally modifies a noun (or pronoun), an adverb, or a past participle:

Thinking myself lost, I gave up all hope.
Washing clothes is not my idea of a job.
Looking ahead is important.

D. The Present Participle may be used with "while" or "by" to express an idea of simultaneity ("while") or causality ("by"):

He finished dinner **while watching** television.
By using a dictionary he could find all the words.
While speaking on the phone, she doodled.
By calling the police you saved my life!

E. The Present Participle of the auxiliary "have" may be used with the past participle to describe a past condition resulting in another action:

Having spent all his money, he returned home.
Having told herself that she would be too late, she accelerated.

Practice.

1. Make the Present Participle from the verbs:

sit -
go -
wait -
drive -
win -
try -
write -
permit -
swim -
get -

2. Use the Present Participle to complete the sentence.

Example: exhaust It was an *exhausting* trip.

1. I had a _____ day (tire).
2. It was a _____ performance (thrill).
3. My job is very _____ (satisfy).
4. The news was so _____, that she burst into tears (shock).
5. This film is so _____ (bore).
6. This maths problem is _____ (confuse).
7. My sister is _____ because she is going on holiday tomorrow (excite).
8. This boy has a _____ face (smile).
9. A fresh ocean breeze on a hot summer day is _____ (refresh).
10. Babies _____ in the night bother me (cry).

2 B Present Continuous (Progressive)

The Present Continuous, sometimes called the Present Progressive, is formed from the present tense of the verb *be* and the present participle (*-ing* form) of a verb:

I	am	taking
you we they	are	
he she it	is	

Use

1. We use the Present Continuous tense to talk about the present:

1) for something that is happening at the moment of speaking:

Ex.: Peter is reading a book now.

Please be quiet. The children are sleeping.

2) for temporary actions:

Ex.: His father is working in Rome this month.

3) for something which is new and contrasts with a previous state (for trends):

Ex.: These days most people are using email instead of writing letters.

What sort of clothes are teenagers wearing nowadays? What sort of music are they listening to?

4) to show that something is changing, growing or developing:

Ex.: The children are growing quickly.

The climate is changing rapidly.

Your English is improving.

5) repeated actions which are irritating to the speaker:

Ex.: It's always raining in London.

Andrew is always coming late.

Note: We normally use *always* with this use.

2. We use the Present Continuous tense to talk about the future:

1) for something which has been arranged or planned:

Ex.: Mary is going to a new school next term.

What are you doing next week?

We are staying home tomorrow.

Signal words

With the Present Continuous, we often use: (right) now, at the moment, this week, nowadays

Ex. He is reading *now*.

They are playing football *at the moment*.

She is not working *this week*.

The Earth is getting hotter and hotter *nowdays*.

Negative form of the Present Continuous

To make negative form in the Present Continuous we put *not* after *to be*.

I	am not	taking
you	are not	
we		
they		
he	is not	
she		
it		

We normally use contractions in spoken English.

I'm not talking to my friend now. = *I have not* talking to my friend now.

He *isn't* looking (He's *not* looking) for a job. = He *is not* looking for a job.

We *aren't* flying (We're *not* flying) to Tokyo this month. = We *are not* flying to Tokyo this month.

Question form of the Present Continuous

To make question in the Present Continuous we put the auxiliary (am, are or is) before the subject.

Yes/No questions

Auxiliary	Subject	Verb	Rest	Yes/No	Subject	Auxiliary (+ n't)
Are	they	writing	e-mails?	Yes,	they	are.
				No,	they	are not.
				No,	they	aren't.
				No,	they're not.	

Is	Peter	playing	football?	Yes,	he	is.
				No,	he	is not.
				No,	he	isn't.
				No,	he's not.	
Are	they	singing	a song?	Yes,	they	are.
				No,	they	are not.
				No,	they	aren't.
				No,	they're not.	

Wh - questions

Question word	Auxiliary	Subject	Verb	Rest	Answer
What	are	you	doing	right now?	I am working on my computer.
Where	is	Tyler	going?		He is going to the pet shop.
Why	are	they	carrying	the buckets?	They are carrying the buckets because they want to clean their bikes.

Present Continuous vs. Present Simple

Remember: in English grammar we use the Present Simple for situations that are always true, and for routines or permanent situations. We use the Present Continuous for situations that are temporary, or changing.

I **live** in France. (Present Simple: it is my permanent home).
 I'm **staying** in a small hotel during the conference. (Present Continuous: it is a temporary place to stay for a limited period of time).

People **live** a long time in Japan. (Present Simple: a true situation / fact).
 People **are living** longer. (Present Continuous: a trend that is happening now).

Practice.

1. Use the words below to make sentences in the Present Continuous.

Example: John / to work now *John is working now.*

1. I / to read a book _____
2. it / to rain _____
3. he / to repair his bike _____
4. they / to watch a film _____
5. the cat /to sleep on the chair _____
6. Jane and Emily / to do their homework _____
7. Bill / to wait at the bus stop _____
8. we / to listen to the radio _____
9. the children / to play a game _____
10. Laura / to walk the dog _____

2. Transform the sentences below into negative sentences.

Example: She is reading. *She is not reading.*

1. I am watching TV. _____
2. I am talking. _____
3. They are drawing. _____
4. He is opening the window. _____
5. Angela is cleaning the bathroom. _____
6. We are helping in the garden. _____
7. You are singing. _____
8. It is raining. _____
9. She is joking. _____
10. I am tidying up my room. _____

3. Put the verb in brackets into the gap and form negative sentences in the Present Continuous. Use short forms only.

Example: Jane _____ work. (not/to leave) *Jane isn't leaving work.*

- 1) They _____ questions. (not/to ask)
- 2) Nick _____ to the gym. (not/to go)
- 3) I _____ the door. (not/to open)
- 4) He _____ jokes. (not/to tell)
- 5) The baby _____ now. (not/to cry)
- 6) We _____ a farm. (not/to visit)
- 7) They _____ the phone. (not/to answer)
- 8) She _____ hamburgers. (not/to eat)
- 9) He _____ at the bus stop. (not/to wait)

10) Look at the rabbit. It _____ over the fence. (not/to climb)

4. Write Yes/ No questions with the words below.

Example: The children / to play / football *Are the children playing football?*

1. Peter / to go / to the cinema _____
2. they / to play / a game _____
3. she / to listen /to the radio _____
4. I / to dream _____
5. they / to pack / their bags _____
6. you / to do / the washing-up _____
7. we / to talk / too fast _____
8. they / to clean / the windows _____
9. she / to watch / the news _____
10. you / to pull / my leg _____

5. Ask for the information in the bold part of the sentence.

Example: Mom is cooking **the dinner**. *What is Mom cooking?*

1. Ashley is going **to a restaurant**. _____
2. **Gareth** is reading the paper. _____
3. Stacey is playing **in the garden**. _____
4. **She** is wearing a red dress. _____
5. Britney is doing **her homework**. _____
6. Mandy is leaving **at nine**. _____
7. Joe is repairing **his bike**. _____
8. **Amanda** is going out with Dan. _____
9. They are meeting **at two o'clock**. _____
10. Sandy **is looking for Phil**. _____

6. Choose the Present Simple or the Present Continuous:

1. You (come) _____ tonight?
2. (He / eat) _____ rice every day?
3. I (work) _____ at the moment.
4. (He / come) _____ to London often?
5. He (play) _____ tennis now.
6. (You / come) _____ to the cinema later?

