

**Министерство образования и науки РФ
Федеральное государственное бюджетное образовательное
учреждение высшего образования
«Майкопский Государственный Технологический
Университет»**

«English For General Purposes»

(Учебное пособие по английскому языку
для студентов 1-х курсов неязыковых вузов)

Часть I

МАЙКОП, 2023

УДК – 811.111(07)
ББК – 81.2Англ.
А-64

Рассмотрено и рекомендовано к печати и использованию в учебном процессе на заседании кафедры иностранных языков к 30-летию ФГБОУ ВО «МГТУ» Протокол № 8 от 30.03.2023 г.

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А.Э. Токтаньязова, Шумахова З.Н. «*English For General Purposes*»

(Английский для общих целей): учебное пособие по английскому языку для студентов 1-х курсов, по всем направлениям подготовки бакалавров) / сост.

А.Э. Токтаньязова, Шумахова З.Н.. Майкоп: 2023 г.

Пояснительная записка

Учебное пособие предназначено для студентов 1 –х курсов всех направлений подготовки бакалавров неязыковых специальностей, владеющих английским языком в объеме программы средней школы. Оно соответствует действующей программе Министерства высшего и среднего специального образования Российской Федерации. Цель пособия - дальнейшее развитие навыков устной и письменной речи, понимания оригинального текста, накопление словарного запаса, продолжение изучения особенностей грамматической структуры английского языка.

Учебное пособие построено по модульно-блочному принципу: весь курс разбит на модули, которые в свою очередь делятся на учебные блоки, материал которых объединен тематически. Предлагаются тесты для входного и итогового контроля каждого модуля, ключи к тестам, лексический минимум, тексты для дополнительного чтения. Большое внимание уделяется усвоению и прочному закреплению речевых образцов и лексического материала соответствующей темы путем многократного повторения речевых единиц в разнообразных упражнениях. Большинство упражнений имеет коммуникативный характер.

Учебное пособие подготовлено в соответствии с программой Министерства высшего и среднего специального образования Российской Федерации.

Пособие создано на основе фундаментальных классических трудов по лексике и грамматике английского языка, изданных в России, а также новых работ английских и американских авторов с соблюдением коммуникативного принципа. Заимствования правомерно обнародованных произведений и отрывки из них использованы в объеме, оправданном поставленной целью и методикой.

В соответствии с Законом Российской Федерации от 9 июля 1993 года №5351-1 авторы – составители данного пособия использовали в своей работе материалы произведений с указанием авторов источников литературы.

Исправленное и доработанное учебное пособие печатается к 30-летию юбилею «МГТУ».

От составителей

Module 1.

FAMILY LIFE

1. LET ME INTRODUCE MYSELF

Starting up

Exercise 1 Read these international words and translate them. What parts of speech are they: verbs, adjectives or nouns?

active, airport, amnesty, autonomous, basic, centre, college, computer, conference, conflict, control, convention, crime, criminal, dictator, distance, disqualify, document, international, internet, jurisdiction, legal, national, organize, person, police, politics, precedent, president, principle, program, regulate, social, standard, structure, student, tennis, television, universal.

Exercise 2 Make notes about your personal profile. Use the notes to tell you groupmates about yourself.

1. Personal details

first name _____

surname/family name _____

date of birth _____

2. Nationality and home

1. nationality _____

2. your home town/city _____

3. your family _____

4. brothers and sisters _____

3. School

1. name/number _____

2. your favorite subjects _____

3. subjects you don't like _____

4. Hobbies and interests

1. main hobby _____

2. favourite sports _____

3. sports you don't like _____

GRAMMAR BOARD:
ГЛАГОЛЫ TO BE и TO HAVE, ОБОРОТ THERE + TO
BE

ГЛАГОЛ TO BE

Глагол to be в Present, Past и Future Indefinite имеет следующие формы:

Present Indefinite	Past Indefinite	Future Indefinite
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> I he she it we you they </div> <div style="margin-right: 10px;"> <div style="font-size: 3em; line-height: 1;">}</div> </div> <div> am is are </div> </div> <div style="margin-left: 20px;">(есть)</div>	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> I he she it we you the y </div> <div style="margin-right: 10px;"> <div style="font-size: 3em; line-height: 1;">}</div> </div> <div> был was была было were были </div> </div>	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> I he she it we you they </div> <div style="margin-right: 10px;"> <div style="font-size: 3em; line-height: 1;">}</div> </div> <div> shall/will be буду will be будет shall/will be будем будете will be будут </div> </div>

В вопросительном предложении глагол **to be** ставится перед подлежащим.

Например:

Was he in Africa last year? Он был в Африке в прошлом году?

Where **were** you yesterday? Где вы были вчера?

Отрицательная форма глагола **to be** в Present и Past Indefinite образуется без вспомогательного глагола; отрицание **not** следует непосредственно за глаголом **to be**. Например:

The Institute **isn't** far from the metro station. Институт находится недалеко от станции метро.

Функции глагола to be

1. Перед обстоятельством, обычно выраженным наречием или существительным с предшествующим предлогом, выступает в роли смыслового глагола со значением *быть, находиться*:

His books **were** in the bag. Его книги были в портфеле.

2. В сочетании с Participle II смыслового глагола употребляется для образования всех времен страдательного залога (Passive Voice):

The work **was finished** in Работу закончили вовремя.
time.

3. В сочетании с Participle I смыслового глагола употребляется для образования глагольных времен Continuous и Perfect Continuous:

They **are still waiting** for him. Они все еще ждут его.
him.

They **have been waiting** for him since breakfast. Они ждут его с
breakfast. завтрака.

4. В сочетании с инфинитивом другого глагола с частицей **to** имеет модальное значение долженствования и указывает, что действие должно

иметь место в соответствии с намеченным планом:

The teacher **is to come** at five. Преподаватель должен прийти в 5
five. часов.

ГЛАГОЛ TO HAVE

Глагол **to have** в Present, Past и Future Indefinite имеет следующие формы:

Present Indefinite	Past Indefinite	Future Indefinite
<div><div><div>I</div><div>у</div></div><div><div>we</div><div>меня</div></div><div><div>you</div><div>у нас</div></div><div><div>the</div><div>у вас</div></div><div><div>y</div><div>у них</div></div><div><div>he</div><div>у него</div></div><div><div>she</div><div>у неё</div></div><div><div>it</div><div>у неё</div></div></div> <div><div>have</div><div>есть</div></div>	<div><div><div>I</div><div>у</div></div><div><div>we</div><div>меня</div></div><div><div>yo</div><div>у нас</div></div><div><div>u</div><div>у вас</div></div><div><div>the</div><div>у них</div></div><div><div>y</div><div>у него</div></div><div><div>he</div><div>у неё</div></div><div><div>she</div><div>у неё</div></div><div><div>it</div><div>у неё</div></div></div> <div><div>had</div><div>был</div></div>	<div><div><div>I</div><div>shall/wil</div><div>у</div></div><div><div>we</div><div>I have</div><div>меня</div></div><div><div>yo</div><div>у нас</div></div><div><div>u</div><div>у вас</div></div><div><div>the</div><div>у них</div></div><div><div>y</div><div>will</div><div>у</div></div><div><div>he</div><div>have</div><div>него</div></div><div><div>she</div><div>у неё</div></div><div><div>it</div><div>у неё</div></div></div> <div><div>буде</div><div>т</div></div>

had

был

Вопросительная форма глагола **to have** может быть образована двумя способами:

1) Путем постановки глагола **to have** перед подлежащим. Например:

Had you a lecture on philosophy У вас вчера была лекция по философии?
yesterday?

2) С помощью глагола **to do**. Например:

Did you **have** a lecture on У вас вчера была лекция по философии?
philosophy yesterday?

Отрицательная форма глагола **to have** может строиться двумя способами:

1) При помощи отрицательного местоимения **no** (или отрицательной группы **not any**) перед существительным. Например:

They have **no** car. У них нет машины.

I have **not any** car. У меня нет машины.

2) Обычным способом образования отрицательной формы глагола, т.е. при помощи вспомогательного глагола **to do**. Например:

I **did not have** much work to do Вчера у меня было немного
yesterday. работы.

В разговорной речи вместо to have очень часто употребляется **have**, **has got** ('ve/'s got):

I've got a good car. У меня хорошая машина.

Have you **got** an English У вас есть английский словарь?
dictionary? У меня нет английского слова-

I **haven't got** an English ря.
dictionary.

Функции глагола *to have*

1. Перед существительным выступает в роли смыслового глагола со значением *иметь, обладать* (часто с **got**):

They **have (got)** a house in the У них дом (они имеют дом) за
country. городом.

2. В сочетании с Participle II смыслового глагола употребляется для образования глагольных времен группы Perfect:

We **have introduced** a new system Мы ввели новую систему
of work. работы.

3. В сочетании с инфинитивом другого глагола с частицей **to** имеет

модальное значение долженствования (часто переводится как «приходится, пришлось и т.п.»):

I have to buy another Я должен (мне придётся)
newspaper. купить ещё одну газету.

ОБОРОТ THERE + TO BE

Оборот **there + to be** имеет значение *есть, находится, имеется, существует*. Глагол **to be** ставится в личной форме (**is, are, was, were, will be**) и согласуется с последующим именем существительным. Перевод таких предложений надо начинать с обстоятельства места или со сказуемого, если обстоятельство отсутствует.

1. **There are** many new books *at the Institute library*. 1. В институтской библиотеке много новых книг.

2. **There are** different methods of learning English words. 2. Существуют различные методы (способы) заучивания английских слов.

В вопросительном предложении глагол в личной форме ставится на первое место перед **there**:

Is there a school in your street? На вашей улице есть школа?

Ответ:

Yes, **there is**. Да, есть.

No, **there is not**. Нет.

1 Общий вопрос:

Is there anything in the box?

2. Специальный вопрос:

What is there in the box?

3. Разделительный вопрос:

There are some people in the room, aren't there?

С исчисляемыми существительными в единственном числе используется неопределенный артикль; с неисчисляемыми существительными и с исчисляемыми существительными во множественном числе могут использоваться местоимения *some* (в утвердительных) и *any* (в вопросительных и отрицательных предложениях).

Выбор формы глагола *to be* зависит от числа следующего непосредственно за ним существительного:

There is a chair and two armchairs in the room.

There are two armchairs and a chair in the room.

В полном отрицательном предложении после оборота **there + to be** ставится отрицательное местоимение **no**:

There **will be no** lecture **on** Завтра лекции по физике не
physics tomorrow. будет.

Перед **many, much, any** и числительными ставится **not** вместо **no**:

Grammar Exercises

1. Put the sentences into the future and past tense changing the verb to be and using suitable adverbial modifiers of time: yesterday, tomorrow, next week, last month, next year, at 5 o'clock, etc.

1. Victor is free in the evening.

2. John is in America.

3. I am very busy.

4. She is at the lecture.

5. The child is 10 years old.

6. This work is interesting.

7. The expedition is in Africa.

8. The new film is long.

9. My mother is at home.
10. The workers are at the factory.
11. The students are at the Institute.

2. Give the short answers to the questions below according to the pattern.

Pattern: Is Kovalev present at the lesson? –Yes, he is. (No, he is not.)

1. Was it cold last winter?
2. Are your friend's sisters beautiful?
3. Is it hot today?
4. Is it Sunday today?
5. Is the clock on the wall?
6. Are you twenty years old?
7. Will you be at home in the evening?
8. Are the trees green now?
9. Is your house in the centre of the city?
10. Will your mother be at home at five o'clock?
11. Were you free yesterday?
12. Is his answer good?
13. Will you be in town on Sunday?
14. Is mathematics difficult for you?
15. Are your summer plans interesting?

3. Explain the use of the verb to be in the sentences below and translate them into Russian.

1. They were at home last night. 2. He is a well known scientist. 3. They are to leave Moscow to-night. 4. The children were walking down the street. 5. She is an experienced teacher. 6. The letter will be posted at once. 7. He is in Kiev now. 8. We were to part that day. 9. The letter was written by the secretary. 10. They were to have arrived at seven o'clock. 11. The purpose of his visit was to negotiate for the purchase of timber.

4. Translate into English.

1. Ее нет здесь сейчас, она дома. 2. Его не было дома вчера вечером. 3. Он один из лучших врачей нашей больницы. 4. Его задача заключается в том, чтобы собрать материал по этому вопросу к 1 июня. 5. Он находится сейчас в Крыму. 6. Она будет там в пять часов. 7. Пароход должен прийти в 6 часов вечера. 8. Его брат инженер. 9. Я должен был встретиться с ним в 8 часов вечера. 10. Он будет рад вас видеть.

5. Explain the use of the verb to have in the sentences below and translate them into Russian.

1. She has come home. 2. He has a large family. 3. We have to leave home early, in the morning. 4. He had the letter typed. 5. He has dinner at home. 6. They had to complete their work on Monday. 7. We shall have plenty of fruit in the autumn. 8. He will have read the story by ten o'clock. 9. They will have the book you need in 5 days.

6. Translate into English.

1. У меня нет ее адреса. 2. У меня был вчера очень интересный разговор с профессором Д. 3. У него есть очень интересные книги по радио. 4. Я должен буду пойти туда еще раз. 5. У нас завтра будет собрание. 6. Я должен вставать теперь очень рано. 7. Вы вчера обедали в ресторане? 8. Есть ли у вас красный карандаш? 9. У меня

не было времени навестить его вчера. 10. Нужно ли вам идти в библиотеку сегодня?

6. Put the sentences into the future and past tense changing the verb to have and using suitable adverbial modifiers of time: yesterday, tomorrow, next week, last month, next year, at 5 o'clock, etc.

1. They have a big house in the country.
2. My friend has many interesting books.
3. His mother has a nice garden.
4. She has a good map of London.
5. We have a good dog.
6. I have a beautiful picture.
7. These students have five examinations.
8. His parents have a comfortable flat.
9. John had good work.
10. These pupils have four lessons every day.

7. Put the sentences into the future and past tense changing the verb to be.

1. There are twelve students in our group.
2. There is a beautiful garden near the house.
3. There is a big blackboard in the classroom.
4. There is a letter for him on the table.
5. There are two lifts in the house.
6. There is a new stadium in the town.

7. There is a table in the middle of the room.
8. There is a hospital in the village.
9. Are there many sentences in this exercise?
10. Is there much work to do at home?
11. There are no pictures in the book.

8. Paraphrase according to the pattern using suitable forms of the verb to have.

Pattern: There are no books in his bag. – *He has no books in his bag.*

1. There is no TV-set in his room.
2. There are no mistakes in his dictation.
3. There is no garden near his house.
4. There are no pictures in her room.
5. There are no French books in her library.
6. There is no English newspaper on her table.
7. There is no coffee in my cup.
8. There is no telephone in my flat.
9. There are no maps on the walls of our classroom.
10. There is no sugar in Peter's tea.