7. They (not / come) _____ to the party tomorrow.
8. He (not / play) _____ golf now.
9. (You / play) _____ tennis this Sunday?
10. They (go) _____ to a restaurant every Saturday.
11. She (not / go) _____ to the cinema very often.
12. You usually (arrive) _____ late.
13. He normally (eat) _____ dinner at home.
14. (You / study) _____ every night?
15. (They / work) _____ late usually?
16. You (not / go) _____ out later.
17. I (not / work) _____ tonight.
18. (She / work) _____ at the moment?
19. I (not / drink) _____ coffee very often.
20. Julie (sleep) _____ now.
21. You (not / like) _____ chocolate.
22. She (not / study) _____ at the moment.
23. We often (go) _____ to the cinema.
24. He usually (not / do) _____ his homework.
25. They (not / eat) _____ rice every day.
26. We (not / study) _____ every night.
27. (You / like) _____ spicy food?
28. (She / go) _____ to Scotland often?
29. (He / eat) _____ now?
30. We (go) _____ to the cinema this weekend.
31. They (study) _____ now.
32. I (clean) _____ the kitchen every day.
33. She (work) _____ every Sunday.
34. We (not / sleep) _____ now.
35. He (not / go) _____ to the park very often.

2 C State verbs

Some English verbs, which we call state aren't used in the Continuous tense. They are used in the Simple tense. These verbs often describe states that last for some time. Here is a list of some common ones:

Like	know	belong
Love	realise	fit
Hate	suppose	contain
want	mean	consist
need	understand	seem
prefer	believe	depend
agree	remember	matter
mind	recognise	see
own	appear	look (=seem)
sound	taste	smell
hear	astonish	deny
disagree	please	impress
satisfy	promise	surprise
doubt	think (=have an opinion)	feel (=have an opinion)
wish	imagine	concern
dislike	be	have
deserve	involve	include
lack	measure (=have length etc)	possess
owe	weigh (=have weight)	

A verb, which isn't state, is called a dynamic verb, and is usually an action.

Some verbs can be both state and dynamic:

be	be is usually a state verb, but when it is used in the continuous it means 'behaving' or 'acting' you are stupid = it's part of your personality you are being stupid = only now, not usually
have	have (state) = own I have a car have (dynamic) = part of an expression I'm having a party / a picnic / a bath / a good time / a break
see	see (state) = see with your eyes / understand I see what you mean I see her now, she's just coming along the road see (dynamic) = meet / have a relationship with I've been seeing my boyfriend for three years I'm seeing Robert tomorrow
think	think (state) = have an opinion I think that coffee is great

	think (dynamic) = consider, have in my head what are you thinking about? I'm thinking about my next holiday
taste (also: smell, feel, look)	think (state) = have an opinion I think that coffee is great think (dynamic) = consider, have in my head what are you thinking about? I'm thinking about my next holiday

Practice.

1. Choose the correct form of the verb depending on whether in this meaning it is an action or a state verb. If both the Present Continuous and the Present Simple tenses are possible, use both.

1. a) Why are you smelling the soup?
b) Why do you smell the soup?
2. a) She was feeling his arm on her shoulder.
b) She felt his arm on her shoulder.
3. a) Are you having an English dictionary?
b) Do you have an English dictionary?
4. a) What are you thinking about?
b) What do you think about?
5. a) I am feeling much better today.
b) I feel much better today.
6. a) What are you looking at?
b) What do you look at?
7. a) I am not hearing you.
b) I can't hear you.
8. a) What are you thinking of me?
b) What do you think of me?
9. a) I am feeling we should go home now.
b) I feel we should go home now.
10. a) This bread is tasting funny.
b) This bread tastes funny.

2. Put the verbs in brackets in their correct form. Some verbs are state verbs and some are dynamic verbs. Use the Present Continuous or the Present Simple tenses.

1. Actually, that _____ (sound) wonderful.
2. We _____ (cook) right now.
3. I _____ (promise) to be back soon.
4. Frank and his wife _____ (disagree) on this matter.
5. He _____ (own) several large companies.
6. _____ you _____ (hear) Richard's voice now?
7. _____ you _____ (study) at the moment?
8. I _____ (mean) to hurt you.
9. _____ you _____ (mind) taking out the garbage?
10. I seriously _____ (doubt) it.
11. Our book _____ (include) stories and exercises.
12. They _____ (remember) what happened.
13. We _____ (need) a longer rope.
14. You _____ (not deserve) it.
15. _____ he _____ (play) golf at the moment?
16. This _____ (not concern) us at the moment.
17. I _____ (love) you.
18. She _____ (feel) she's not good enough.
19. Our cakes _____ (not contain) any gluten.
20. They _____ (jog) now.

UNIT 3

3 A Past Simple: regular and irregular verbs

Use

We use the Present Simple to talk about:

1) action finished in the past:

Ex.: I visited Berlin last week.
I saw a movie yesterday.
She washed her car.

2) series of completed actions in the past:

Ex.: First I got up, then I had breakfast.
He arrived from the airport at 8:00, checked into the hotel at 9:00,
and met the others at 10:00.
I finished work, walked to the beach, and found a nice place to swim.

3) together with the Past Continuous the Past Simple interrupted an action which was in progress in the past:

Ex.: They were playing cards when the telephone rang.

4) a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Ex: I lived in Brazil for two years.
She studied Japanese for five years.
They sat at the beach all day.

Signal words

With the Past Simple, we often use:

yesterday, last week, a month ago, in 2002, for a long time, for 6 weeks, in the 1980s, in the last century, in the past, etc.

Ex. I went swimming *yesterday*.
She helped me *last week*.
We went to Spain *in 2000*.
They opened a window *an hour ago*.

In the Past Simple there are two types of English verbs - regular and irregular verbs. They have different forms.

Regular verbs

In the Past Simple tense regular verbs are formed by *-d* or *-ed* ending. It is the same for all persons, singular and plural.

N.B.

1. If a verb ends in *-e*, we add *-d* (not *-ed*) to the verb:

like **liked**

agree **agreed**

hope **hoped**

2. If the verb does not end in *-e*, we add *-ed*:

ask **asked**

wait **waited**

post **posted**

3. If a verb ends in a consonant and *-y*, we change *-y* into *-i*:

carry → **carried**, try → **tried**, hurry → **hurried**

4. If a verb ends in a vowel and *-y*, we add *-ed*:

play **played**

enjoy **enjoyed**

stay **stayed**

5. If the verb has only one syllable and ends in a single vowel and a consonant, we double the consonant to keep the same pronunciation:

stop stopped
plan planned
fit fitted

The same rule applies to verbs with more syllables if the stress falls on the last syllable:

admit admitted
prefer preferred
occur occurred

6. In verbs ending in *-l* the consonant is always doubled after a single vowel:

travel travelled
signal signalled
quarrel quarrelled

There are three kinds of pronunciation /d/ , /t/ , /ɪd/ . Look at the table below:

/d/	/t/	/ɪd/
arrived	asked	wanted
failed	crossed	decided
agreed	stopped	started

1) verbs ending in *-ed* preceded by a voiceless consonant [p, k, f, ʃ, tʃ, s, θ] -> speak [t]. The *-e* is silent.

Example: I stop - I stopped [stɒpt]

2) verbs ending in *-ed* preceded by a voiced consonant [b, g, v, ʒ, dʒ, z, ð, l, m, n] or a vowel -> speak [d]. The *-e* is silent.

Example: I clean - I cleaned [kli:nd]

3) verbs ending in *-ed* preceded by [t] or [d] -> speak [ɪd]. The *-e* changes to [ɪ].

Example: I visit - I visited [vɪzɪtɪd]

Irregular verbs

All the irregular verbs have different forms. We use the 2nd column of the table of the irregular verbs:

Infinitive	Past simple	Past Participle
be	was/were	been
do	did	done
go	went	gone

The table of the irregular verbs is given in Appendix.

Practice.