9. Put general and special questions to the sentences below using any where it is necessary.

1. There is a tea-pot on the table.
2. There are some flowers in the vase.
3. There are some English books on the shelf.
4. There is somebody in the garden.
5. There is a lot of milk in the jug.
6. There are some

mistakes in your test. 7. There is some ink in your pen. 8. There are some pictures on the wall of the room. 9. There is some coffee in the cup. 10. There are six continents in the world. 11. There are a lot of flowers in the garden. 12. There is something in the box. 13. There are some new words in the text. 14. There is a lot of snow in the forest.

10. Translate into English using *there is /there are*; *pronouns any, some, no* and words formed from *them*

1. В вашей семье есть дети? 2. На улице много людей. 3. В кувшине нет молока. 4. За вашим домом есть сад? 5. За вашим садом есть площадь, не так ли? 6. В вашем городе есть парки? 7. У вас есть вопросы? 8. На столе около окна стоят часы. 9. На полке мои книги и тетради. 10. В моем столе ничего нет. 11. В этом журнале есть что-нибудь интересное? 12. Что там на столе? Там стоит чашка и три стакана. 13. Есть кто-нибудь в соседней комнате? 14. На столе есть соль, но мало. 15. Времени нет.

СУЩЕСТВИТЕЛЬНОЕ (THE NOUN)

Существительное – это название лица (engineer – инженер), предмета (table – стол), явления (sunrise – восход) или процесса (calculation – вычисление).

Род существительного в английском языке, в отличие от русского, определяется только по значению существительного.

Название лица мужского пола относится к мужскому роду; вместо него употребляется местоимение **he**.

Название лица женского пола относится к женскому роду; вместо него употребляется местоимение **she**.

Название неодушевленного предмета относится к среднему роду; вместо него употребляется местоимение **it**.

- What is your **father**? – Кто твой отец?
–**He** is a driver. –**Он** шофер.
–Where is my **notebook (magazine)**? – Где моя тетрадь (журнал)?
–**It** is on the shelf. – **Она** (он) на полке.

Исчисляемые и неисчисляемые существительные. К исчисляемым существительным относятся названия предметов и лиц, которые можно пересчитать, поэтому они употребляются как в единственном, так и во множественном числе:

a room (комната) – two rooms, **a** worker (рабочий) – many workers

К неисчисляемым существительным относятся названия предметов, которые не подлежат счету. Они употребляются только в единственном числе:

1) вещественные существительные: steel (сталь), oil (нефть), air (воздух) и др.

2) отвлеченные существительные, обозначающие состояния, действия, науки, процессы и т. п.: freedom (*свобода*), labour (*труд*), mathematics (*математика*) и др.

Число существительных. Множественное число существительных образуется путем прибавления окончания -s или -es к форме единственного числа. Окончание -s, -es произносится как:

[s] – после глухих согласных: a desk (*стол, парта*) – desks, a subject (*предмет*) – subjects

[z] – после звонких согласных и гласных: an angle (*угол*) – angles, a lecture (*лекция*) – lectures, a boy (*мальчик*) – boys

[iz] – после шипящих и свистящих se, ce, ge, s, ss, sh, ch: a gas (*газ*) – gases, a brush (*щетка*) – brushes, a page (*страница*) – pages, an inch (*дюйм*) – inches

Правила правописания множественного числа существительных

Если существительное в единственном числе оканчивается на:

–у с предшествующей согласной, то во множественном числе –у меняется на –i и добавляется –es: a property (*свойство*) – properties

–о, то во множественном числе добавляется –es, которое произносится [z]: a hero (*герой*) — heroes

–f или –fe, то во множественном числе –f меняется на –v и добавляется окончание –es или –s: a shelf (*полка*) — shelves

Несколько существительных сохранили древнюю форму образования множественного числа. Наиболее часто встречаются следующие:

a man – men

a foot – feet

a woman – women

a child – children

a tooth – teeth

Имена существительные, заимствованные из греческого и латинского языков, сохранили форму множественного числа этих языков:

Единственное число

Множественное число

apparatus – аппарат

apparatus – аппараты

basis – базис, основа

bases – основы

crisis – кризис

crises – кризисы

datum – данная величина

data – данные

phenomenon – явление

phenomena – явления

nucleus – ядро

nuclei – ядра

Падеж существительных. В английском языке два падежа: ***общий*** и ***притяжательный***.

Общий падеж (the Common Case) не имеет специальных окончаний: an example (*пример*), drawings (*чертежи*), data (*данные*).

Притяжательный падеж (the Possessive Case) обозначает принадлежность предмета или лица и отвечает на вопрос **whose** [hu:z] *чей?* Существительное в притяжательном падеже является определением к другому существительному и всегда стоит перед ним. Существительное в притяжательном падеже имеет окончание:

1) -'s (апостроф и буква s) в единственном числе: our **teacher's** lectures – лекции нашего преподавателя

2) ' (только апостроф) во множественном числе: the **students'** drawings – чертежи студентов

Примечание. Если существительное во множественном числе не имеет окончания -s, прибавляется '-s:

the **children's** pictures – рисунки этих детей

Притяжательный падеж в основном употребляется с одушевленными существительными, однако он может употребляться и с некоторыми неодушевленными, например: the **sun's** rays – *солнечные лучи* (лучи солнца), the **country's** economy – *экономика страны*.

Существительное в притяжательном падеже переводится на русский язык либо соответствующим прилагательным, либо существительным в родительном падеже.

Существительное в функции определения. Для английского языка характерно употребление в роли определения одного или нескольких существительных (в общем падеже), образующих цепочку слов. В такой цепочке последнее существительное является основным, а все предшествующие ему слова являются определениями к нему.

Существительное в функции определения переводится:

1) прилагательным: **room** temperature – *комнатная* температура **limit** pressure – *предельное* давление

2) существительным без предлога или с предлогом: a **physics** teacher – преподаватель *физики*

the **institute radio equipment** laboratory – *институтская* лаборатория радиооборудования

the **atomic energy** conference – конференция *по проблемам атомной энергии*

Grammar Exercises

1. Give the plural of the following-nouns.

leaf	mouse	country	piano
child	sheep	goose	lady
man	woman	gooseberry	crisis
tooth	medium	deer	deary
knowledge	fish	dish	news

2. Read the following nouns first in the singular and then in the plural:

1. bag, dog, bird, verb, pan, hen, spoon, noun, room, ring, thing, evening, song, girl, apple, table, article.
2. tree, pie, cow, fly, lady, baby, teacher, letter, mirror, berry, play, toy, city.
3. cake, snake, fork, map, lamp, hat, clock, rat, coat, goat, skirt, shirt, plant, sonant, jacket, object, attribute.
4. shelf, leaf, knife, wife, roof, chief, handkerchief.
5. bus, class, glass, dress, piece, slice, horse, house, rose, nose, blouse, box, fox, match, bench, bridge, cage, cottage, bush, radish.
6. man, woman, child, foot, tooth, goose, mouse, ox, fish, trout, fruit, swine, mouse, louse, deer, sheep.
7. phenomenon, crisis, stimulus, formula, axis, thesis, criterion.

3. Give the plural form of the words underlined.

I met a man at the meeting last night.

Pattern:

I met some men at the meeting last night.

1. I saw a mouse running across the floor.

2. The baby got a new tooth.
3. I need a match.
4. He cooked a potato for dinner.
5. The professor is reading a thesis.
6. I visited a city in the Ukraine.
7. She photographed a leaf.
8. I caught a fish.
9. I saw a sheep in the farmyard.
10. She talked to a child.
11. The children hid behind the bush.
12. In science class we studied about a species of fish.
13. When I was in the park yesterday, I saw a goose.
14. When we spoke in the cave, we heard an echo.
15. He packed a box.
16. Every day I read in the newspaper about a new crisis in the world.
17. The wagon is being pulled by an ox.
18. I told the children a fable about a wolf and a fox.
19. We read a story about an Indian chief.
20. At the meeting last night, we were listening to a speech.

21. In science class, we studied a phenomenon of nature.

4. Use the nouns in the brackets in the Possessive Case.

1. my (nephew) dog; 2. (Julie) new boyfriend; 3. the (men) room; 4. my (sister-in-law) husband; 5. the (women) leader; 6. the (officers) residence; 7. for (goodness) sake; 8. (Jesus) resurrection; 9. the (prince) palace; 10. my (brother-in-law) new automobile; 11. (Clinton) saxophone; 12. the (children) toys; 13. a (three-hour) drive; 14. the (labourers) union; 15. (Burns) employees; 16. (Beethoven) 9th symphony; 17. (Aristoles) yacht; 18. (Aristotle) work; 19. (Bush) daughter;

Exercise 5. Use the Possessive Case instead of nouns with of.

1. the supporters of Mr Collins; 2. the passports of the drivers; 3. the father of Roy; 4. the parents of everyone else; 5. the shop of the Jones Brothers; 6. the songs of the Pointer Sisters; 7. the child of Mary and Henry; 8. the hats of the ladies; 9. the shop of the florist; 10. the Park of Saint James; 11. the law of Archimedes.

Exercise 6. Choose the right variant to fill in the gaps in the sentences.

1. the coats of the ladies –

- a) the lady's coats
- b) the ladies' coats
- c) the ladies's coats

2. the hobbies of the women –

- a) the woman's hobbies
- b) the women's hobbies
- c) the womens' hobbies

3. the shoes of the players –

- a) the players' shoes
- b) the players's shoes

c) the player's shoes

4. the future of our boys –

a) our boy's future

b) our boys' future

c) our boys's future

5. the bathtub of Archimedes –

a) Archimedes's bathtub

b) Archimede's bathtub

c) Archimedes' bathtub

6. the business of Anne and Francis –

a) Anne and Francis' business

b) Anne's and Francis' business

c) Anne and Francis's business

7. the diary of my boss –

a) my boss's diary

b) my boss' diary

c) my bosses diary

8. the clothes of men –

a) mens clothes

b) men's clothes

c) mens' clothes

9. the girlfriend of my brother-in-law –

a) my brother-in-law's girlfriend

b) my brother's-in-law girlfriend

c) my brother's-in-law's girlfriend

7. What do we call these things and people? Use the structure “noun + noun”.

1. A ticket for a concert is a concert ticket.
2. A magazine about computers is _____
3. Photographs taken on your holiday are your _____
4. Chocolate made with milk is _____
5. Somebody whose job is to inspect factories is _____
6. A hotel in central London is _____
7. The results of your examinations are your _____
8. The carpet in the dining room is _____
9. A scandal involving a football club is _____
10. A question that has two parts is _____

8. Translate into Russian.

a tennis ball; a bank manager; a television producer; a road accident; income tax; the city centre; a television camera; language problems; a vegetable garden; a television programme; apple juice; trade talks; consumer goods; food sales; exchange rate; wheat consumption; flax production; power station equipment; cane sugar; sugar cane; coal supply situation; a television studio

МЕТОИМЕННЕ (THE PRONOUN)

Местоимение – это часть речи, которая употребляется вместо имени существительного или прилагательного. Местоимения делятся на следующие группы:

Личные местоимения (The Personal Pronouns) имеют формы двух падежей: **именительного (The Nominative Case)** и **объектного (The Objective Case)**. Объектный падеж соответствует русским косвенным падежам.

Лицо	Именительный падеж <i>кто? что?</i>	Объектный падеж <i>кого? что? кому? чему?</i>
Единственное число		
1-е	I – я	me – меня, мне
2-е	you – ты, Вы	you – тебя, тебе (Вас, Вам)
3-е	he – он	him – его, ему
	she – она	her – её, ей
	it – он, она, оно	it – его, её, ему, ей
Множественное число		
1-е	we – мы	us – нас, нам
2-е	you – вы	you – вас, вам
3-е	they – они	them – их, им

Личные местоимения в **именительном падеже** выполняют в предложении функцию подлежащего и, следовательно, стоят непосредственно перед сказуемым:

He is an engineer. *Он* инженер.

They work at our plant. *Они* работают на нашем заводе.

Местоимение **it** заменяет неодушевленные существительные и соответствует местоимениям *он, она, оно* в зависимости от рода существительного в русском языке.

A **line** has one dimension. *Линия* имеет одно измерение.

It has length. *Она* имеет длину.

Местоимение **they** заменяет и одушевленные и неодушевленные существительные.

Личные местоимения в **объектном падеже** являются дополнением (прямым, косвенным, предложным) и всегда стоят после глагола-сказуемого:

I know **him** well.

Я хорошо знаю *его*.

He usually shows **me** his books. Он обычно показывает *мне* свои книги.

They often talk with **her**.

Они часто беседуют с *ней*.

Притяжательные местоимения (The Possessive Pronouns)

выражают принадлежность и отвечают на вопрос **whose** *чей? чья? чье? чьи?* Притяжательные местоимения имеют две формы: 1) **простую** (или **зависимую**), которая употребляется в функции определения перед существительным.

Show me **your** drawing. Покажите мне *ваш* чертеж.

Если перед существительным есть другие определяющие слова, то притяжательное местоимение стоит перед ними.

Покажите мне *ваши* два последних чертежа. Show me **your** two last drawings.

2) **независимую**, которая употребляется вместо ранее упомянутого существительного и выполняет в предложении функцию подлежащего, дополнения или именной части сказуемого.

Притяжательные местоимения, как правило, переводятся на русский язык местоимениями *свой, своя, свое, свои*, если они стоят в том же лице, что и подлежащее:

I help **my** friend in his work. Я помогаю *своему* другу в работе.

They completed **their** experiments. *Они* завершили *свои* опыты.

Притяжательные местоимения английского предложения не всегда переводятся на русский язык:

He raised **his** hand. Он поднял руку.

Таблица личных и притяжательных местоимений

Be careful! Don't hurt **yourself**! Осторожно! Не ушибитесь!

2) русским местоимением *себя* (себе, собой).

He never speaks about **himself**. Он никогда не говорит о *себе*.

Усилительные местоимения, которые совпадают по форме с возвратными, употребляются для усиления значения существительного или местоимения и соответствуют русским местоимениям *сам, сама, само, сами*. В этом случае они стоят в конце предложения или после слова, которое они усиливают.

We will solve this problem **ourselves**. Мы решим эту задачу *сами*.

The new **lathe itself** turns the part. Новый станок сам поворачивает деталь.

Grammar Exercises

1. Fill in the gaps with suitable pronouns in the Nominative and Objective Case. In some sentences different pronouns are possible.