1. Put the regular verbs in the correct category:

cry	like	stop	wait	stay	fail
enjoy	label	agree	marry	explain	hop
care	bury	use	jog	clap	prefer

- d only	- ed only	- ied	double consonant + - ed
<i>lived</i>	<i>cleaned</i>	<i>studied</i>	<i>shopped</i>

2. Write the past forms of the irregular verbs.

meet -

do -

drive -

choose -

speak -

win -

put -

take -

find -

forgive -

3. Put the verb in the Past Simple tense to fill the gaps.

1. The cat _____ (escape) from the garden.
2. Jane _____ (watch) a film.
3. He _____ (try) to start the car.
4. They _____ (to help) their father.
5. Tell me, what _____ (happen)?
6. She _____ (stop) at a zebra crossing.
7. I _____ (carry on) working until late.
8. Alfie _____ (fail) his driving test again.
9. I _____ (to talk) to Andrew.
10. She _____ (to wash) her hair.

4. Put the sentences into the Past Simple.

1. We move to a new house. _____
2. They bring coffee. _____
3. They sell cars. _____
4. I go to France on holiday. _____
5. He does his homework in the afternoon. _____
6. Our cat catches the mice. _____
7. The weather is really nice. _____
8. She plays the piano. _____

3 B Past Simple: negative, questions

Negative form of the Past Simple

To make negative sentence in the Past Simple we use the auxiliary verb *didn't* for all persons and infinitive without *to*.

Didn't is the contracted form of *did not*.

I you we they he she it	did not (didn't)	go
---	------------------	----

Ex: We didn't do our exercises this morning.
She didn't have time to visit the Eiffel Tower.

Question form of the Past Simple

To make question sentence in the Past Simple we exchange the subject and verb. The auxiliary verb *did* is not conjugated. It is the same for all persons (I did, you did, he did etc). After the subject we put infinitive without *to* both for regular or irregular verbs.

Ex: **Did** he come yesterday?
Did you go to the cinema last night?

Exception! The verb *to be* is different. We conjugate the verb *to be* (I was, you were, he/she/it was, we were, they were); and we do not use an auxiliary for negative and question sentences. To make a question, we exchange the subject and verb. Look at these examples:

	subject	main verb		
+	I, he/she/it	was		here.
	You, we, they	were		in London.
-	I, he/she/it	was	not	there.
	You, we, they	were	not	happy.
?	Was	I, he/she/it		right?
	Were	you, we, they		late?

Practice.

1. Make the sentences negative.

Example: We went to Paris. *We didn't go to Paris.*

1. He played handball.
2. Susan waited in the kitchen.
3. I made the beds.
4. They cleaned the classroom.
5. She asked a lot of questions.
6. I was in Paris last weekend.
7. He visited his friends.
8. You built a house.
9. My brother bought a new guitar.
10. We went shopping.

2. Make Yes/No questions in the Past Simple.

- 1) you the door? (to close)
- 2) Claire the housework? (to finish)
- 3) he a bath yesterday? (to have)
- 4) the boy into the lake? (to jump)
- 5) Ronald the Tower of London? (to visit)
- 6) Peggy and Olivia after the baby? (to look)
- 7) she the invitation cards herself? (to make)
- 8) the girl the ketchup bottle? (to drop)
- 9) Tim the green T-shirt last Monday? (to buy)
- 10) they karate this morning? (to practise)

3. Put the verbs in brackets in the Past Simple.

1. Tom _____ (visit) his mother last weekend.
2. We _____ (not buy) that TV yesterday because it was too expensive.
3. _____ (you / be) at the meeting on Tuesday?
4. Where _____ (Sheila / stay) in New Orleans?
5. Alan _____ (understand) the situation two days ago.
6. They _____ (not finish) the project on time last month.
7. When _____ (Mary / fly) to New York?
8. Henry _____ (read) Harry Smith's latest book last month.
9. I _____ (not write) that letter to him last week.
10. What _____ (you do) yesterday afternoon?
11. You _____ (think) he couldn't win, didn't you?
12. She _____ (not win) the prize two weeks ago.
13. Where _____ (Andy / go) last week?
14. Thomas _____ (come) to visit us in May.
15. Susan _____ (not telephone) in time to get a ticket.
16. How _____ (you meet) him?
17. David _____ (get up) early on Saturday to play golf.
18. Betty _____ (not draw) that picture.
19. _____ (Peter forget) his books yesterday?
20. She _____ (give) him a present for his birthday yesterday.

4. Correct the mistakes in these sentences.

1. Did he jumped a red light?

.....

2. They no liked the film.

.....
3. We planed to go on a trip round the US.
.....

4. You didn't kill it, do you?
.....

5. The door openned and we went in.
.....

6. Played you tennis last year?
.....

5. Choose the correct option for the simple past questions.

1. a) Where did she goes yesterday?
b) Where did she go yesterday?
2. a) Were she play hockey on the weekend?
b) Did she play hockey on the weekend?
3. a) Was she late for work in the morning?
b) Were she late for work in the morning?
4. a) Was the party fun?
b) Did the party fun?
5. a) When was the game?
b) When were the game?
6. a) Did the dog sleeps in the house last night?
b) Did the dog sleep in the house last night?
7. a) Did the children paint a picture?
b) Were the children paint a picture?
8. a) Did she have a dog when she was a child?
b) Did she has a dog when she was a child?
9. a) When did the party start?
b) When was the party start?
10. a) Who was your teacher?
b) Who did your teacher?

3 C Past Simple for habits and states

The Past Simple is used to express habits and states that existed during a period of time in the past. This period can be implied or expressed with a time expression or a clause.

Ex. When I was a child, I **visited** my grandma every weekend. (*habit*)

When my brother was young, he **liked** spinach. (*state*)

Where **did** you **go** to primary school? (*habit, where the implied period of time is when you went to primary school*).

When we talk about things that happened in the past but do not happen anymore we can do it in different ways.

Used to

'Used to' (negative didn't use) emphasizes that something happened regularly over a period of time, but does not happen now:

- Ex. We used to live in New York when I was a kid.
There didn't use to be a petrol station there. When was it built?
I used to go swimming every Thursday when I was at school.
I used to smoke but I gave up a few years ago.

Remember that we can't use 'used to' to say how often something happened:

- Ex. We went to Africa three times in my childhood.
~~We used to go to Africa three times in my childhood.~~

Used to can not be used with specific time periods:

- Ex. England controlled parts of France for over four centuries.
~~England used to control parts of France for over four centuries.~~

Would

We can use 'would' to talk about repeated past actions:

- Ex. Every Saturday I would go on a long bike ride.

Often either 'would' or 'used to' is possible. Both of these sentences are possible.

- Ex. Every Saturday, I would go on a long bike ride.
Every Saturday I used to go on a long bike ride.

However, only 'used to' is possible when we talk about past states:

- Ex. We used to live in New York when I was a kid.
~~We would live in New York when I was a kid.~~

Practice.

1. Make a sentence with 'would', 'used to' or Past Simple.

- 1) I / have short hair when I was a teenager.

2) We / go to the same little café for lunch every day when I was a student.

3) She / love playing badminton before she hurt her shoulder.

4) He / walk along the beach every evening before bed.

5) I / always lose when I played chess with my father.

6) She / be able to dance very well.

7) My grandfather / drink a cup of coffee after dinner every night.

8) Luke / not have a car.

9) We / live in Brazil.

10) My family / often go to the countryside for the weekend when I was young.

UNIT 4

4 A Past Continuous

The Past Continuous is formed from the past tense of *be* (*was/were*) with the *-ing* form of the verb:

I he she it	was	playing
you we they	were	

Use *was* with *I, he, she, it* - and *were* with all other pronouns.

In positive sentences we do not use short forms in Past Continuous.

Use

We use the Past Continuous to talk about the past:

1) for something which continued before and after another action:

Ex. The children were doing their homework when I got home.

Compare: I got home. The children did their homework.
and: The children did their homework when I got home.

2) for something that happened before and after a particular time:

Ex. It was eight o'clock. I was writing a letter.

Compare: At eight o'clock I wrote some letters.

3) to show that something continued for some time:

Ex. My head was aching.
Everyone was shouting.

4) for something that was happening again and again:

Ex. I was practising every day, three times a day.
They were always quarrelling.

5) to say that an action in the past was temporary:

Ex. They were living in Paris for a year.
She was working in a bank.

Signal words

With the Past Continuous, we often use: while, when/as, during

Ex. *While* we were watching TV, Andy was surfing the internet.
The ladies were talking *when* the accident happened.

Negative form of the Past Continuous

To make negative form in the Past Continuous we put *not* after *to be*:

Wasn't is the contracted form of *was not*.

Weren't is the contracted form of *were not*.

I he she it	was not (wasn't)	playing
you we they	were not (weren't)	

Ex. I wasn't reading the book at that moment.
We weren't waiting for you.
She was sitting comfortably on the floor.

Question form of the Past Continuous

To make question in the Past Continuous we put the auxiliary (was or were) before the subject (Auxiliary - Subject - Verb - Rest):

Yes/No questions

Auxiliary	Subject	Verb	Rest	Yes/No	Subject	Auxiliary (+ n't)
Were	you	reading	books?	Yes,	I	was.
				No,	I	was not.
				No,	I	wasn't.
Was	Peter	playing	football?	Yes,	he	was.
				No,	he	was not.

				No,	he	wasn't.
				Yes,	they	were.
Were	they	singing	a song?	No,	they	were not.
				No,	they	weren't.

Wh- questions

Question word	Auxiliary	Subject	Verb	Rest	Answer
What	were	you	doing	yesterday evening?	I was working on my computer.
Where	was	Diana	going	at ten last night?	She was going to a concert.
Why	were	they	carrying	the buckets?	They were carrying the buckets because they wanted to clean the car.

Practice.

1. Was or Were?

- The pirates _____ fighting for the treasure.
- We _____ discussing the problem.
- The candle _____ burning.
- The cat _____ chasing the mice.
- The mice _____ running away from the cat.

2. Complete the sentences with the following verbs in the Past Continuous:

cook live talk have try shout wait rain work

- I _____ for him for over two hours.
- They _____ on the phone for thirty minutes.
- It _____ when I went out.
- He _____ still _____ when we arrived.
- She _____ in London in 1999.
- I _____ on that report all night.
- We _____ dinner when he called.
- I _____ to phone you all morning.
- Sorry, _____ I _____?

3. Match the questions and answers.

What were you doing?	At ten this morning, I think.
What were you thinking about?	More than half an hour.
Were you waiting a long time?	Oh, I was just thinking about work.
Where were you going?	To the shops.
Who were you playing with?	Henry. He won.
What was he wearing?	I was trying to fix the lamp.
When were you leaving?	Jeans.
What were you looking at?	Oh, just the people in the street.

4. Put the verbs in brackets into gaps. Use the Past Continuous /Present Continuous.

- 1) She _____ the lunch basket. (to pack)
- 2) I _____. (not/to whisper)
- 3) _____ he _____ to help? (to try)
- 4) The men _____ at the street corner. (not/to fight)
- 5) Frank _____ the grass. (to cut)
- 6) _____ you _____ during the last lesson? (to sleep)
- 7) The guests _____ the whole evening. (to dance)
- 8) You _____ to me when I told you to turn the phone off. (to listen)
- 9) We _____ in the tree house. (to hide)
- 10) _____ it _____ dark? (to get)
- 11) She _____ a heavy bag. (to carry)
- 12) _____ they _____ hands? (to shake)
- 13) I _____ a screwdriver. (not/to use)
- 14) _____ the teacher _____ the exercises? (to explain)
- 15) He _____ in the kitchen. (not/to help)
- 16) The people _____ themselves. (to enjoy)
- 17) _____ Nick _____ in the garden? (to dig)
- 18) He thinks you _____ too quickly. (to drive)
- 19) We _____. (not/ to hurry)
- 20) _____ when someone stole your clothes? (you/not/ to swim)

5. Write Yes/No questions in the Past Continuous.

Example: The secretary / print out / a document. *Was the secretary printing out a document?*

1. Jill / dance
2. your cousins / swim / in the lake
3. the student / answer / a question

4. William / play / the guitar
5. Janet / sit / on the bench

6. Ask for the information in the bold part of the sentence.

Example: Mom was cooking **the dinner**. *What was Mom cooking?*

1. **At a quarter past six**, Phil was translating the document.
2. Sheila was waiting **in the park**.
3. The pupils were talking about **the United States**.
4. **The boss** was dictating a letter.
5. Barbara was looking for **her necklace**.

7. Write correct sentences.

Yesterday at 6 pm your family were doing different things. Write positive sentences in Past Continuous.

1. My mother / read / a novel
2. My father / watch / a movie
3. My elder sister / writing / in her diary
4. My two brothers / listen / to the radio
5. My little sister and I / not / watch / a movie
6. We / talk / about school

4 B Past Continuous vs. Past Simple

1. The most common use of the Past Continuous tense is to talk about something that was happening around a particular time in the past.

Ex. What were you doing at 8 o'clock last night? I was watching television.

(I started watching television before 8 o'clock and I continued watching it after 8 o'clock.)

In 1994 he was working in a small town in Poland.

At 6 o'clock on Saturday morning we were travelling to the airport.

2. We often use the Past Continuous and the Past Simple tense together. When this happens, the Past Continuous describes a longer, 'background' action or situation and the Past Simple describes the action or events.

Ex. When I woke up this morning it was raining and my father was singing in the kitchen.

I was walking home, whistling happily, when I saw two masked men run out of the bank.

Often, the 'action' described by the Past Simple tense interrupts the 'situation' described by the Past Continuous tense.

Ex. I broke my leg when I was skiing.

I was playing a computer game when the doorbell rang.

Notice that the Past Continuous describes 'situations' that go on for some time – 'skiing' and 'playing' but the Past Simple describes 'actions' that happen quickly – 'broke' and 'rang'.

Notice too the important difference between these two sentences.

- When they arrived, Jeff was cooking dinner. Jeff started cooking before they arrived.
- When they arrived, Jeff cooked dinner. Jeff started cooking dinner after they arrived.

Practice.

1. Put the verbs in the Past Continuous or Past Simple.

1) What (do) when I (call) you last night?

2) I (sit) in a cafe when you (call).

3) When you (arrive) at the party, who (be) there?

4) Susie (watch) a film when she (hear) the noise.

5) Yesterday I (go) to the library, next I (have) a swim, later I (meet) Julie for coffee.

6) We (play) tennis when John (hurt) his ankle.

7) What (they/do) at 10 pm last night - it was really noisy?

8) He (take) a shower when the telephone (ring).

9) He (be) in the shower when the telephone (ring).

10) When I (walk) into the room, everyone (work).

11) It (be) a day last September. The sun (shine) and the birds (sing). I (walk) along the street when I (meet) an old friend.

12) He (live) in Russia when the Revolution (start).

- 13) When her train (get) to the station, we (wait) on the platform.
- 14) He (be) so annoying! He (always leave) his things everywhere.
- 15) On holiday we (visit) Rome, (see) the Vatican, and (spend) a few days at the beach.
- 16) Why (stand) on a chair when I (come) into the room?
- 17) They (lived) in Germany when they (be) young.
- 18) At 7pm yesterday, we (listen) to music.
- 19) When I (leave) the house, it (snow).
- 20) He (work) in a bank when he (meet) his wife.