1. John is a boy. _____ is in the class.
2. Mary is a girl. _____ is at home.
3. _____ are brother and sister.
4. We know _____ very well.
5. _____ stayed with us last year.
6. John is a clever boy. I like _____.
7. Mary is a pretty girl. _____ is twelve years old. We like _____.
8. They have a dog. _____ is called Jock.
9. They have asked me to visit _____ next year.
10. They live in Milan. _____ is a big city.
11. Do you like these flowers? _____ are out of the garden.

12. I read that book. ____ is very interesting.

2. Write out these sentences again using pronouns instead of the words “in italics”.

1. *John* is a boy.

2. *Margaret* is a girl.

3. *John* and *Margaret* met the teacher.

4. The *teacher* gave *John* a lesson.

5. Margaret is a nice girl. *My wife and I* like *Margaret*.

6. Here is my dog. *My dog* is called Kim.

7. The teacher said, "Give *the teacher* your book."

8. The lesson is easy. *The teacher* explained *the lesson*.

9. *The teacher* asked *John and Margaret* to come and see *the teacher*.

10. Tom saw Mary. *Tom* spoke to *Mary*.

11. Mary saw Tom. *Mary* spoke to *Tom*.

12. Tom and Mary saw Mrs. Robinson. *Tom and Mary* spoke to *Mrs. Robinson*.

13. Mrs. Robinson saw Tom and Mary. *Mrs Robinson* spoke to *Tom and Mary*.

3. What pronouns could you use for Henry, Lilian, George and Elizabeth, the house, London, Frederick, the dog, horses, the cat, houses? (For some of them you can use two pronouns.)

4. Here is a story. Make it sound better by putting pronouns instead of nouns where you think necessary.

About Sir Isaac Newton

One of the greatest Englishmen who ever lived was Sir Isaac Newton. No man of that time or of almost any other time had a greater or wiser mind than Newton had, but Newton was very absent-minded about small matters when Newton was thinking about his work. One morning Newton got up very early because Newton was working on a very difficult problem. Newton was thinking about the problem so deeply that Newton would not leave the problem to go to breakfast. But his housekeeper thought Newton needed food so the housekeeper sent Mary, a servant, to his study with a pan of water and an egg. The housekeeper told the servant to boil the egg and stay with Newton until Newton ate the egg. But Newton wanted to be alone, and Newton said, "Mary can leave the egg with Newton, and Newton will boil the egg." The servant put the egg on the table by the side of Newton's watch and the servant said, "Sir Isaac Newton must boil the egg for four minutes and then the egg will be ready," then the servant left the room. The servant was afraid, however, that Newton might forget to boil the egg, so Mary returned about an hour later and found Newton standing by the fireplace. Newton had put the watch in the saucepan and was boiling the watch. Newton was holding the egg in his hand, quite unaware of the mistake that Newton was making.

5. Fill in the gaps with suitable possessive pronouns.

1. I'm a student. ____ name's Ivanov.
2. Ted is a schoolboy. ____ marks are good.
3. Ann and Jane are engineers. ____ children are at school.
4. Please give me _____ exercise-book, Peter.
5. We are engineers, _____ friends are engineers, too.

6. "What are ____ names?" "____ name's Nick and ____ name's Alice.
7. Let me introduce ____ sisters. ____ names are Ann and Mary.
8. Moscow is a big city. ____ streets are noisy and overcrowded.

6. Write down the sentences choosing the suitable pronouns from the ones given in the brackets.

1. (I, me, my) parents are old people. (They, them, their) are retired. (They, them, their) have a house in the country. (They, them, their) house is small. (I, me, my) usually go to see (they, them, their) on Sunday. 2. (I, me, my) brother and (he, him, his) family live in Kiev. Sometimes (I, me, my) go to Kiev and see (they, them, their). 3. (We, us, our) students study a lot. (They, them, their) have four lessons every week. (They, them, their) lessons begin at 8 o'clock in the morning. At the lessons (they, them, their) teacher asks (they, them, their) a lot of questions and the students answer (they, them, their). 4. (I, me, my) elder sister has a new flat now. (She, her) flat is very good. (She, her) likes (it, its) very much.

7. Fill in the gaps with the suitable form of possessive pronouns.

1. Tell him not to forget ____ ticket; she mustn't forget ____ either. 2. Whose books are those? Are they ____ or ____? 3. I see that he has lost ____ pencil; perhaps you can lend him ____? 4. Lend them ____ dictionary; they have left ____ at home. 5. My trunk is heavier than _____. 6. We've taken ____ dictionaries; has she taken ____? 7. Those seats are not ____, they are _____. 8. This does not look like ____ book, it must be _____.

8. Fill in the gaps with the suitable reflexive pronouns.

1. I will ask him _____. 2. She will answer the letter _____. 3. We'll do it _____.

4. Did you invite him ____? 5. He wants to do it ____ . 6. Be careful! You will hurt _____. 7. I looked at _____ in the mirror. 8. Put on a thicker coat to protect _____ from the rain. 9. They told me the news _____.

9. Translate into English.

1. Я сам отвечу на это письмо. 2. Он не любит говорить о себе. 3. Они хотят это сделать сами. 4. Она хочет это сделать сама. 5. Как вы себя чувствуете? 6. Не брейтесь в темноте, вы порежетесь. 7. Ваш отец сам был здесь. 9. Он обжегся. 10. Они очень много рассказали нам о себе. 11. Я оставлю эту книгу для себя. 12. Она сама принесет вам книгу. 13. Я очень удивлен, что он так себя вел. 14. Не беспокойтесь. Я сам отнесу письмо на почту. 15. Мы сами застрахуем (insure) товар (goods).

10. Fill in the gaps with suitable reflexive pronouns, where it is necessary.

1. John, be careful! Don't hurt _____ with the hammer.
2. Children, help _____ to sweets and juice.
3. We didn't know who that man was. He hadn't introduced _____.
4. All my friends enjoyed _____ at my birthday party.
5. When do you feel _____ glad?
6. When my sister was making a pudding she burnt _____ on the oven.
7. It is convenient to have an automatic cooker. It turns _____ on and off.
8. Relax _____ when you dance.
9. My father always repairs his car _____.

10. My grandparents grow their vegetables _____.
11. Take the towel and dry _____. It's windy, you may catch cold.
12. We usually paint the house _____.
13. His mother never cleans the windows in their house _____.
14. We haven't decided yet where we'd meet _____.
15. Look at the kitten. It's washing _____.

Prepositions of place and time (review)

Prepositions of place

WHERE?

ON (на столе)

On the table, on the floor, on the sofa, on the chair, on the window-sill, on the ground, on the grass, on the roof, on the bridge, on the platform, on the shelf, on the cupboard, on the bench, on the snow, on the ice, on the wall, on the blackboard, on the table, on the floor, on the sofa, on the chair, on the window-sill, on the ground, on the grass, on the roof, on the bridge, on the platform, on the shelf, on the cupboard, on the bench, on the snow, on the ice, on the wall, on the blackboard.

WHERE? (direction)

ON (на стол)

On the table, on the floor, on the sofa, on the chair, on the window-sill, on the ground, on the grass, on the roof, on the bridge, on the platform, on the shelf, on the cupboard, on the bench, on the snow, on the ice, on the wall, on the blackboard, on the table, on the floor, on the sofa, on the chair, on the window-sill, on the ground, on the grass, on the roof, on the

bridge, on the platform, on the shelf, on the cupboard, on the bench, on the snow, on the ice, on the wall, on the blackboard.

WHERE?

INTO / IN

In the room, in the kitchen, in the house, in the car, in the box, in the cupboard, in the bag, in the pocket, in the hall, in the plate, in the cup, in the glass, in the bottle, in the snow, in the water, in the river, in the lake, in the sea, in the wood, in the park, in the garden, in the yard, in the classroom.

Into the room, into the kitchen, into the house, into the car, into the box, into the cupboard, into the bag, into the pocket, into the hall, into the plate, into the cup, into the glass, into the bottle, into the snow, into the water, into the river, into the lake, into the sea, into the wood, into the park, into the garden, into the yard, into the classroom.

Ex. 1. Put in on, in or into.

1. Where is the book? - - It is ... the table. 2. Where is the tea? — It is ... the cup. 3. Put the plates ... the table. 4. Put the book ... the bag. 5. There is a beautiful picture ... the wall. 6. He went ... the room. 7. I like to sit ... the sofa ... my room. 8. Mother is cooking dinner ... the kitchen. 9. She went ... the room and sat down ... the sofa. 10. There are many people ... the park today. 11. There is a girl standing ... the bridge. Why is she crying? - She has dropped her doll ... the water. 12. There is no tea ... my cup. 13. Pour some tea ... my cup. 14. Put these flowers ... the window-sill. 15. I saw many people ... the platform waiting for the train. 16. We went ... the garden and sat down ... a bench. 17. The teacher hung a picture ... the blackboard. 18. I opened the door and went ... the classroom. The teacher was writing some words ... the blackboard. The pupils were writing these words ... their exercise-books. There were some books and pens ... the teacher's table. There were two maps ... the wall and some flowers ... the window-sills. I saw a pen ... the floor. I picked it up and put it ... the table. 19. He put his hand ... his pocket,

took out a letter and dropped it ... the mail-box which hung ... the wall of the house. Then he got ... his car and drove off.

Запомните также следующие словосочетания	
ГДЕ?	КУДА?
У стены АТ	К стене ТО
At the wall, at the door, at the window, at the blackboard, at the map, at the book-case, at the tree, at the river.	To the wall, to the door, to the window, to the blackboard, to the map, to the book-case, to the tree, to the river.
И следующие словосочетания	
ГДЕ?	КУДА?
ЗА столом — АТ the table	ЗА стол — АТ the table
ЗА партой — АТ the desk	ЗА парту — АТ the desk

WHERE? AT / TO

АТ: At the theatre, at the cinema, at the museum, at the swimming-pool, at the library, at the shop, at the institute, at the port, at the railway-station, at the concert, at the exhibition, at the stadium, at the stop, at the factory, at work1, at school1, at the lesson.

ТО: To the theatre, to the cinema, to the museum, to the swimming-pool, to the library, to the shop, to the institute, to the port, to the railway-station, to the concert, to the exhibition, to the stadium, to the stop, to the factory, to work1, to school1, to the lesson.

WHEN? AT

В пять часов - At five o'clock

В полдень - At noon

В полночь - At midnight

На восходе солнца - At sunrise

На закате - At sunset

WHEN? ON

В воскресенье — On Sunday

Пятого марта - On the 5th of March

WHEN? IN.

В 1997 году-- in 1997. В марте - - in March

BUT: в этом году - _ this year

в прошлом году — _ last year

в будущем году — _ next year

в этом месяце - - _ this month

в прошлом месяце - _ last month

в будущем месяце -- ^_ next month

на этой неделе - _ this week

на прошлой неделе - _ last week

на будущей неделе - - _ next week

Ex. 2. Complete the sentences with at or on.

1. I get up ... seven o'clock or ... a quarter past seven. 2. ... Sunday I usually get up ... nine o'clock or half past nine. But last Sunday I slept very long and got up only ... noon. 3. Lev Tolstoy liked to get up... sunrise. 4. Our lessons are usually over ... twenty minutes to two. 5. They returned from the wood... sunset. 6. I began writing my

composition ... seven o'clock and finished only ... midnight. 7. My birthday is ... the ninth of July. 8. The school [year begins ... the first of September. 9. ... the twen-ty-fifth of December people celebrate Christmas.

10.... Wednesday I usually have a lot of homework.

Ex. 3. Insert prepositions where necessary:

1. My friend plays ... the piano very well.
2. Carol returned ... her work.
3. The atmosphere ... my workplace is very pressing.
4. They didn't like to tidy ... the rooms.
5. Who baby-sits ... your brother?
6. My neighbour does very well ... the University, just the other way round ... me.
7. Just a minute, I am rushing ... my homework.
8. The postman delivers newspapers ... houses.
9. Why were they exploring notorious spots ... New York?
10. I like to swim ... the local pool.

Ex. 4. Translate into English using the right prepositions.

1. На прошлой неделе мы ходили в Русский музей. 2. Летом солнце встает рано утром, а садится поздно вечером. 3. Прошлым летом мы ездили на юг. Когда мы были на юге, мы ходили к морю каждый день. Мы вставали на рассвете и купались в море. В полдень мы обедали и отдыхали. Вечером мы ходили в парк. На закате мы часто ходили к морю и возвращались домой в половине одиннадцатого или в одиннадцать. 4. В будущем году мы поедем на Дальний Восток. 5. На будущей неделе я пойду в театр.

6. Диккенс родился в 1812 году. 7. Четвертого июня мы поедem за город. 8. Я люблю ходить в парк осенью. 9. На этой неделе мы будем встречать наших друзей в аэропорту. Самолет прибывает в семь часов вечера. Я думаю, что мы ляжем спать только в полночь. 10. Прошлой зимой он часто ходил на каток в воскресенье.

Supplementary Reading.

Text 1

Ex. 1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2, 4, 10.

Every Family is different

There are different views on family life. Some people can't do without the support and love of their families. Others say it is the source of most of our problems and anxieties. Whatever the truth is, the family is definitely a powerful symbol. It is also a castle. Moreover, it is the most basic and ancient of all institutions, and it remains the fundamental social unit in every society. Thus, the family is a group of people related by blood or law, living together or associating with one another for a common purpose. That purpose is usually to provide shelter and food, and to bring up children. The nature of family keeps changing: there are a number of types of family that exist in a society at any time.

Sociologists divide families into two general types: the nuclear family and the extended family, which may include three or more generations living together. In industrialized countries and increasingly in the large cities of the developing countries the nuclear family is regarded as normal. Most people think of it as consisting of two parents and two children. But a more accurate conception of the family must take account of the many different forms that have existed or still exist both in Britain and in other cultures. Nevertheless, the nuclear family has largely replaced the extended one.

What characteristics, then, are common to this family form? To answer the question let's discuss some attitudes towards personal relationships and family life of one well-to-do English family – Bill and Carol Taylor. They are probably quite like many of the families you will meet if you come to England. The family lives on a housing estate in a pleasant outer suburb of West London. Bill and Carol Taylor are both in their early fifties. They are kind, thoughtful and intelligent people. They

have been happily married for thirty years. To tell the truth there's no one they call the head of the family because they usually share important decision-making. As for Bill he studied engineering at university, and now he works for a firm, which provides advice and materials for health and safety at work, he is a technical specialist on noise stress. It's due to Bill, that the company is a flourishing one. When he was younger he dreamed of becoming a professional musician.

Carol did not go to university. She graduated from a teaching training college and taught for four years at a primary school before her eldest child was born. In the traditional family, the wife stayed at home with the children while the husband earned money, although at present 60 percent of all married women work outside the home. So a majority of couples have two wage-earners. One reason for this change is that women want and expect to have careers. Another reason is economics. With rising prices, many families cannot survive on one's person's salary. But Carol took her marriage for granted and devoted herself to the family. Carol and Bill like many couples of the middle class planned to have three children. (A number of single children in Russia astonishes many British visitors). So there are five people in their family. From the parents' point of view, they want to bring up their children to be healthy, happy, hard-working, attractive, kind, sociable, good at lessons, good at sport, with other interests as well, and have successful careers in which they will earn a good living and live happy lives. That's why the Taylor children live in comfort in an impeccable family with amiable dispositions and you simply can't imagine how Bill and Carol adore them.

To tell the truth sometimes Carol and Bill have had plenty of worries over the children as they were growing up. As usual, there are a lot of family problems that the parents are glad to discuss with their children and help them in a difficult situation. Sarah is shortsighted and very shy. It's only due to Carol she worked hard and got quite good marks for her lessons.

Sarah inherited her father's musical gifts and played the flute. She had quite good marks for geography in the national A-level exam. She applied to read geography at a provincial university with a good reputation in the subject.

As for Peter, he was a cheerful boy, energetic and lazy by turns. Peter was fed up with exams and schoolwork. And he thought he could get a job in the local supermarket. But his parents found it ridiculous:

one needs a proper income to bring up a family: for that he needs qualifications. So he attends courses in engineering and technical studies at the local College of Further Education, while he continues to earn money working part-time in the various shops in the area.

Kate is a restless girl of eight. She is everybody's pet. Sometimes she is very naughty. On the one hand she is a trouble-maker; on the other hand she is a loving daughter and sister.

No wonder the Taylors have been trying to find clues for everybody of them: either children or parents. The parents are easy to deal with. As I have already mentioned there are no problems of misunderstanding with adults in this family. The parents understand that children want to live their own life, to make their own mistakes. No wonder that there are amiable dispositions between all the members of the family. They trust each other and try to do their best to make their home cosy. They are inclined to think that the family is a kind of retreat from the stress and tension of the working day. As a result, the Taylors managed to build up a friendly family. When they are sick and tired of their usual routine, their family is a shelter from any troubles and misfortunes.

A few years later children will leave their home, marry and set up households of their own. Although the nuclear family unit is economically independent of the rest of the family, members of the whole family group often maintain close kindred ties. Visiting between married sisters and brothers is frequent when they live close to each other. If they live in different communities, they keep in touch by writing letters and by telephone.

In the story of Bill and Carol Taylor and their children grandparents are absent. Where are they? Do they miss seeing their grandchildren very much? Is it true that the British do not care for their elderly people and choose to put them away into old's homes and forget them? You see, the most important thing is that the retirement age for most jobs in this country is 60 for women and 65 for men, but in practice, many people expect to work until they are 65-70. People are living longer – often 20 years after they've retired from their job. Modern culture tends to value youth rather than age. So grannies and grandpas are actually physically active, living in their own homes along way from their children with their own interests and ideas.

Ex. 2. Give the summary of the text

Ex. 3. Retell the text as if you were:

- 1) Bill Taylor
- 2) Carol Taylor.
- 3) Granny or grandpa
- 4) Sarah, Kate, Peter
- 5) Russian visitor
- 6) Bill's boss.

Text 2

Ex. 1. Read the text for detailed understanding. Translate the following paragraphs of the text: 2, 3, 7.

Family structure

Thus, we may say that the family is a relatively permanent group of people related by ancestry, marriage, or adoption, who live together, form an economic unit, and take care of their young.

There are people who say that the family unit in Britain is in crisis and that traditional family life is a thing of the past. This is of great concern to those who think a healthy society is dependent upon a stable family life. They see many indications that the family is in decline, in such things as the acceptance of sex before marriage, the increased number of one-parent families, the current high divorce rate and what they see as a lack of discipline within the family. Some politicians blame social problems, such as drug taking and juvenile crime, on a disintegrating family life.

Nevertheless, the British live longer, marry later, have fewer children and are more likely to get divorced than ever before. Young people leave home earlier, though not necessarily to get married. More women now go out to work and more people, especially the old, live alone. The nuclear family (parents and perhaps two children) has largely replaced the extended family where several generations lived together.

Although patterns are changing, most people in Britain still get married and have children and stay together until the end of their lives. People are marrying later: the average woman gets married at twenty-four to a man who is just over two years older (although it is estimated that 40 per cent of couples live together before getting married).

Significant family events such as weddings, birth and funerals are not automatically accompanied by large gatherings of people. It is still common to appoint people to certain roles on such occasions, such as 'best man' at a wedding, or godmother and godfather when a child is born. But for most people these appointments are of sentimental

significance only. They do not imply lifelong responsibility. In fact, family gatherings of any kind beyond the household unit are rare. For most people they are confined to the Christmas period.

Mrs. Average now has her first child at the age of twenty-seven, but she will have only one or two children: only one mother in four has more. Nine out of ten married women will have children at some point in their lives. And despite the changes in working habits it is usually the woman who has overall responsibility for domestic life: the traditional division of family responsibilities still persists.

Britain has one of the highest divorce rates in Western Europe: approximately one in three marriages ends in divorce, half of them in the first ten years of marriage. As a result, more people are getting remarried and there are now over a million single parents looking after 1.6 million children. There has also been a sharp rise in the rate of illegitimacy: in 1987 23 per cent of babies were born outside marriage. Therefore, the family has changed greatly in the last 20 or 30 years. Many of these changes are similar to changes taking place in other countries. However, these trends do not necessarily mean that the nuclear family is disappearing and experts say that the family is as strong as ever and it is still at the center of most people's lives.

Ex. 2. Give the summary of the text.

Ex. 3. Retell the text as if you were:

- 1) a British parent
- 2) a Russian visitor
- 3) a psychologist
- 4) a divorced person
- 5) a newly-married spouse.

Essential Vocabulary:

1) anxiety – беспокойство, тревога, забота, to be anxious about smth –

беспокоится о чем-либо
2) accurate – точный,
правильный, тщательный
3) attitude – позиция,
отношение, a friendly ~ towards
smb – дружеское
отношение к кому-либо
4) housing estate – жилой
комплекс
5) pleasant outer suburb –
приятный внешний пригород
6) fundamental social unit in
every society – основная
социальная единица
(союз) в любом обществе
7) nuclear family – простая
семья (двое родителей и дети)
8) extended family – сложная
семья (несколько поколений
живут вместе)
9) one-parent family – семья с
одним родителем
10) generation - поколение
11) personal relationships –
личные взаимоотношения
12) to share important decisions
making – принимать важные
решения вместе
13) to enjoy smth (to enjoy doing
smth) – наслаждаться чем-
либо 12
14) to attend school (courses,
lectures) – посещать школу
(курсы, лекции)
15) to have plenty of worries –
иметь много проблем
16) to earn money working part -
time (full time) – зарабатывать
деньги,

работая неполный (полный)
рабочий день
17) shortsighted – близорукий
18) shy –
скромный/стеснительный
19) sociable – общительный
20) to find clues for smb –
находить подход к кому-либо
21) retreat – убежище, приют
22) to be easy to deal with –
легко иметь дело с кем-либо
23) to maintain close kindred ties
– поддерживать тесные
родственные связи
24) to keep in touch with smb –
поддерживать отношения,
находиться в
контакте с кем-либо
25) to be fed up with smth –
быть сытым по горло чем-либо
26) to be happily married –
счастливо жить в браке
27) to be divorced / to get
divorced – быть в разводе
28) to be single – быть
холостым
29) household – семья,
домочадцы, домашнее
хозяйство
30) wage-earner – кормилец
(тот, кто обеспечивает семью)
31) to take smth. for granted –
принимать что-либо как
должное
32) to survive – пережить,
остаться в живых, выдержать,
survival – выживание
33) impeccable family –
безупречная семья

34) amiable dispositions – дружелюбные отношения
35) to have real responsibility for domestic life – нести ответственность за семейную жизнь
36) permanent – постоянный, неизменный
37) adoption – усыновление, принятие
38) ancestor – предок, прародитель, ancestry – происхождение, родословная
39) to be in decline – находиться в упадке, снижаться, ухудшаться
40) to depend on/upon – зависеть от чего-либо
41) lack of smth – недостаток чего-либо, to lack for smth – нуждаться в чем-либо
42) current – текущий, современный, распространенный
43) rate – степень, процент, доля, темп
44) to blame – порицать, обвинять
45) average – среднее число, средний, обычный, нормальный, on average – в среднем
46) to persist in – упорно продолжать/настаивать на чем-либо 13
47) to be on business – быть в командировке

48) to be eager to do smth – сильно (страстно) желать сделать что-либо
49) most willingly – с большим удовольствием
50) advantage/disadvantage – преимущество/недостаток
51) to hire a babysitter – нанимать приходящую няню
52) to obey – повиноваться; слушаться, obedient – послушный
53) to be delighted – восхищаться; наслаждаться
54) to adore – обожать, поклоняться
55) to set the rules – устанавливать правила
56) to rely on smb – полагаться на кого-либо, доверять
57) to hate smb – ненавидеть
58) foster child – воспитанник
59) to spread rumours about smb – распространять слухи, толки о ком-либо
60) nuisance – досада, Such a nuisance! – Какая досада!

Reading Comprehension, Communicative and Vocabulary Exercises

Ex.1. Give the English for:

1) предоставлять консультации и материалы по безопасности жизнедеятельности; 2) жить в разных сообществах; 3) заботиться о пожилых людях; 4) пенсионный возраст; 5) зависеть от чего-либо; 6) здоровое общество; 7) пенсионеры; 8) употребление наркотиков; 9) детская преступность; 10) различные взгляды на семейную жизнь; 11) источник большинства наших проблем и беспокойств; 12) более того; 13) развивающиеся страны; 14) принимать во внимание; 15) более точная концепция; 16) личные взаимоотношения; 17) познакомить (представить кому-либо); 18) приятный внешний пригород; 19) безупречная семья с дружескими отношениями; 20) быть капризным; 21) возмутитель спокойствия; 22) убежище от любых проблем и несчастий; 23) до смерти устать от чего-либо; 24) повседневная жизнь; 25) близорукий; 26) в результате; 27) кажется смешным; 28) общая цель; 29) быть в состоянии что-либо сделать (удаваться); 30) глава семьи; 31) немного за пятьдесят; 32) воспитывать детей; 33) мечтать о чем-либо; 34) быть точной копией кого-либо; 35) семья – это крепость; 36) приблизительно; 37) повторно вступать в брак; 38) показатель; 39) родиться вне брака; 40) незаконнорожденность; 41) иметь сентиментальное значение; 42) похороны; 43) свадьба; 44) оценивать (подсчитывать приблизительно); 45) свидание (назначение).

Ex. 2. Give the Russian for:

1) on the one hand/on the other hand; 2) I fully agree with you; 3) marriage bond; 4) to be related to; 5) to run the house; 6) to be fond of; 7) to be proud of; 8) to be interested in smth; 9) to help willingly about the house; 10) to dream of becoming a professional musician; 11) to be born; 12) to take care of smb; 13) to be in a good mood; 14) to have a heart of gold; 15) to have great hopes of smb; 16) to be handy with smb; 17) to have a family of one's own; 18) to let smb down; 19) if you don't mind; 20) on the whole; 21) as a matter of fact; 22) to take children to a day-care center; 23) to waste time; 24) to be more exact; 25) a sharp rise in the rate of illegitimacy; 26) to take separate vacations; 27) to be deeply attached to smb; 28) permanent address; 29) newly-weds; 30) foster child; 31) senior/junior child; 32) to look after; 33) to consist of; 34) to be pleasant to deal with; 35) to be good at; 36) to be of military age; 37) to be of the same age; 38) more than ten years older than; 39) carry one's age

well; 40) have roots at (be/come from); 41) have a good command of the language; 42) illegal marriage; 43) share smb's point of view; 44) a love match; 45) to have a son (daughter) by former (present) marriage; 46) position of a secretary; 47) to miss smb; 48) to have got shortcomings; 49) a good ear for music; 50) to make peace.

Ex. 5. Answer the questions to the texts:

1. What is family for different people?
2. What is the definition of family?
3. What is the purpose of family?
4. What is the difference between a nuclear and an extended family?
5. What is a typical family in industrialized countries?
6. What kind of family are the Taylors and why?
7. Where do the Taylors live?
8. How old are Bill and Carol? How long have they been married? Who is the head of their family? Which fact proves it?
9. What is Bill's educational background?
10. What was Bill's dream when he was a child?

Ex. 6. Read and explain the following proverbs. Give Russian equivalents if possible.

1. Like parents, like children.
2. Every mother thinks her own gosling a swan.
3. As the tree, so the fruit.
4. Happy is he that is happy in his children.
5. East or West, home is best.
6. Every bird likes its own nest best.
7. There are no place like home.
8. A family is a castle.

Ex. 8. Join the halves.

A	B
1) East or West,	a) to realize that they have taken a big step both legally and financially by deciding to get married.
2) Family is	b) two grandmothers and a grandfather,

	aunts, uncles and cousins.
3) "Marriage is the greatest earthly happiness	c) home is best.
4) Young people nowadays are to understand that it is not enough to promise to love each other, it is important	d) a fabulous phenomenon, cemented by blood, which is thicker than water.
5) Family's roots date back to	e) families are getting so small these days.
6) It seems a bit sad that f) but at the same time he is reserved and thoughtful.	7) I have many remote g) will remain in your soul forever. ³⁵ relations
8) And as every great masterpiece the family	h) when founded on complete sympathy."
9) My father and I are very similar in character though in appearance I	i) take after my mother.
10) My father is determined, strong-willed, energetic	j) prehistoric times.

Conversational topics «MY FAMILY»

Warming up:

- Why is your family important to you?
- How has the family changed over time?
- Why does the state pay so much attention to the family and the demographic situation in the country?

«WORKING DAY AND LEISURE»

1. When do you usually get up? 2. Who (what) wakes you up? 3. Do you do your morning exercises? 4. Where do you wash, brush your teeth and have a shower? 5. Do you feel sleepy in the morning or at night? 6. What are you by nature, a lark or an owl? Do you like to keep late hours? 7. Do you wash your face and neck with cold or hot water? 8. What do you put on in the morning: a dressing gown or your pajamas? 9. What do you usually have for breakfast? 10. What time do you usually leave home? 11. How long does it take you to get to the University? 12. How do you get there: by bus, by tram or on foot? 13. When and where do you have dinner? 14. How many lessons do you have a day? When is the last lesson over? 15. You

often go to the library, don't you? 16. What do you do in the evening? 17. Do you have supper alone? 18. When do you go to bed?

« Friendship »

1. What is friendship?
2. What is it based on?
3. In what way can friendship influence people? In what way can friendship influence people?
4. Does it help you to rid of your drawbacks?
5. Describe your friend. What do you have in common? Is your friendship important for you?
6. Why do we like our friends?
7. Friends and free time.
8. Friendless? It's a problem.