2. Correct mistakes.

- 1) I was doing my homework first and then I had a rest.
- 2) My mum was often driving when she was younger.
- 3) While daddy didn't look, Susan put it in her pocket.
- 4) I needed to talk to her. And at 10 I was calling her.
- 5) I saw you with Jill at the cafe. Is she your new girlfriend? - Oh, no. We just talked.
- 6) Your English is very good. Where were you studying?
- 7) As they walked along the river, they saw something strange in the water.
- 8) I was taking her to Dover. We had a great time.
- 9) The weather was perfect. The sun was shining and a warm wind blew. But it was changing soon.
- 10) When he met her, she wore a hat.

3. Below there is a short biography of Bill Gates. Complete the text using the verbs in the box either in the Past Simple or the Past Continuous.

be, be born, make, grow up, drop out, started (2), go, study, work, grow into, sell, meet

Bill Gates story in 1955. He in Seattle, where he with his parents and two sisters. His father a lawyer and his mother a teacher. When he was thirteen, he to become interested in computers and the development of computer software. In 1972 he his first big profit of \$4,200 when he timetable software to his school. Bill Gates to Harvard University and while he there he started Microsoft. It was obvious that the new business was going to be a great success so, in 1976, he after doing three years of a four-year course. Microsoft an enormous international company that employs 54,000 people all over the world.

Gates his wife, Melinda, in 1987 when she for Microsoft. They got married in 1994 and now have two children.

4. Look at the answers, based on the text in exercise 3, and complete the questions.

1. When ?
In 1955.

2. What ?
His father was a lawyer and his mother a teacher.

3. When ?
When he was thirteen.

4. When ?
In 1976

5. When ?
When she was working for Microsoft.

UNIT 5

5 A to be going to

We use a form of to be (*am, are* or *is*) *going to* and the infinitive of the verb:

to be (am, are, is) + going to + infinitive

	positive	negative	question
I	I am going to speak.	I am not going to speak.	Am I going to speak?
you / we / they	You are going to speak.	You are not going to speak.	Are you going to speak?
he / she / it	He is going to speak.	He is not going to speak.	Is he going to speak?

Use

The *going to* is one future tense. We use the going to with:

1) an action in the near future that has already been planned or prepared:

Ex. I *am going to study* harder next year.
They *are going to fly* to South Africa.
I'm *going to watch* TV in a minute, because my favourite programme is on.

2) a conclusion regarding the immediate future:

Ex. The sky is absolutely dark. It *is going to rain*.
Look at that car! It *is going to crash* into the yellow one.
Germany have just scored. England *are going to lose* again.

N.B.

We can substitute the going to with the Present Continuous when using an expression of time. There is only little difference between the two sentences.

- Ex. We are watching a tennis match at 2 o'clock.
We are going to watch a tennis match at 2 o'clock.

Practice.

1. Write positive sentences in *going to* future.

Example: Take your umbrella! → (it / rain) *It is going to rain.*

1. What does she need the telephone for? → (she / call / her boyfriend)
-

2. Why are they wearing sport suits? → (they / play / squash)
-

3. Why has Fiona bought chocolates? → (She / visit / her grandma)
-

4. Why do you need a map? → (we / walk / in the mountains)
-

5. What do you need the cloth and the bucket for? → (we / wash / the car)
-

6. Why are you running about with the toothbrush? → (I / brush / my teeth)
-

7. Why is daddy not coming with us? → (he / repair / the car)
-

8. Hurry up! → (they / light / the bonfire)
-

9. Why are all these tapes on the table? → (we / learn / Greek)
-

10. What do you need the pen for? → (I / write / some postcards)
-

2. The following people do not intend to do the following actions. Write negative sentences in *going to* future.

Example: (I / spend / my holiday abroad) *I'm not going to spend my holiday abroad.*

1. (I / sell / my car)
2. (he / help / us)
3. (they / study / harder)
4. (we / cook / dinner tonight)
5. (I / celebrate / my birthday this year)

6. (she / clean / her room)
7. (they / move / house)
8. (she / stay / with Amy)
9. (they / change / their clothes)
10. (we / get up early / next Sunday)

3. Write questions in *going to* future.

Example: (they / leave / the house) *Are they going to leave the house?*

1. (he / cook dinner / tonight)
2. (you / run / in the race)
3. (they / climb / that mountain)
4. (she / exercise / at the gym / in the afternoon)
5. (you / carry / that heavy box)
6. (computer / crash)
7. (we / eat / fish / tonight)
8. (he / play football / tomorrow)
9. (Lucy / call / a taxi)
10. (you / sing / a song / for us)

5 B Future Simple

The Future Simple tense is composed of two parts: the auxiliary *will* and the infinitive of the verb (without *to*).

I We	shall/will	work
You He She It They	will	work

Will and *shall* are often contracted to *'ll*.

Examples: I shall/will (I'll) write her tomorrow.

We shall/will (We'll) go shopping together during the holidays.

In certain situations we use *will* to emphasize:

Ex. You will drink your milk!

I will find a job!

N.B:

In modern English *will* is preferred to *shall*.

Shall is used mainly in the forms 'shall I?' and 'shall we?' in British English. These forms are used when you want to get someone's opinion, especially for offers and suggestions:

- Shall I open the window? (=do you want me to open the window).
- Where shall we go tonight? (=what's your opinion?).

Use

We use Future Simple for:

1) a decision at the moment of speaking:

Ex. Wait, I will help you.

A: 'What would you like to eat?' B: 'I'll have a pizza please.'

A: 'I'm cold'. B: 'I'll close the window'.

2) prediction based on opinion:

Ex. He will probably come back tomorrow.

I think we'll get on well.

Do you think Brazil will win the World Cup?

3) a future fact:

Ex. The sun will rise at 7am.

The President will serve for four years.

All her friends will come to her wedding.

4) promises / requests / refusal / willingness:

Ex. I promise I won't tell anyone you broke the window.

Will you give me a hand?

No, I won't cook your dinner, you can cook it yourself.

Negative form of the Future Simple

To make a negative sentence in the Future Simple we use will not.

The contracted form of *will not* is *won't*.

I You We They He She It	will not (won't)	work.
---	------------------	-------

I *won't* go on holiday next month. = I *will not* go on holiday next month.

There is no difference in meaning though we normally use contractions in spoken English.

Question form of the Future Simple

To form questions in the Future Simple we use *will* with all persons:

Yes/No questions

Auxiliary	Subject	Verb	Rest	Yes/No	Subject	Auxiliary (+ n't)
Will	you	lend	him the book?	Yes,	I	will.
				No,	I	will not.
				No,	I	won't.
Will	Jane	arrive	on time?	Yes,	she	will
				No,	she	will not.
				No,	she	won't.

Wh- questions

Question word	Auxiliary	Subject	Verb	Rest	Answer
When	will	you	send	me the e-mail?	I will send you the e-mail tonight.
What	will	we	need	for the party?	We will need cola, sandwiches and crisps.

Practice.

1. Make the sentences in the Future Simple.

1) _____ (they/come) tomorrow?

- 2) When _____ (you/back)?
- 3) If you lose your job, what _____ (you/do)?
- 4) In your opinion _____ (she/be) a good teacher?
- 5) What time _____ (the sun/set) today?
- 6) _____ (she/get) the job, do you think?
- 7) _____ (David/be) at home this evening?
- 8) What _____ (the weather/be) like tomorrow?
- 9) There's someone at the door _____ (you/get) it?
- 10) How _____ (he/get) here?
- 11) What _____ (you/to do) in the country next summer?
- 12) They _____ (not/take) care of the garden next summer.
- 13) She _____ emails. (not / write).
- 14) _____ Elizabeth _____ coffee? (drink)
- 15) He _____ (sleep) after dinner.