Phrasal verbs with *on*

- 1. Match the phrasal verbs in list A with their meanings in list B.**

A	B
1) to look on 2) to get on 3) to go on 4) to count on 5) to turn on 6) to take on 7) to put on	a) to make progress b) to rely on c) to switch on d) to employ e) to organize and perform a play, concert or other entertainment f) to continue g) to watch something without taking part yourself

- 2. Complete these sentences using the correct form of one of the verbs from list A above.**

1. If you want to _____ in future, you should know English.
2. He received a bachelor of science degree in computer science, and they _____ him _____ as an application programmer.

3. I can't _____ Eric to help me. He has let me down recently.
4. Don't _____ the washing machine _____. It is broken.
5. If you _____ doing nothing, you will fail your exam.
6. They _____ *My Fairly Lady* _____ at the school this year.
7. The situation was dangerous, but Nick merely _____ and did nothing.

Module Test 1

Ex 1. Read the text:

FAMILY LIFE

1. We usually see each other at least once a month, maybe more often. We have lunch together on Sunday if we haven't got anything special to do. We live in Montpellier, which is about an hour and a half away, but we always come to Marseilles where my mother and father live, it's not so far. Usually my grandmother and my uncle and aunt are there too - we're quite a large family! Sometimes my brother and his girlfriend come over - they live nearby. The meal takes about four hours, we spend a lot of time chatting and there's always lots to eat.

2. There's no one we call the head of the family, although my father's advice and opinion are very important in any decisions we take. My uncle Tony is in fact older than my father, so I suppose he's the real head of the family. When my grandfather was alive he liked to think that the whole family organized itself around him. But these days it's different. But we all try to discuss things together when we meet.

3. In most families, it's a small family group who live in the same house: mother, father and the children before they get married. But if one of the grandparents dies, the other usually sells their home and goes to live with their children. So it's quite common to have one grandparent living with you, but not more.

4. In France most children leave home when they get married, and not before. I lived in Marseilles with my mother and father until I got married. But there are some people who want to lead independent lives

and they find a flat as soon as they start their first job, even before they get married. Of course, the main problem is that flats are so expensive to rent, and we simply have to live with our parents.

Ex.2. Match the questions with each paragraph. There is one extra question. Answer the questions.

- a Who's the head of the family?
- b How often does the family get together?
- c How many people live in your house?
- d How long do people live with their parents?
- e How many people live in the same house?

Ex. 3. Match the English words and their Russian equivalents:

- | | |
|----------------------|-------------------------------------|
| 1. last name | 1. внешне быть похожим на кого-либо |
| 2. to get acquainted | 2. приобретать |
| 3. mole | 3. фигура |
| 4. complexion | 4. кличка, прозвище |
| 5. bearing | 5. лоб |
| 6. pen-name | 6. делать предложение |
| 7. nickname | 7. отпрыск |
| 8. forehead | 8. жениться, выходить замуж |
| 9. mother-in-law | 9. походить на кого-либо |
| характером | |
| 10. bachelor | 10. цвет лица |
| 11. look like | 11. старая дева |
| 12. stepfather | 12. фамилия |
| 13. to propose | 13. быть помолвленным |
| 14. offspring | 14. холостяк |
| 15. spinster | 15. теща |
| 16. to marry | 16. вдовец |
| 17. to be engaged | 17. свекровь |
| 18. widower | 18. отчим |
| 19. to gain | 19. осанка |
| 20. to take after | 20. родинка |

Ex. 4. Give words for the following definitions:

- 1. Hair allowed to grow on men's upper lip.
- 2. A child who has lost parents.
- 3. People who are married but do not live together.

4. Man or woman to whom one is engaged to be married.
5. Two people in a relationship.
6. The story of a person's life.
7. Very interested in something.
8. Membership of a particular nation.
9. Not married.
10. Strong desire to achieve something.
3. Define whether these sentences are true or false.
1. Your biography starts with your date of birth.
2. A family is people who live under one roof.
3. Family ties never stir best feelings in people.
4. There secrets in all families.
5. Everybody realizes the family is nothing serious.
6. A marriage is a very serious step.
7. Too much perfection can spoil the family.
8. We usually call all the family including aunts, uncles, nephews, cousins, grandparents as an immediate family.

Ex. 5. Complete the text with the following words:

beard, greenish-grey, snubbed, early, ears, fair, good-looking, heavily, look, narrow, serious, smile, straight, strong, thin, overweight.

I am in my ... forties. I am very tall, and quite ... built, but I have rather ... shoulders. I am a little I have ... medium-length ... hair. I have a dark ... and moustache. My eyes are ..., and I wear glasses. I have got rather long face, with a ... chin, a ... nose and big I have ... lips, and I usually have a ... expression; my face changes a lot when I I have a high forehead; I like to think that it looks intelligent. I don't think I am ..., but I'm not all bad-looking either. I probably ... a bit younger than I am.

Grammar Test

Present Tenses

Part A

1. Put the verbs in brackets into the right form.

1. You still (work) for the same company?
2. We (not see) her today.
3. I (wish) I was in Greece now.
4. Someone (eat) my chips (= half of them have gone).
5. I (hate) that music since I first heard it.
6. I (just eat).
7. Don't write to John, I (already do) it.

8. John (feel) much better now.
9. They ever (be) to Europe?
10. I (already drink) three coffees this morning.
11. More and more people (become) vegetarians.
12. This coat (feel) nice and warm.
13. She (have) three dogs and a cat.
14. She (have) supper at the moment.
15. I (see) Anthony in the garden.

2. Choose A or B.

1. "Excuse me, (you / to speak) English?
a) do you speak b) are you speaking
2. "Where's Andrew?" - "I (to know)."
a) don't know b) am not knowing
3. What (you / to laugh at)?
a) do you laugh at b) are you laughing at
4. "Where (you / to come from)?" - "Russia".
a) do you come from b) are you coming from
5. Anna is a good golf player but she (to play) very often.
a) doesn't play b) isn't playing
6. I am sorry but I (not to understand). Can you speak louder?
a) don't understand b) am not understanding
7. Listen! Someone (to sing).
a) sings b) is singing
8. You can turn the TV off. I (not to watch) it.
a) don't watch b) am not watching
9. I usually (to leave) my house at 8 p.m.

a) is leaving b) leave

10. Misha is tired. He (to want) to go home now.

a) wants b) is wanting

Module 2.

People - the Great Communicators

Ex. 1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2, 3, 4, 5.

Text 1

We can communicate with other people in many different ways. We can talk and write, and we can send messages with our hands and faces. There is also the phone (including the mobile!), the fax, and e-mail. Television, film, painting, and photography can also communicate ideas. Animals have ways of exchanging information, too. Bees dance and tell other bees where to find food. Elephants make sounds that humans can't hear. Whales sing songs. Monkeys use their faces to show anger and love. But this is nothing compared to what people can do. We have language – about 6000 languages, in fact. We can write poetry, tell jokes, make promises, explain, persuade, tell the truth, or tell lies. And we have a sense of past and future, not just present. Communication technologies were very important in the development of all the great societies:

- Around 2900 BC, paper and hieroglyphics transformed Egyptian life.
- The ancient Greeks loved the spoken word. They were very good at public speaking, drama and philosophy.
- The Romans developed a unique system of government that depended on the Roman alphabet.
- In the 14th century, the printing press helped develop new ways of thinking across Europe.

Radio, film and television have had a huge influence on society in the last hundred years. And now we have the Internet, which is infinite. But what is this doing to us? We can give and get a lot of information very quickly. But there is so much information that it is difficult to know what is important and what isn't. Modern media is changing our world every minute of every day.

Ex. 2. Give the summary of the text

Ex. 3. Retell the text.

Text 2.

Ex. 1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1- 4.

Television in Our life

Television now plays an important role in our life. It is difficult to say if it is good or bad for us. It is clear, that television has advantages and disadvantages.

But are there more advantages than disadvantages? In the first place, television is an entertainment. But it is not only a convenient entertainment. For a family of three, four or five, for example, it is more convenient and less expensive to sit comfortably at home than to go out to find entertainment in other places. They don't have to pay for expensive seats at the theatre or cinema. They turn on the TV-set and can watch interesting films, concerts, football matches.

But some people think that it's bad to watch TV. Those who watch TV need do nothing. We are passive when we watch TV. Television shows us many interesting programmes. But again there is a disadvantage here: we watch TV every evening, and it begins to dominate our lives.

My friend told me that when his TV-set broke down, he and his family found that they had more time to do things and to talk to each other. There are other arguments for and against television.

Very often the programmes are bad. Sometimes they show too much violence in films and news programmes. There is also too much pop music and ads. Ads on the whole are convenient for grown-ups. But is it good for children to watch all those ads where they show all kinds of underwear and what not?

Ex. 2. Give the summary of the text

Ex. 3. Retell the text.

Text 3.

Ex. 1. Read and translate the text for detailed understanding.

The wonderful world of books

Why are so many people fond of reading? The world of books is full of wonders. Reading books you can find yourself in different lands, countries, islands, seas and oceans. Together with the characters of the

book you go by ship in the stormy sea, you climb high mountains, you fly into space, you have a lot of adventures. There are authors and characters famous all over the world. Who hasn't read «Alice in Wonderland» » by Rudyard Kipling? Who hasn't travelled with Mary Poppins to her imaginary world? Who hasn't imagined himself to be Robinson Crusoe on the deserted island?

We enjoy the beauty and wisdom of fairy-tales and fables which teach us to be kind and clever, to be hard-working, to be brave and honest, to understand other people. Books help us to be true friends. They teach us to understand the beauty of nature, to take care of it, to love our homeland.

As there are many different people in the world so there are many different

books. An English author once wrote: "Some books are to be tasted, others to be swallowed and some few to be chewed and digested". This quotation tells us how to read books of different kinds. Most travel books are to be tasted; it's enough to dip into them and read bits here and there. If you're fond of detective stories (Agatha Christie, Simenon and the rest of the modern favourites), you will read them quickly, you'll swallow them. And then there are books that you'll read slowly and carefully. If a book is on an important subject and a subject you're interested in, you'll want to chew and digest it. You can find all kinds of books at the library. Almost every city has a public library. There is a library at every school, institute or university, which is rich in books on different subjects. You can find there any book you like. Sometimes it is difficult to choose a book. Then you ask a librarian to help you.

Ex. 2. Give the summary of the text

Ex. 3. Retell the text.

Essential Vocabulary

- | | |
|---|--|
| 1) to be fond of reading — увлекаться чтением | 6) to swallow — «глотать», быстро читать |
| 2) a character — персонаж, герой; a principal character — главный персонаж, герой | 7) to chew — жевать, обдумывать |
| 3) an author — автор | 8) to digest — переваривать, читать вдумчиво |
| 4) a fairy-tale — сказка | 9) a travel book — книга о путешествиях |
| 5) a fable — басня | 10) a detective story — детективная повесть |

- 11) subject — тема; important subject — важная тема; educational subject — воспитательная тема
- 12) to be rich in — быть богатым в чем-либо
- 13) to choose a book — выбрать книгу
- 14) books worth reading — книги, которые стоит прочесть
- 15) a collection of books — собрание книг
- 16) books on art, history — книги по искусству, истории
- 17) fiction — художественная литература
- 18) science fiction — научная фантастика
- 19) an adventure story — приключенческая повесть
- 20) a humorous, funny story — юмористический, смешной рассказ
- 21) a historical novel — исторический роман
- 22) a psychological novel — психологический роман
- 23) an exciting plot — интересный, волнующий сюжет
- 24) a boring/dull book — скучная книга
- 25) contents — содержание
- 26) a title — название (книги)
- 27) a favourite hero/heroine — любимый герой/героиня
- 28) poetry, verses — поэзия, стихи
- 29) a well-read man — начитанный человек
- 30) a keen reader/lover of books — любитель читать/книголюб
- 31) to read in the original — читать в оригинале
- 32) to read in translation — читать в переводе
- 33) leisure reading — чтение для отдыха
- 34) light(tiring) reading — легкое(утомительное) чтение
- 35) a lending/reference library — библиотека с выдачей книг на дом/без выдачи книг на дом
- 36) a volume — том
- 37) to impress — производить впечатление
- 38) to struck smb — ошеломить, поразить кого-либо
- 39) a catalogue — каталог
- 40) an author catalogue — авторский каталог
- 41) a subject catalogue — предметный каталог
- 42) to be in demand — пользоваться спросом
- 43) a stock — книгохранилище
- 44) to acquire smth — приобретать
- 45) an acquisition — поступление, приобретение
- 46) books on different subjects — книги по различным предметам
- 47) works of fiction — романы, повести
- 48) works of reference — справочники
- 49) to specialise in smth — специализироваться в ч-л
- 50) to be available for smb — быть доступным
- 51) to project smth onto smth — проецировать ч-л на ч-л

- 52) prominent — известный, знаменитый, 79) a text-book, a handbook — учебник
- 53) a fragment — фрагмент, 80) a booklet — буклет
- отрывок, 81) a manuscript — манускрипт
- 54) a reader's ticket — читательский билет, 82) memoirs — мемуары
- 55) to issue — выпускать, издавать, 83) classical literature — классическая литература
- 56) an issue — выпуск, номер, 84) modern literature — современная литература
- 57) to handle books properly — обращаться с книгами аккуратно, 85) technical literature — техническая литература
- 58) to display — показывать, 86) a narrative — рассказ
- выставлять, 87) a novellette — новелла
- 59) to order/check out (Am.) — заказать книги, 88) an essay — эссе
- 60) to borrow books from the library — брать книги на дом, 89) a drama — драма
- 61) to select/pick out/choose books — выбирать книги, 90) a bestseller — книга, пользующаяся большим спросом
- 56) a bibliographical reference — библиографическая справка
- 63) a bound set — подшивка
- 64) a counter — стол выдачи книг
- 65) a cover — обложка
- 66) daily — ежедневный
- 67) weekly — еженедельный
- 68) monthly — ежемесячный
- 69) a newspaper — газета
- 70) a magazine — журнал
- 71) a dictionary — словарь
- 72) an encyclopedia — энциклопедия
- 73) a guide book — справочник
- 74) to fill in/to fill up (am) — заполнять
- 75) to renew a book — продлить срок пользования книгой
- 76) a slip — требование
- 77) a stock — стеллаж
- 78) a stand — стенд

Phrases to remember:

What kind of reading do you prefer? — Что вы любите (предпочитаете) читать?

What kind of books are you interested in? — Какие книги вас интересуют?

I'm fond of light reading (reading for pleasure). — Я люблю легкое чтение (чтение для отдыха).

What's your field of interest? — Чем вы интересуетесь?

I'm interested in science fiction. — Меня интересует фантастика.

Could you give me some advice/suggestion? — Не могли бы вы мне что-

нибудь посоветовать/предложить?

His latest book is a great hit/success. — Его новая (последняя) книга имеет большой успех.⁵⁷

As a matter of fact ... — Дело в том, что...

I'm badly in need of a reference book on ... — Мне очень нужен справочник по ...

I'd like to see some back issues of this newspaper. — Я бы хотел посмотреть старые номера этой газеты.

mass media, mass communications — средства массовой информации

to be selective — быть разборчивым

to give preference to — отдавать предпочтение

periodical — периодическое издание

daily — ежедневный

weekly — еженедельный, еженедельник

monthly — ежемесячный, ежемесячник

quarterly — ежеквартальный

readable — интересный

readership — читатели

circulation — тираж

to contain — содержать

to give coverage — освещать

local affairs — местные события

home (national, domestic, internal) affairs (events) — внутренние события, события в стране

foreign (international, world, external) affairs (events) — зарубежные события, события за рубежом

to deal with — рассматривать
a burning problem — актуальная проблема
forecast — прогноз
to touch upon — затрагивать
to present — подавать
approach — подход
to subscribe to — подписываться
to broadcast — передавать по радио
to telecast — передавать по телевидению
amusing — забавный
entertaining — развлекательный, интересный
to enjoy doing smth — нравиться что-либо делать
magazine — журнал
mass media — средства массовой информации
article — статья
story — рассказ
pamphlet — брошюра
publication — издание
topic — тема
to entertain — развлекать
fiction — художественное произведение
poetry — поэзия
cover — обложка
to focus — сосредотачиваться
rapidly — быстро
to be intended — предназначаться
consumer magazines — массовые журналы
collector — коллекционер
coin — монета
stamp — почтовая марка
photography enthusiast — фотолюбитель
current — текущий
event — событие
adventure — приключение
fashion — мода
child-raising — воспитание детей
fashion trends — тенденции в моде
monthly — ежемесячное издание
circulation — тираж

Reading Comprehension, Communicative and Vocabulary Exercises

Ex. 1. Insert prepositions:

1. The world of books is full ... wonders. 2. If you're fond ... detective stories you'll read them quickly. 3. Who hasn't read «Alice in Wonderland» ... Lewis Carrol? 4. You can find all kinds ... books ... the library. 5. Almost every city has a public library which is rich ... books ... different subjects. 6. I' m a book-lover and I'm interested ... everything: fiction, travel books, historical novels and so on. 7. Recently I've read «Romeo and Juliet» ... the original. 8. I went to the library of Foreign Languages yesterday. There were a lot ... people ... it. I wanted a book ...

Oscar Wilde and asked the librarian to show me some ... his books.

Ex. 2. Agree or disagree with the statements given below. Give your reasons. The following phrases may be helpful:

Certainly (not); That's right; I quite agree; I think so; No doubt about it; I'm perfectly sure about it; Not quite; On the contrary; Just the opposite; I don't think so; I greatly doubt it.

1. Reading English fiction with a dictionary is terribly dull. 2. If the book is very exciting, you «swallow» it. 3. Nobody reads reference books for relaxation. 4. Reading thick science fiction books is tiring. 5. Very intelligent people don't read detective stories. 6. Non-fiction books can't be inspirational. 7. Travel books give you a lot of useful information. 8. Unfortunately, many young people are not in the habit of reading poetry. 9. Great book-lovers never lend their books. 10. Lots of people buy books for their bright and beautiful jackets. 11. Bookcases and bookshelves are the best kind of decoration for a living-room. 12. It's no use collecting back issues of magazines and newspapers.

Ex. 3. Translate the following sentences into English.

1. Средства массовой информации — это средства коммуникации, такие как радио, телевидение, газеты, журналы, которые создают очень большую аудиторию.
2. Средства массовой информации так влиятельны, поскольку используются для популяризации в интересах бизнеса или общества, для образования, развлечения, объявлений и т. д.

3. Средства массовой информации привлекают внимание к определенным вопросам, создают имидж политических деятелей и представляют различные объекты, одновременно предлагая, что люди должны думать о них.
4. Поскольку определенная часть информации, которую они представляют, является объективной и серьезной, они пользуются уважением и авторитетом.
5. Из всего безграничного многообразия видов искусства я предпочитаю живопись и музыку.
6. Искусство пользуется популярностью у многих людей, поскольку оно отражает красоту мира.
7. В наше время появилось много источников информации и способов развлечения, но чтение все еще остается очень важным, так как оно может развить ваше воображение и чувства, оно имеет образовательную ценность и может сформировать ваш характер.
8. Чтение составляет основу традиционного образования, каждая книга содержит значительный объем знаний, может захватить вас и сделать вас частью своей среды.
9. Музыка включает множество жанров (разновидностей), таких как популярная, или коммерческая музыка, музыка кантри, классическая музыка.
10. Классическая музыка раньше была музыкой высших слоев общества, популярная музыка доступна широкой аудитории.

Ex. 4. Complete the following sentences:

1. I think that the proverb "Choose an author as you choose a friend" is ...
2. The first book I have read was ...
3. If you want to get information on different subjects ...
4. During my holidays I prefer to read ...
5. The books by Agatha Christie are very popular because ...
6. I'm interested in English that's why...
7. The latest book by this writer is considered to be ...

Conversational topic

Warming up:

1. What do we read every day?
2. Why do we have to be Very selective nowadays?
3. What do the newspapers contain and give?
4. What do radio programmes broadcast?

5. Where do you buy newspapers?
6. Which programmes do you prefer to watch?
7. Speak about your favourite English/ Russian writer, composer, painter.

Speak about your preferences using the following sentences:

The mass media play an important part in our lives. Newspapers, radio and especially TV inform us of what is going on in this world and give us wonderful possibilities for education and entertainment. They also influence the way we see the world and shape our views.

Of course, not all newspapers and TV programmes report the events objectively, but serious journalists and TV reporters try to be fair and provide us with reliable information.

It is true that the world today is full of dramatic events and most news seems to be bad news. But people aren't interested in ordinary events. That is why there are so many programmes and articles about natural disasters, plane crashes, wars, murders and robberies. Good news doesn't usually make headlines. Bad news does.

Some people say that journalists are given too much freedom. They often intrude on people's private lives. They follow celebrities and print sensational stories about them which are untrue or half-true. They take photos of them in their most intimate moments. The question is - should this be allowed?

The main source of news for millions of people is television. People like TV news because they can see everything with their own eyes. And that's an important advantage. Seeing, as we know, is believing. Besides, it's much more difficult for politicians to lie in front of the cameras than on the pages of newspapers.

Still, many people prefer the radio. It's good to listen to in the car, or in the open air, or when you do something about the house.

Ex. 1. Discuss the books you have read. Use the following:

1. The book is ... (interesting and easy to read; full of information about ...;
very useful; to give you knowledge of ...).
2. What makes this book so popular is that ... (it raises your interest in ...; it
is the type of book that makes you think; the events described in this
book are all true; it is very original and very funny; the book shows real

life to the reader).

3. The reason why the book is so interesting (popular) is that ... (it makes

easy, interesting reading; this is a very truthful story; the author has described the atmosphere of the time with great skill; it will give you a real feeling of what life is like).

4. As for me I prefer ... (an excellent adventure story; an amusing story for

light reading; a book full of interesting, real facts and pictures).

Ex. 2. Comment on the sayings:

1. «The person who doesn't read has no over the person who cannot».

2. «Reading is to the mind what exercise is to the body».

Give your for and against arguments, using the vocabulary.64

Grammar Board

Типы вопросов в английском языке

В английском языке различают пять типов вопросов. Давайте вместе подробно рассмотрим каждый из них. У каждого из пяти типов вопросительных предложений свой порядок слов, который нужно запомнить, чтобы научиться правильно задавать вопросы.

1. Вопрос к подлежащему

В предложении такого типа мы сохраняем прямой порядок слов, оставляя все члены предложения на своих местах. Нужно только найти подлежащее в предложении и заменить его подходящим вопросительным словом, т.е. вопросом, на который и отвечает подлежащее : либо Who? –кто?, либо What? –что? Вопрос к подлежащему не требует использования вспомогательного глагола в настоящем и прошедшем времени. Нужно только запомнить, что глагол –сказуемое в настоящем времени принимает форму третьего лица единственного числа.

• What forced you to do this? – Что вынудило вас сделать это?

- What made you worry? – Что заставило тебя беспокоиться?

- Who works in this office? – Кто работает в этом офисе?

- Who travelled to the south? – Кто путешествовал на юг?

- Who likes swimming? – Кто любит плавать?

2. Общий вопрос

В данном случае вопрос задается ко всему предложению целиком, вопросительного слова в данном случае нет, а ответ всегда однозначный : или «да», или «нет». Вопросы подобного типа известны в английском языке также как «yes / no question». Чтобы перевести подобное предложение с русского на английский нужно запомнить следующий порядок слов: Вспомогательный глагол (в зависимости от числа подлежащего и от того к какому грамматическому времени относится предложение) – подлежащее – сказуемое – второстепенные члены.

- Do you often go shopping? – Yes, I do — Вы часто ходите за покупками? – Да

- Does she like studying? — No, she doesn't – Ей нравится учеба? – Нет

- Is this film interesting? – Yes, it is – Этот фильм интересный? – Да

- Are you hungry? — No, I am not — Вы голодны? – Нет

Обратите внимание как легко поставить общий вопрос к английским повествовательным предложениям. Нужно просто найти подлежащее, подобрать к нему подходящий вспомогательный глагол и поставить в начале предложения.

- We live in a comfortable flat – Do we live in a comfortable flat?

- He studies at a college – Does he study at a college?
- They usually come here — Do they usually come here?
- This student is very prospective – Is this student very prospective?
- My favorite colors are red and white – Are my favorite colors red and white?

3. Альтернативный вопрос

Данный вопрос можно задать к каждому члену предложения и нужно следовать тому же порядку слов что и при постановке общего вопроса, но с одной особенностью – предложение подразумевает выбор между двумя лицами, предметами, действиями или качествами и требует использования союза «или». Давайте поставим альтернативный вопрос к следующему предложению: We finished cooking dinner at 2 o'clock – мы закончили готовить обед в 2 часа.

- Did we finish cooking dinner at 2 or 3 o'clock? – Мы закончили готовить обед в 2 или 3 часа?
- Did we finish cooking or eating dinner 2 o'clock? – Мы закончили готовить или есть обед в 2 часа?

4. Специальный вопрос

Специальный вопрос задается к любому члену английского предложения и требует использование вопросительного слова, а порядок слов также является обратным: на первом месте вопросительное слово (When? What? Where? и т.п.) – вспомогательный глагол (в зависимости от числа подлежащего и от того к какому грамматическому времени относится предложение) – подлежащее – сказуемое – второстепенные члены.

- When does your lesson begin? – Когда начинается ваш урок?

- What are you doing here? – Что вы здесь делаете?
- When did you buy this vase? – Когда вы купили эту вазу?

5. Разделительный вопрос

Наличие подобного вопроса в английском языке позволяет ненавязчиво спросить об интересующих вещах, а в добавок выразить либо сомнение, удивление, или подтвердить сказанное. На русский язык подобный оборот переводится «не так ли? , не правда ли?». Подобный вопрос делится на две части: первая часть – само предложение без изменения порядка слов, вторая часть – вопрос, состоящий только из вспомогательного глагола, относящегося к грамматическому времени предложения, и подлежащего. Если предложение утвердительное, то вторая часть – вопрос будет отрицательным, а если предложение отрицательное, то наоборот, вопрос не будет содержать отрицания.

- Your sister is a student, isn't she? – Ваша сестра студент, не так ли?
- You are not busy, are you? – Вы не заняты, не правда ли?
- He goes to bed very late, does not he? — Он ложится очень поздно, да?
- She doesn't eat meat, does she? – Она не ест мясо, не так ли?

Grammar Exercises

Ex. 1. Translate into English:

Вы первокурсник?

Твой друг будущий бухгалтер?

Что у вас на обед?

Какой иностранный язык Вы изучаете?

В колледже есть библиотека?

Что Вы делаете вечером?

Как Вы проводите свободное время?

Ex. 2 Ask your friend about his typical working day using general and special questions.

e.g. What do you do in the evenings?

Do you go to bed late?

ПРИЛАГАТЕЛЬНОЕ И НАРЕЧИЕ
(THE ADJECTIVE AND ADVERB)

Прилагательное – часть речи, выражающая качество или свойство предмета (явления, лица). В английском языке прилагательные не изменяются ни по числам, ни по падежам, ни по родам и переводятся в соответствии с родом, числом и падежом существительного, к которому относятся:

а **young** man – молодой человек; а **young** woman – молодая женщина; **young** people – молодые люди

В предложении прилагательное выполняет роль **определения или именной части сказуемого**. В функции определения прилагательное стоит перед определяемым словом, а в функции составной части сказуемого – после глагола-связки.

He used a **new** method in his work.

Он использовал *новый* метод в своей работе.

This method is **new**.

Этот метод – *новый*.

Некоторые прилагательные – **present** *присутствующий*, **dependent** *зависящий*, **essential** *существенный*, **different** *различный*, **able** *способный* – в функции именной части составного сказуемого переводятся на русский язык соответствующим глаголом.

Water **is** always **present** in the air.

Вода всегда *присутствует* в воздухе.

Наречие – это часть речи, указывающая на признак действия или качества. По форме наречия делятся на две группы: **простые** и **производные**.

Простые наречия: **here** – *здесь*, **there** – *туда*, **now** – *теперь*, **soon** – *скоро* и др.

Производные наречия образуются от прилагательных или других частей речи при помощи суффикса **-ly**: **easily** – *легко*, **daily** – *ежедневно*.

Некоторые наречия совпадают по форме с прилагательными, но часто отличаются от них по значению:

Прилагательные

Наречия

long – <i>длинный, долгий</i>	long – <i>давно</i>
very – <i>самый, тот самый</i>	very – <i>очень</i>
only – <i>единственный</i>	only – <i>только</i>
far – <i>далекий</i>	far – <i>далеко; намного</i>
hard – <i>трудный</i>	hard – <i>упорно</i>

Некоторые наречия, образованные от прилагательных при помощи суффикса

-ly, также отличаются по значению от соответствующих прилагательных:

Прилагательные	Наречия
real – <i>настоящий</i>	really – <i>действительно</i>
direct – <i>прямой</i>	directly – <i>сразу, непосредственно</i>
hard – <i>трудный</i>	hardly – <i>едва</i>
ready – <i>готовый</i>	readily – <i>быстро, легко</i>
large – <i>большой</i>	largely – <i>очень, в основном, главным образом</i>

Некоторые наречия имеют две формы: одну без суффикса, совпадающую с прилагательным, другую – с суффиксом **-ly**. Последние часто не совпадают по значению с соответствующими прилагательными.