2. Put *will* or *won't*.

- 1) Can you wait for me? I _____ be very long.
- 2) There's no need to take an umbrella with you. It _____ rain.
- 3) If you don't eat anything now, you _____ be hungry later.
- 4) I'm sorry about what happened yesterday. It _____ happen again.
- 5) I've got some incredible news! You _____ never believe what's happened.
- 6) Don't get up, I _____ answer the phone.
- 7) It's Mary's birthday next month. She _____ be 18.
- 8) They are on holiday for two weeks so they _____ be here tomorrow.
- 9) If the weather is ok, the plane _____ leave on time.
- 10) If you eat too much you _____ put on weight.

3. Translate from Russian into English:

1. Она будет занята.
2. Я не буду занят.
3. Вы будете заняты?
4. Они будут дома?
5. Его не будет дома.
6. Я не буду знать.
7. Они будут знать?
8. Она не будет знать.
9. Кто будет знать?
10. Никто не будет знать.
11. Он будет читать английские книги?
12. Они никогда не будут читать.
13. У неё будет квартира?

14. У него ничего не будет.
15. Кто это будет?

4. Complete the sentences with *will* or *going to*.

- 1 A: Have you finished your essay yet?
B: No, but I'm sure I (finish) it on time.
- 2 A: I have decided what to wear for the party.
B: Really? What(wear), then?
- 3 A: Why do you need hot soapy water?
B: Because I..... (wash) the car.
- 4 A: Did you post those letters?
B: No, I forgot. I.....(post) them this afternoon.
- 5 A: Did you book a table at the restaurant?
B: Yes, but I don't expect it.....(be) busy.
- 6 A: I'm hungry.
B: Me too. I..... (make) us something to eat.
- 7 A: What are you doing this weekend?
B: Oh, I.....(probably/visit) my grandparents.
- 8 A: Look at that dog!
B: Oh yes! It(swim) across the river.
- 9 A: Tony is nearly eighteen, isn't he?
B: Yes. He(work) for his father when he leaves school.
- 10 A: Are you going into town today?
B: Yes. I.....(give) you a lift if you like.
- 11 A: Your shirt is dirty.
B: Oh dear! I.....(change) into another one.
- 12 A: I hope we(not/arrive) late for the meeting.
B: Don't worry. There's plenty of time.
- 13 A: I'm really thirsty after all that hard work.
B: I.....(make) some tea.

14 A: Did you give Steve his present?
B: No. I(give) it to him tonight at dinner.

15 A: Watch out! You..... (bang) your head on the doorframe.
B: Oh! I didn't realise it was so low.

5 C Modal verbs: can, may, must

We use modal verbs to show if we believe something is certain, probable or possible (or not). We also use modals to do things like talking about ability, asking permission making requests and offers, and so on. They are used with a main verb to form a sentence or a question. Modals are not conjugated, have no tense, and cannot be used without a main verb. When used with modal verbs as can, may and must, main verbs always remain in the infinitive without *to*. They don't use an 's' for the third person singular.

Can

We use *can*:

1) to talk about ability:

Ex. Maria can speak four languages.
I can swim.

2) to say that something is possible:

Ex. Learning English can be difficult. [= *Learning English is sometimes difficult.*]
Children can be very naughty [= *Children are sometimes very naughty.*]

3) for requests and refusals of requests:

Ex. Can I go home now?
You can go whenever you like.

4) to offer to help someone:

Ex. Can I help you?
Can I carry that bag for you?

The negative form is *can't* in spoken English and *cannot* in written English.

We use *could* and *couldn't* as the past tense of *can/can't*:

Ex. I could run very fast when I was younger.
She couldn't get a job anywhere.
You couldn't use computers in the nineteenth century.
We knew it could not be true.

We make questions by putting the subject after *can/could*:

Can I ...? Can you ...? Could I ... Could you ...? and so on.

N.B. We use *could you* and as a polite way of telling or asking someone to do something:

Ex. Could you take a message please?
Could I have my bill please?

can is less polite:

Ex. Can you take a message please?

May

We use *may*:

1) for permissions:

Ex. You may borrow my car. I won't need it.
May I smoke here? - No, you can't, I'm sorry.

2) to make polite requests:

Ex. May I borrow the car tomorrow?
May we come a bit later?

3) when we are not sure about something to express probability or prediction:

Ex. They may call tomorrow. I hope so.
There may not be very many people there.

The main difference between *may* and *can* is in style. *May* is more formal than *can*. *Can* is typical of spoken English.

The negative forms are *may not* and *might not*.

We make questions by putting the subject after *may/might*:

May I ...? Could I ... Might I ...?

We use *might* as the past tense *may*:

Ex. He asked if he might borrow the car.
They wanted to know if they **might come** later.

Must

We use *must*:

1) for strong obligations. It is personal, because it expresses the speaker's opinion or will:

Ex. I must clean my teeth. I want to be healthy.
You must go there. And do it right now!

2) when we mean a strong recommendation:

Ex. You must see it. It's the best film I've ever seen.

3) to show the certainty of the speaker:

Ex. They must be at school by now. It's already 9 o'clock.
It's getting dark. It must be quite late.

The negative form is *need not*.

Ex. Mum, must I wash up? - No, you needn't. I've already done it.

Must not has a different meaning. It is used to express prohibition that involves the speaker's will.

Ex. We mustn't come late today. Or the teacher will be very angry.
He mustn't enter this room. It is dangerous.

We use *had to* for *must* if we are talking about the past:

Ex. Everyone had to bring something to eat.
We could wear what we liked, but we had to look neat and tidy.

Practice.

1. Complete the sentences. Use *can*, *may* or *must*.

- 1) Maybe she will return tonight. - She _____ return tonight.
- 2) Don't stand up! - You _____ stand up!
- 3) I'm sure they will finish it in a minute. - They fin_____ finish it in a minute.
- 4) There is no need to answer the letter. - You _____ answer the letter.
- 5) Please, do it for me. - _____ you do it for me?
- 6) I'd like to see your children. - _____ I see your children?
- 7) I am not good at football. - I _____ play football.
- 8) Do your homework! - You _____ do your homework.
- 10) Let's take a taxi. - We _____ take taxi.
- 11) Excuse me! _____ you speak French?
- 12) There's a lot of work to do in the house. You _____ help me!
- 13) She is over there. _____ you see her?
- 14) We _____ eat sweets! We are on a diet.
- 15) You _____ buy it on Sunday if you want. The shops are open.
- 16) Don't park your car on bends. It is illegal. - You _____ park your car on bends.
- 17) It is not necessary to be there. - We _____ be there.
- 18) Why don't you stay with us? No problem! - You _____ stay with us.

2. Make negative sentences.

- 1) This car _____ be expensive. It's five years old. (can)
- 2) You _____ hurry. We have plenty of time. (must)
- 3) I am afraid I _____ help you now. (can)
- 4) Well, I don't know. He _____ like it. (may)
- 5) I _____ play the piano. (can)
- 6) You _____ wash up today. (must)
- 7) You must try hard. You _____ give it up. (may)
- 8) She _____ go out on Monday. (can)

3. Choose *must* or *can't*:

- 1) Why is that man looking around like that? He _____ be lost.
- 2) That woman _____ be a doctor! She looks far too young.
- 3) John always fails the tests, even though he's clever. He _____ study enough.
- 4) The food is really good at that restaurant. They _____ have a great chef.
- 5) Who's that at the door? It _____ be Susie - she'll still be at work now.
- 6) What a lot of lovely flowers you have! You _____ really like gardening.
- 7) This _____ be Jamie's coat. He's tall and this is tiny.
- 8) Where's Lucy? She _____ be at the library, as she often goes there at this time.
- 9) This book _____ belong to the library. It's certainly not mine.
- 10) Emma's amazingly good at the piano. She _____ practise a lot.