Прилагательные	Наречия без суффикса	Наречия с суффиксом
hard – <i>трудный</i>	hard – <i>упорно</i>	hardly – <i>едва</i>
high – <i>высокий</i>	high – <i>высоко</i>	highly – <i>весьма, очень, чрезвычайно</i>
wide – <i>широкий</i>	wide – <i>широко</i>	widely – <i>очень, значительно</i>
near – <i>близкий</i>	near – <i>близко</i>	nearly – <i>почти</i>
late – <i>поздний</i>	late – <i>поздно</i>	lately – <i>недавно, за последнее время</i>
close – <i>близкий</i>	close – <i>близко, рядом</i>	closely – <i>тщательно, внимательно</i>

Место наречия в предложении. Наречия неопределенного времени **always** – *всегда*, **often** – *часто*, **seldom** – *редко*, **already** – *уже*, **usually** – *обычно*, **sometimes** – *иногда*, **soon** – *скоро*, **never** – *никогда* и т. д. ставятся перед смысловым глаголом:

We **often** make experiments. Мы *часто* проводим опыты.

Когда сказуемое состоит из нескольких компонентов, наречие неопределенного времени ставится после первого глагола:

We have **already** made this experiment. Мы *уже* провели этот опыт.

Но эти наречия ставятся после глагола **to be**:

He is **always** present at the lectures. Он *всегда* присутствует на лекциях.

Наречия, являющиеся в предложении обстоятельством места или времени, стоят либо в начале предложения перед подлежащим, либо в конце предложения:

Tomorrow I will go to the library. *Завтра* я пойду в библиотеку.

Наречия, относящиеся к прилагательному, причастию-определению или другому наречию, обозначают признак или степень качества и всегда стоят перед словом, к которому относятся:

highly important problem	<i>чрезвычайно</i> важная проблема
quickly moving rocket	быстро движущаяся ракета

Степени сравнения прилагательных. Сравнительная степень односложных и некоторых двусложных прилагательных образуется при помощи суффиксов **-er**, **-r**.

high – higher – высокий – *более* высокий
 late – later – поздний – *более* поздний

Суффиксы превосходной степени –est, –st. Перед прилагательным в превосходной степени обычно стоит определенный артикль:

the highest – *самый* высокий
 the latest – *самый* поздний

Многосложные прилагательные образуют степени сравнения при помощи наречий **more** и **most** (сравнительная и превосходная степени наречия **much**):

This instrument is **more accurate** than that. Этот прибор *более точный*, чем тот (точнее того).

This instrument is **the most accurate**. Этот прибор *самый точный*.

В английском языке есть ряд прилагательных, образующих степени сравнения от других корней:

<i>Исходная форма</i>	<i>Сравнительная степень</i>	<i>Превосходная степень</i>
good – <i>хороший</i>	better – <i>лучше</i>	best – <i>лучший, самый лучший</i>
bad – <i>плохой</i>	worse – <i>хуже</i>	worst – <i>худший, самый плохой</i>
little – <i>маленький, мало</i>	less – <i>меньше, менее</i>	least – <i>самый маленький, наименьший</i>
much – <i>много</i> many	more – <i>больше, более</i>	most – <i>самый большой, наибольший</i>
far – <i>дальний, далекий</i>	farther – <i>более отдаленный</i> further	farthest – <i>самый отдаленный</i> furthest

Степени сравнения наречий. Односложные наречия образуют степени сравнения путем прибавления к исходной форме наречия суффиксов **-er** (в сравнительной степени) и **-est** (в превосходной). Двусложное наречие **early** образует степени сравнения таким же образом:

late – later – latest

early – earlier – earliest

Двусложные и многосложные наречия образуют степени сравнения путем прибавления слов **more** и **most**:

clearly – **more** clearly – **most** clearly

Следующие наречия образуют степени сравнения не по правилу:

Исходная форма *Сравнительная степень* *Превосходная степень*

well – <i>хорошо</i>	better – <i>лучше</i>	best – <i>лучшие всего</i>
badly – <i>плохо</i>	worse – <i>хуже</i>	worst – <i>хуже всего</i>
much – <i>много</i>	more – <i>больше</i>	most – <i>больше всего</i>
little – <i>мало</i>	less – <i>меньше</i>	least – <i>меньше всего</i>
far – <i>далеко</i>	farther – <i>дальше</i>	farthest – <i>дальше всего</i>
	further	furthest

После сравнительной степени употребляется союз **than**, который соответствует русскому *чем*:

The Earth is **bigger** *than* the Moon. Земля *больше* Луны (больше, чем Луна).

This exercise is **more difficult** *than* that one. Это упражнение *труднее* того.

Для усиления сравнительной степени употребляются наречия **much** и **far**, которые ставятся перед прилагательным в сравнительной степени и переводятся на русский язык словами *гораздо, значительно*.

The distance from the Sun to the Earth is **much longer** *than* that from the Moon. Расстояние от Солнца до Земли *гораздо больше*, чем от Луны.

При сравнении двух предметов, которым в равной степени присуще одно и то же качество, употребляется сравнительный союз **as ... as** *такой же ... как*. Прилагательное употребляется в исходной форме:

Water is **as** necessary **as** air. Вода *так же* необходима, *как и* воздух.

При сравнении двух действий, которым присущ один и тот же признак, употребляется, как и с прилагательными, парный союз **as ... as**.

This plane moves **as** quickly **as** the sound does. Этот самолет движется *так же* быстро, как и звук (*т. е. со скоростью звука*).

Сочетание **as well as** может, наряду со сравнительной конструкцией, быть составным союзом *так же, как (и)*. Сравните:

He knows mathematics **as well as** his friend does. Он знает математику *так же* хорошо, как и его друг.

The English system of weights was used in England **as well as** in a number of other countries. Английская система весов применялась в Англии *так же, как и* в ряде других стран.

Наречие **as well** имеет значение *также* и всегда стоит в конце предложения:

The plant produced cars. It produced refrigerators **as well**. Этот завод выпускал автомобили. Он также выпускал холодильники.

Если же степень качества различна, употребляется союз с отрицанием **not so ... as, not as ... as** *не такой ..., как*:

Gold is **not so** light **as** aluminium. Золото *не такое* легкое, как алюминий.

Сочетания типа **as high as, as long as** и т. д. могут выражать не только сравнение. Если после такого сочетания стоит числительное, то это сочетание обычно не переводится.

The speed of this plane is **as high as** the speed of sound. Скорость этого самолета *такая же высокая, как* скорость звука.

The speed of this plane is **as high as** 1,200 kilometres per hour. Скорость этого самолета – 1200 километров в час.

Сочетание типа **as + прилагательное + as possible** на русский язык переводится *как можно* + прилагательное в сравнительной степени.

The speed of the rocket must be **as high as possible**. Скорость ракеты должна быть *как можно выше*.

Сочетание типа **five metres + прилагательное**, указывающее меру (**long** – *длинный*, **wide** – *широкий*, **high** – *высокий* и т.д.), на русский язык переводится *длиной (в) 5 метров* и т. д.

The walls of this experimental house are **ten centimetres thick**. Стены этого экспериментального дома имеют толщину 10 см.

В конструкции **the (more) ... the (better)** артикли, стоящие перед прилагательными или наречиями в сравнительной степени, переводятся *чем ..., тем*.

The higher the temperature, **the more rapid** is the motion of the molecules. Чем выше температура, тем быстрее движение молекул,

Grammar Exercises

1. Choose between the adverb and the adjective given in the brackets to complete the sentences.

1. It is (correct/correctly).
2. Spell the word (correct/correctly).
3. You know it (well/good).
4. Of course it is (well/good).
5. It is (cold/coldly) in the room.
6. Don't look so (cold/coldly) at me.
7. I can do it (easy/easily).
8. I always worry if you come home (late/lately).
9. You are tired. You mustn't work so (hard/hardly).
10. She looks just (wonderful/wonderfully) in that new dress.
11. I can't hear the actors (well/good) from the last row.
12. I think it a (real/really) good play.
13. This soup makes me feel (bad/badly).
14. The actress is speaking (soft/softly), but I can hear her (clear/clearly).
15. The roses will (sure/surely) smell (sweet/sweetly).
16. The victim of the accident looked (helpless/helplessly) across the road.

2. Give the comparative and the superlative degree of the following adjectives.

thin, joyful, yellow, free, comfortable, polite, shy, dry, just, recent, free, narrow, deep, wicked, right, real, sweet, grey, complete, glad, happy, strong-willed, good-natured, wide-spread, far-fetched, kind-hearted, broad-minded, well-known

3. Add the missing forms of the adjectives and adverbs.

positive	comparative	superlative
well		
	worse	
		farthest
		best
	older	
near		
		biggest
	happier	
little		

4. Translate into Russian.

1. He thought he was the happiest man in the world.
2. The new car is more comfortable than the previous one.
3. The Neva is wider and deeper than the Moskva River.
4. Last year he spent less time on English than this year.
5. The sooner they finish the construction of the plant the better.
6. The book is not so interesting as you think.
7. The more time you spend in the open air the sooner you will recover after your illness.
8. He has much more free time than I have.
9. Tom runs fast. Dick runs faster, but Harry runs fastest.
10. This road is the worst I've ever travelled over.
11. If you listen to the teacher more attentively you'll understand better.
12. Tennis and football are the games I like best.
13. This is the hottest day we have had for several weeks.
14. *Smiles* is the longest word in the English language because there is a mile between two s.
15. Yesterday was hotter than any other day we had this summer.

5. Use the suitable form of the adjectives given in the brackets.

1. Kate is (young) than Mary. 2. John is the (clever) boy in the class. 3. The weather is (dull) today than it was yesterday. 4. London is one of the (big) cities in the world. 5. This sentence is (difficult) than the first one. 6. My dog is as (good) as yours. 7. His dog is (good) than yours. 8. Her dog is the (good) of the three. 9. The cat is much (happy) in her new home. 10. My cold is (bad) today than it was yesterday. 11. This mountain is the (high) in Europe. 12. This piece of homework is as (bad) as your last one. 13. This piece of homework is (bad) than your last one. 14. This piece of homework is the (bad) you have ever done. 15. Richard is not as (tall) as Tom. 16. Tom is (tall) than Richard. 17. Tom is the (tall) boy in the class. 18. Athens is (far) from London than Rome is. 19. Jack is (rich) than Richard, but I don't think he is (happy) than Richard. 20. Summer is (warm) than winter. 21. Robert and Paul are the (noisy) boys that I know. 22. Boys are always (noisy) than girls. 23. Summer is the (warm) of the four seasons. 24. Winter in London is (foggy) than in Paris.

6. Translate into English.

1. Последний поезд прибывает в полночь.
2. Моя старшая сестра на два года старше меня.
3. Этот текст гораздо труднее, чем тот, который мы переводили на днях.
4. Комната хорошая, но всё же не такая хорошая, как мне бы хотелось.
5. Я не так молод, как Вы.
6. Этот мальчик — старший сын моего старейшего друга.
7. Скажите, пожалуйста, где ближайшая остановка автобуса.
8. Ждите дальнейших распоряжений.
9. Эта проблема не так серьезна, как Вам кажется.
10. Ваша сестра очень талантлива. Пожалуй, самая талантливая из молодых художников.
11. Сибирь – один из самых богатых районов нашей страны.
12. Нам нужен стол поменьше, так как комната небольшая.
13. Вам нужны обои посветлее, тогда Ваша комната будет не такой мрачной.
14. Я читала обе статьи. Первая значительно интереснее второй.
15. Ей столько же лет, сколько мне, хотя она и выглядит значительно моложе.
16. Чем внимательнее Вы будете выполнять задания, тем успешнее будет Ваша учеба.

17. Чем труднее задача, тем больше времени занимает решение ее.

8. ЧИСЛИТЕЛЬНОЕ (THE NUMERAL)

Числительные обозначают количество или порядок предметов и делятся на **количественные** и **порядковые**.

Количественные числительные обозначают количество и отвечают на вопрос **how many?** *сколько?*

one – один, five – пять и т. д.

Порядковые числительные обозначают порядок предметов и отвечают на вопрос **which?** *который?*

the first – первый, the fifth – пятый и т. д. Обратите особое внимание на написание следующих числительных: thirteen, fifteen; twenty, thirty, forty, fifty.

В числительных от 21 до 99, если вторая цифра не ноль, оба слова пишутся через дефис: twenty-one – двадцать один, twenty-five – двадцать пять, thirty-two – тридцать два, fifty-eight – пятьдесят восемь.

<i>Числительные</i>			
<i>количественные</i>			<i>порядковые</i>
1 – 12	13 – 19 (<i>-teen</i>)	20 – 90(<i>-ty</i>)	
1 – one			1 – the first
2 – two		20 – <i>twenty</i>	2 – the second
3 – three	13 – <i>thirteen</i>	30 – <i>thirty</i>	3 – the third
4 – four	14 – <i>fourteen</i>	40 – <i>forty</i>	4 – the fourth
5 – five	15 – <i>fifteen</i>	50 – <i>fifty</i>	5 – the fifth
6 – six	16 – <i>sixteen</i>	60 – <i>sixty</i>	13 – the thirteenth
7 – seven	17 – <i>seventeen</i>	70 – <i>seventy</i>	15 – the fifteenth
8 – eight	18 – <i>eighteen</i>	80 – <i>eighty</i>	20 – the twentieth
9 – nine	19 – <i>nineteen</i>	90 – <i>ninety</i>	21 – the twenty-first
10 – ten			30 – the thirtieth
11 – eleven			40 – the fortieth
12 – twelve			100 – the hundredth

Чтение числительных свыше 100.

100 – a (one) hundred

101 – a (one) hundred and one

125 – one hundred and twenty-five

200 – two hundred

300 – three hundred

1000 – a (one) thousand

1005 – one thousand and five

1235 – one thousand two hundred and thirty-five

2000 – two thousand

5345 – five thousand three hundred and forty-five

1,000,000 – a (one) million

1,000,000,000 – a (one) milliard (в Англии); one billion (в Америке)

В отличие от русского языка, числительные **hundred, thousand, million** не принимают окончания множественного числа (**-s**), когда перед ними стоит количественное числительное, которое является его определением: *three hundred students, five thousand houses, ten million books.*

Hundred, thousand и **million** могут быть и существительными, когда после них употребляется существительное с предлогом **of**. В этом случае они принимают окончание **-s**: *hundreds of people* – сотни людей, *thousands of houses* – тысячи домов

Чтение дробных числительных

Простые дроби (Common Fractions)

$\frac{1}{2}$ – a (one) half

$\frac{1}{3}$ – a (one) third

$\frac{2}{3}$ – two thirds

$\frac{3}{4}$ – three quarters (three fourths)

$1\frac{1}{3}$ – one and a third

$2\frac{5}{6}$ – two and five sixths

Десятичные дроби (Decimal Fractions)

0.1 – naught point one (point one)

0.01 – naught point naught one (point naught one)

2.35 – two point three five

32.305 – three two (thirty-two) point three naught five

В простых дробях:

- 1) числитель выражается количественным числительным, а знаменатель – порядковым;
- 2) когда числитель больше единицы, знаменатель принимает окончание **-s**.