4. Make statements or questions.

- 1) I - ask - may - her ?
- 2) he - not - cook - dinner - need
- 3) round - she - the corner - be - must
- 4) feel - it - they - can ?
- 5) we - not - drink - must - milk !
- 6) can - the - she - violin - play ?
- 7) invite - he - may - us
- 8) wait - must - I - outside
- 9) Jack - can - stay - not - there
- 10) must - swim - not - I

5. There is a mistake in each sentence. Correct the mistakes.

1. Actors may learn a lot of dialogues by heart.
2. Your glass is empty. Must I refill it?
3. Would I introduce Mr. Brown to you?
4. My sister can to play a few musical instruments.
5. Some years ago I didn't can speak English.

UNIT 6

6 A Past Participle

The Past Participle is often used when we want to express a passive action. In English we add *-ed* to the infinitive of regular verbs. We use the 3rd column of the table of the irregular verbs.

The Past Participle is used in the formation of the perfect tenses in the active voice and of all of the tenses in the passive voice. Examples:

Perfect tenses: We have already written three stories.

She had typed two reports by ten o'clock yesterday.

She will have typed the next report by six o'clock.

Tenses in the passive: Three stories have already been written.

Five reports were typed last week.

Two reports had been typed by ten o'clock yesterday.

This report will be typed tomorrow.

Practice.

1. Fill in the Past Participle.

1. the (lose) son
2. an (interest) audience
3. a (break) leg
4. an (empty) bottle
5. a (close) door
6. a (decorate) room
7. two (pack) bags
8. the (write) letters
9. the (sell) car
10. the (buy) apples

2. Rewrite the sentences replacing the *italic* part with the Past Participle.

1. I have a cat *that is called Tari*.

2. The dinner was more expensive *than they had expected*.

3. *He was accused of murder* and arrested.

4. *She was shocked by the bad news* and burst into tears.

5. *The event is organised by our team* and will surely be a great success.

6. *The film is based on real events* and tells the story of a reporter.

7. *She was born in Hollywood* and knows all the famous movie stars.

8. *The car was taken to the garage*. It was repaired within an hour.

9. *She was admired by everyone* and began to grow arrogant.

10. *He was dumped by his girlfriend* and felt really lousy.

3. Fill the gaps with the Past Participle.

- 1) Have you already (read) today's newspaper?
- 2) That clock was (make) in Switzerland.
- 3) The house has been (sell).
- 4) I have (write) three essays this week.
- 5) Because she hadn't (pay) the bill, the electricity went off.
- 6) Where have we (put) the car keys?
- 7) Why have you (stand) up - are we leaving?
- 8) Have you ever (swim) in the Atlantic Ocean?
- 9) I'm sorry I'm so tired. I haven't (sleep).
- 10) Have you (think) about changing jobs?

6 B Present Perfect

We form the Present Perfect with *have/has* and the Past Participle.
We use *has* in the 3rd person singular (he, she, it) and *have* for all other forms.

I you we they	have	opened (gone).
he she it	has	

Use

We use the Present Perfect tense:

1) for something that started in the past and continues in the present:

Ex. I have worked here since I left school.
We have lived in Canada since 1986.
We have had the same car for ten years.

2) for action that stopped recently:

Ex. She has cooked dinner.
I have just eaten.
Has he just left?

3) for action that has taken place once, never or several times before the moment of speaking:

Ex. They have seen that film six times.
We have eaten at that restaurant many times.
I have never been to Australia.

Note: We often use the adverb *ever* to talk about experience up to the present:

Ex. My last birthday was the worst day I have ever had.

Note: and we use *never* for the negative form:

Ex. Have you *ever* met George? - Yes, but I've *never* met his wife.

4) for something that happened in the past but is important at the time of speaking:

Ex. I can't get in the house. I've lost my keys.
Teresa isn't at home. I think she has gone shopping.
I'm tired out. I've been working all day.

5) when the time period referred to has not finished:

Ex. I have worked hard this week.

It has rained a lot this year.
We haven't seen her today.

Signal words

With the Present Perfect the following words are used frequently:

already, ever, just, never, not yet, so far, till now, up to now, recently, since, for

Ex.: Scientists have *recently* discovered a new breed of monkey.

We have *just* got back from our holidays.

Has he *ever* talked to you about the problem?

Where have you been *up to now*?

Have you finished your homework *yet*? - No, *so far* I've only done my history.

I have *already* eaten.

N.B.

We do not use the Present Perfect with an adverbial which refers to past time which is finished:

Ex. I have seen that film ~~yesterday~~.

We have just bought a new car ~~last week~~.

~~When we were children~~ we have been to California.

But we can use it to refer to a time which is not yet finished:

Ex. Have you seen Helen today?

We have bought a new car this week.

Negative form of the Present Perfect

To make a negative sentence in the Present Perfect we use haven't or hasn't.

Haven't is the contracted form of *have not*.

Hasn't is the contracted form of *has not*.

I *haven't* seen (I've *not* seen) him since then. = I *have not* seen him since then.

She *hasn't* studied (She's *not* studied) English since childhood. = She *has not* studied English since childhood.

There is no difference in meaning though we normally use contractions in spoken English.

We use *haven't* when the subject is *I, you, we* or *they*. When the subject is *he, she* or *it*, we add *hasn't* between the subject and the verb to make a negative sentence.

I you we they	haven't (have not)	opened (gone).
he she it	hasn't (has not)	

Question form of the Present Perfect

To make question in the Present Perfect we put the auxiliary (have or has) before the subject (Auxiliary - Subject - Verb - Rest):

Yes/No questions

Auxiliary	Subject	Verb	Rest	Yes/No	Subject	Auxiliary (+ n't)
Have	you	done	the shopping?	Yes,	I	have.
				No,	I	have not.
				No,	I	haven't.
Has	Jane	played	basketball?	Yes,	she	has.
				No,	she	has not.
				No,	she	hasn't.
Have	they	been	in Canada?	Yes,	they	have.
				No,	they	have not.
				No,	they	haven't.

Wh - questions

Question word	Auxiliary	Subject	Verb	Rest	Answer
How often	have	you	tried	to download the file?	I have tried to download the file three times.
How long	have	they	lived	in Ottawa?	They have lived in Ottawa since 2009.
Where	has	he	been?		He has been at home.

Practice.

- Put the verbs in brackets into the gaps. Use Present Perfect.

Example: Tom _____ is leg. (to break) Tom *has broken* his leg.

- 1) My friend _____ email. (to send)
- 2) Jane and Sandy _____ museum. (to visit)
- 3) I _____ at the pet shop. (be)
- 4) They _____ already _____ their rucksacks. (to pack)
- 5) John _____ an accident. (to have)
- 6) We _____ shopping for our grandmother. (to do)
- 7) I _____ just _____ my bike. (to ride)
- 8) Anna _____ her room. (to paint)
- 9) Lisa and Mary _____ to a concert. (to go)
- 10) You _____ a box. (to carry)

2. Put the verbs in brackets into the gaps and form negative sentences in Present Perfect.

Example: I _____ her for ages. (not/to see) *I haven't seen her for ages.*

- 1) Our class _____ the test yet. (not/to write)
- 2) School _____ yet. (not/start)
- 3) The cat _____ onto the table. (not/to jump)
- 4) I _____ the castle. (not/to visit)
- 5) We _____ out of the room. (not/to go)
- 6) They _____ him about it. (not/to tell)
- 7) Peter _____ through the park. (not/to walk)
- 8) He _____ yet. (not/to come)
- 9) She _____ her room _____ yet. (not/to tidy up)
- 10) We _____ this book yet. (not/read)

3. Make questions.

Example: _____ the kitchen the door? (you/to paint)
Have you painted the kitchen the door?

- 1) _____ here for five years? (John/to live)
- 2) Who _____ the window? (to break)
- 3) _____ the radio? (you/to turn off)
- 4) What _____ in the text? (he/to write)
- 5) _____ in a helicopter?
 (you/ever/to fly)
- 6) _____ a spider? (Julia/ever/to touch)
- 7) Why _____ so much money on sweets? (Dan/to spend)
- 8) Where in the USA _____? (you/to be)
- 9) Why _____ the tyres yet? (you/not/to check)
- 10) _____ his parents yet? (she/ask)

4. Ask for the information in the bold part of the sentence.

Example: I have bought **a new car**. *What have you bought?*

1. I have been **in the garden**.
2. **My sister** has cooked dinner.
3. Sue has read the book **twice**.
4. **My computer** has crashed.
5. Jeane has been on holiday **for eight days**.
6. Fred has done **his homework**.
7. Gavin has stopped **at the corner**.
8. Sarah has bought **five** books.
9. Jason has talked **to** his teacher.
10. Catherine has cleaned the house **because she is having a party tonight**.

5. Complete the sentences with the following verbs:

bought found called met spoken cut finished arrived spent had

- 1) Has he _____ you back yet?
- 2) I've already _____ to him about it. He knows.
- 3) I know him. We have already _____ a couple of times.
- 4) He hasn't _____ it yet. It will take another couple of hours.
- 5) She's in reception. She's just _____.
- 6) I don't have any cash left. I've _____ it all.
- 7) We have finally _____ the house we want to buy.
- 8) She's very tired because she has just _____ another baby.
- 9) The garden looks great now I've _____ the grass.
- 10) They've _____ a house in Spain and will be moving there next month.

6. Fill the gaps using Present Perfect.

Example: She is in London. She *has been* in London since Monday.

- 1) I know George. I _____ him for a long time.
- 2) They are married. They _____ married since 1983.
- 3) Brian is ill. He _____ ill for a week.
- 4) We live in this house. We _____ here for ten years.
- 5) We are waiting for you. We _____ waiting since 11 o'clock.
- 6) Alice works in a bank. She _____ in a bank for 5 years.
- 7) I'm learning English. I _____ learning English for six months.
- 8) She has a headache. She _____ a headache since she got up.

6 C Present Perfect vs. Past Simple

The choice between the Past Simple or the Present Perfect depends on whether an event takes place at a specific point in the past.

The Past Simple is used to talk about actions in the past that have finished. It talks about 'then' and definitely excludes 'now'.

The Present Perfect simple to look back on actions in the past from the present. It always includes 'now'.

These sentences are in the past with no connection to the present.

- I first got to know him 10 years ago.
- I started work here in 1989.
- I had too much to eat at lunchtime.

Now look at these same situations seen from the present.

- I've known him for 10 years.
- I've worked here since 1987.
- My stomach hurts. I've eaten too much.

We use time expressions like 'yesterday', 'ago', 'last year', 'in 1999' with the past simple.

- We spoke to him yesterday.
- He came in a few moments ago.
- We made our last purchase from them over a year ago.
- She joined the company in 1999.

We use time expressions like are 'ever', 'never', 'since' with the present perfect.

- I've never seen so many people here before.
- Have you ever been more surprised?
- I've done a lot since we last talked about it.

We can use the time phrase 'for' with both forms, but with different meanings.

- I lived in Paris for a couple of years before I moved here.
- I've lived in Paris for a couple of years and still love it.

Practice.

1. Choose Present Perfect or Past Simple.

- 1) Last night I _____ (lose) my keys – I had to call my flatmate to let me in.
- 2) I _____ (lose) my keys - can you help me look for them?
- 3) I _____ (visit) Paris three times.
- 4) Last year I _____ (visit) Paris.
- 5) I _____ (know) my great grandmother for a few years - she died when I was eight.
- 6) I _____ (know) Julie for three years - we still meet once a month.
- 7) I _____ (play) Hockey since I was a child - I'm pretty good!

- 8) She _____ (play) hockey at school but she didn't like it.
- 9) Sorry, I _____ (miss) the bus - I'm going to be late.
- 10) I _____ (miss) the bus and then I _____ (miss) the aeroplane as well!
- 11) Last month I _____ (go) to Scotland.
- 12) I'm sorry, John isn't here now. He _____ (go) to the shops.
- 13) We _____ (finish) this room last week.
- 14) I _____ (finish) my exams finally - I'm so happy!
- 15) Yesterday, I _____ (go) to the library, the post office and the supermarket.
- 16) I _____ (go) to the supermarket three times this week.
- 17) She _____ (live) in London since 1994.
- 18) She _____ (live) in London when she was a child.
- 19) I _____ (drink) three cups of coffee today.
- 20) I _____ (drink) three cups of coffee yesterday.

2. Complete the sentences with the following verbs:

buy (2) see (2) have (2) be (3) know go read wear give study happen forget

We _____ Johnny for ages. I don't know what _____ to him.

I _____ Tom in the office yesterday. Do you know where he _____ . They _____ each other since they _____ at school together. They _____ always _____ very good friends.

I _____ this dress for ages. I _____ it many times. I _____ it when I _____ to New York a few years ago.

I love his books. I _____ them all several times. A friend _____ me his first book and since then, I _____ them all. I _____ Spanish in school but I _____ most of it now because I _____ never _____ the chance to practice it.

3. Each of these sentences should be either simple past or present perfect.

1) Dolphins _____ in BC waters for millions of years, and are still common today.

- A. lived
- B. have lived

2) The *Titanic* _____ in 1912.

- A. sank
- B. has sunk

- 3) He _____ when his girlfriend left him, but he's OK now.
A. cried
B. has cried
- 4) Deborah _____ to London several times last year.
A. has been
B. went
- 5) We _____ this TV set since 1968, and it still works!
A. owned
B. have owned
- 6) Moscow is the coldest place _____.
A. I ever went.
B. I ever been to.
- 7) The pilot _____ to Mallorca last night.
A. has flown
B. flew
- 8) I _____ these boots to go hiking yesterday.
A. wore
B. have worn
- 9) I _____ some new shorts, but I don't think I like them. Maybe I'll take them back to the store.
A. bought
B. have bought
- 10) The children _____ all the orange juice! We'll need to get some more.
A. drank
B. have drunk

APPENDIX

Infinitive	Past simple	Past Participle
be	was/were	been
bear	bore	borne/born (AE)
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet*	bet	bet
bid	bid, bade	bid, bidden
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst*	burst	burst
bust*	bust	bust
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt

dig	dug	dug
dive	dived/dove(AE)	dived
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade, forbad	forbidden
forecast*	forecast	forecast
forget	forgot	forgotten
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, gotten (AE)
give	gave	given
grind	ground	ground
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held

hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light*	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove*	proved	proven
put	put	put
quit*	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew*	sewed	sewn

shake	shook	shaken
shear*	sheared	shorn
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show*	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
slit	slit	slit
sow	sowed	sown
speak	spoke	spoken
speed*	sped	sped
spend	spent	spent
spin	spun	spun
spit	spat, spit	spat, spit
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank, stunk	stunk
stride	strode	stridden

strike	struck	struck
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swell*	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive*	throve	thrived
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden, trod
understand	understood	understood
wake*	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
wet*	wet	wet
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

* regular form (+ -ed) also possible.

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