В десятичных дробях:

- 1) целое число отделяется от дроби точкой (а не запятой, как в русском языке);
- 2) каждая цифра читается отдельно. Точка, отделяющая целое число от дроби, читается *point*; 0 читается *naught* (в Америке 0 читается *zero*). Если целое число равно нулю, то оно часто не читается.

Проценты обозначаются знаком % или словами *per cent*.

Хронологические даты.

Годы, в отличие от русского языка, обозначаются **количественными** числительными, причем слово *год* отсутствует:

1900 – **nineteen hundred** – тысяча девятисотый год

in 1907 – **in nineteen o [ou] seven** – в тысяча девятьсот седьмом году

1965 – **nineteen sixty-five** – тысяча девятьсот шестьдесят пятый год

2000 – two thousand – двухтысячный год

2001 – two thousand (and) one – год две тысячи первый

2009 – two thousand (and) nine – год две тысячи девятый

2010 – two thousand (and) ten (twenty ten) – год две тысячи десятый

Даты обозначаются **количественными** или **порядковыми** числительными.

April 12, 1961

April the twelfth (April twelve), nineteen sixty-one (the

April 12th, 1961

читаются

twelfth of April, nineteen sixty-one)

12th April, 1961

Grammar Exercises

1. Read and write the following cardinal numerals.

a) 3; 13; 30; 4; 14; 40; 5; 15; 50; 2; 12; 20; 8; 18; 80.

b) 21; 82; 35; 44; 33; 55; 96; 67; 79; 41; 53; 22.

c) 143; 258; 414; 331; 972; 205; 101; 557; 999; 313.

d) 1,582; 7,111; 3,013; 5,612; 2,003; 9,444; 4040.

e) 15,500; 57,837; 45,971; 92,017; 65,331; 11,443.

f) 235,142; 978,218; 106,008; 321,103; 627,344; 552,331.

g) 1,352,846; 4,125,963; 35,756,394; 257,382,761.

2. Form, read and write ordinal numerals from the following.

a) 7; 4; 8; 9; 5; 12; 3; 2; 1; 13; 15; 11; 10.

b) 20; 21; 30; 32; 40; 43; 50; 54; 60; 75; 80; 98.

c) 100; 120; 125; 200; 230; 231; 300; 450; 563; 892.

3. Read and write the following dates.

16/VI.1799; 5/VII.1914; 22/VI.1941; 9/V.1945; 23/II.1928; 12/IV.1961; 27/X.1977; 30/XI.1982; 19/VIII.1991; 1/I.2000.

4. Answer the following questions.

1. How much is 17 plus 19? 2. How much is 25 plus 3. How much is 120 plus 205? 4. How much is 13 minus 5. How much is 200 minus 45? 6. How much is 7 multiplied by 8? 7. How much is 42 divided by 6?

5. Read and write out in words the following common and decimal fractions.

a) $\frac{1}{7}$; $\frac{1}{5}$; $\frac{1}{9}$; $\frac{1}{3}$; $\frac{1}{12}$; $\frac{1}{15}$; $\frac{1}{25}$; $\frac{3}{8}$; $\frac{2}{5}$; $\frac{4}{7}$; $\frac{9}{23}$; $\frac{3}{4}$; $\frac{5}{9}$; $1\frac{3}{40}$; $1\frac{3}{5}$; $2\frac{5}{7}$; $5\frac{1}{3}$; $4\frac{1}{6}$.

b) 3.5; 2.34; 12.3; 52.51; 0.1; 0.25; 0.302; 132.054; 5.37; 6.4.

6. Use in the sentences given below either the cardinal or ordinal numeral of the numbers in brackets. Use the given patterns.

Pattern: 1. There are (5) roses in the vase. – *There are five roses in the vase.*

2. It was his (2) visit to the doctor. – *It was his second visit to the doctor.*

1. There are (10) students in his group. 2. It's (5) o'clock already. 3. It is (7) of December today. 4. Read text (2). 6. Find (3) sentence, 6. She is (21) today. 7. It is their (15) wedding anniversary. 8. (2) years passed quickly. 9. – Will you have (2) cup of tea? – No more, thank you. 10. You are like (2) family for me. 11. (2) is a company, and (3) is a crowd. 12. (3) years later (4) child was born to him. 13. Find file (4) and take it to (14) room. 14. They got flat (6) on (3) floor in house (40). 15. My birthday is on (20) of July.

7. Translate the sentences into English.

1. Мой дом – третий справа. 2. Упражнение десять – на тринадцатой странице. 3. Предложение шесть неверно, а вот седьмое правильно. 4. Мне не понравилась первая серия фильма, вторая – гораздо лучше. 5. Четверка – это хорошая оценка. 6. Прошел месяц, затем второй, потом третий, а вестей все не было. 7. День рождения моего папы – 8 Марта. А ваш? 8. Третий лишний. 9. Комната тридцать находится на третьем этаже. 10. Встреча состоится в два часа на втором этаже в комнате номер три.

Module Test

Ex. 1. Read and translate into Russian using a dictionary:

Mr. Sellyer is selling books

(After Stephen Leacock)

One day I went to a bookshop to look through new books. Mr. Sellyer showed me to the back of the shop where I could find some interesting books. While I was looking through the books, I could watch Mr. Sellyer at work and see some of his methods. A fashionably dressed woman was standing at the counter and Mr. Sellyer was showing a book to her.

«You are quite sure it's the latest?» the lady was saying to Mr. Sellyer. «Oh, yes, Mrs. Rasselyeer,» answered the manager. «This is Mr. Slush's latest book. It's having a wonderful sale.» I looked at the title, the name of the book was Golden Dreams. Another lady entered the bookshop. She was in deep mourning and looked like a widow. She asked the manager to show her some new books. «Something new in fiction?» repeated the manager. «Yes, Madam, here's a charming thing Golden Dreams. The critics say that it's one of the sweetest things written by this author.»

«Is it a good book ?» asked the lady.

«A charming one,» said the manager. «It's a love story— very simple and sweet and wonderfully charming. My wife was reading it aloud only last night. She was crying all the time while she was reading it.» The lady bought Golden Dreams and left the shop. «Have you any light reading for vacation time?» asked the next customer. «Yes,» said Mr. Sellyer. «Golden Dreams is the most humorous book of the season. My wife was reading it aloud only yesterday. She was laughing all the time while she was reading it.» The lady paid for the book and went out.

So every customer who entered the shop went away with Golden Dreams. To one lady the manager sold Golden Dreams as the reading for a holiday, to another as the book to read after the holiday, another bought it to read on a rainy day and the fourth as the right book for a fine day. When I was leaving the bookshop, I went up to the manager and asked him, «Do you like the book yourself?» «Dear me!» said the manager. «I've no idea of the book. I've no time to read every book I'm selling.» «And did your wife really like the book ?» «I'm not married, Sir,» answered the manager smiling.

***Ex. 2. Complete these sentences with much, many and a lot (of).
Sometimes there
are two possibilities.***

Model: There weren't many people at the party I had seen before.

It cost me a lot of money to furnish this house.

1. We'll have to hurry. We haven't got ... time.
2. Tom drinks ... milk – one litre a day.
3. She is a very quiet person. She doesn't say
4. I put ... salt in the soup. Perhaps too
5. ... people do not like flying.
6. The man was badly injured in the accident. He lost ... blood.

7. It's not a very lively town. There isn't ... to do.
8. This car is expensive to run. It uses ... petrol.
9. Don't disturb me. I've got ... work to do.
10. He's got so ... money, he doesn't know what to do with it.
11. He always puts ... salt on his food.
12. We didn't take ... photographs when we were on holiday.

Ex. 3. Complete these sentences with little/a little/few/a few.

Model: Hurry! We've got little time.

I last saw Tom a few days ago.

1. We didn't have any money but Tom had
2. He doesn't speak much English. Only ... words.
3. Nora's father died ... years ago.
4. —Would you like some more cake?|| —Yes, please, but only||
5. This town isn't very well-known and there isn't much to see, so ... tourists come here.
6. I don't think Jill would be a good teacher. She's got ... patience with children.
7. This is not the first time the car has broken down. It has happened ... times before.
8. The cinema was almost empty. There were very ... people there.
9. There is a shortage of water because there has been very ... rain recently.

Grammar Test

Choose the right variant.

1. The soap opera star Jessica Bilges ... of cancer. She ... only 65.
 - a) had died / was being
 - b) has died / was
2. She ... to play tennis since she ... her arm.
 - a) hasn't been able / broke
 - b) has been able / broke
3. This is the first time I ... Jack ashamed.
 - a) saw
 - b) have seen
4. It won't be the first time she ... me down.
 - a) let
 - b) has let

5. After she ... hospital, she had a long holiday.
 - a) left
 - b) has left
6. After Sam ..., he will be spending 5 month abroad.
 - a) left
 - b) has left
7. I'll contact you the minute I ... my exam results.
 - a) got
 - b) have got
8. I ... a lot this week, but I have to give the book back this week, so I am determined to read it till the end.
 - a) have read
 - b) read
9. I ... to the dentist yesterday.
 - a) have gone
 - b) went
10. I ... three lectures today and I still have two more later this afternoon.
 - a) have had
 - b) had
11. My friends ... in Spain last year.
 - a) have been to
 - b) were
12. I ... Prague, but I'd love to go!
 - a) haven't ever been to
 - b) wasn't in
13. Since I ... to drive I ... much more independent.
 - a) was able / have felt
 - b) have been able / have felt
14. By the time Sarah ... to work, the meeting had finished.
 - a) have got
 - b) got
15. I recognized her the moment I ... her laugh.
 - a) have heard
 - b) heard
16. Finally! We ... our homework! We are free!
 - a) did
 - b) have done
17. We ... the pizza. It will be delivered soon.
 - a) have already ordered

- b) ordered already
18. I can't wait! We ... the pizza two hours ago!
- a) have ordered
- b) ordered
19. Joe ... to America in 1999.
- a) went
- b) have been
20. I ... dancing!
- a) always loved
- b) have always loved

Module 3

The Progress of Science

Text 1

Ex. 1. Read the text for detailed understanding. Translate the following text into Russian:

Science and Technology

In recent years life on our planet has been drastically changed due to scientific and technological developments. Our views both of ourselves as individuals in society and of the Universe as a whole have changed as well.

Today, science and technology are closely related. Many modern technologies such as nuclear power and space flights depend on science and the application of scientific knowledge and principles. Each advance in pure science creates new opportunities for the development of new ways of making things to be used in daily life. In turn, technology provides science with new and more accurate instruments for its investigation and research.

Technology refers to the ways in which people use discoveries to satisfy needs and desires, to alter the environment, to improve their lives. Throughout human history, men and women have invented tools, machines, materials and techniques to make their lives easier.

Of course, when we speak of technology today, we are looking at it in a much narrower sense. Generally, we mean industrial technology, or the technology that began about 200 years ago with the development

of power-driven machines, growth of the factory system, and mass production of goods that has created the basis for our modern society. Today we often say that we live in an age of science and technology. According to one estimate, 90 % of all the scientists who ever lived, were alive and active in the 1970-s. This increased scientific activity has brought new ideas, processes, and inventions in ever-growing amount.

The scientific revolution that began in the 16th century was the first time that science and technology began to work together. Thus, Galileo, who made revolutionary discoveries in astronomy and physics, also built an improved telescope and patented a system of lifting water. However, it was not until the 19th century that technology truly was based on science and inventors began to build on the work of scientists.

In a sense, the history of science and technology is the history of all humankind.

Essential Vocabulary

technology, <i>n</i> техника	alter, <i>v</i> изменять
science and technology наука и техника	throughout human history на всем протяжении истории
developments, <i>n</i> достижения	человечества
drastically, <i>adv</i> резко	narrow, <i>a</i> узкий
a view (of smb., smth.), <i>n</i> взгляд (на кого-либо, что-либо)	sense, <i>n</i> смысл
be closely related быть тесно связанным	power-driven machines паровые машины
apply, <i>v</i> применять	according to one estimate по одной оценке
application, <i>n</i> применение	increased scientific activity возросшая научная деятельность
an advance in pure science прогресс в чистой науке	discovery, <i>n</i> открытие
create, <i>v</i> создавать	build on the work of scientists основываться на научных работах
opportunity, <i>n</i> возможность	
an instrument for investigation инструмент исследований	
and research	

Reading Comprehension, Communicative and Vocabulary Exercises

I. Form the verbs from the following words. Translate them into Russian:

development, relation, application, knowledge, investigation, discovery, improvement, production, invention.

II. Translate the words of the same root; define what part of speech they belong to:

science – scientist – scientific;

develop – developer – development;

nucleus – nuclei – nuclear;

apply – applied – application;

accurate – accuracy;

invent – inventor – invention;

power – powerful – powerless;

produce – product – production – productive.

III. Match the adjectives and the nouns:

Adjectives: scientific technological
narrow nuclear industrial
revolutionary pure accurate new
important

Nouns: sense developments
discoveries power opportunities
science revolution technology
instruments activity

IV. Read the following international words. Guess their meaning. Look them up in the dictionary to make sure you are right:

nouns: technology, planet, individual, principle, instrument, machine, material, techniques, factory, system, mass, basis, activity, process, revolution, astronomy, physics, telescope, patent;

adjectives: modern, human, industrial, revolutionary;

verbs: to lift, to patent, to base.

V. Read the text ‘*Science and Technology*’. Find in the text the English equivalents for the following Russian phrases:

наука и техника; достижения науки и техники; резко изменить жизнь; быть тесно связанным; атомная энергия; космический полет; применение научных знаний и принципов; прогресс в чистой науке; создать новые возможности; удовлетворять нужды и потребности; изменить окружающую среду; массовое производство товаров; создать основу; век науки и техники.

VI. Translate the words given in brackets.

1. In recent years our /взгляды/ of the Universe have drastically changed.
2. Modern technology /зависит от/ advances in pure science.
3. Technology provides science with more /точные/ instruments for research.
4. /На всем протяжении истории человечества/ people invented tools, machines, materials and technologies.
5. Modern technology began growth of the factory system and /массового производства товаров/.
6. /Только в 19 веке/ that technology began to build on the work of scientists.

VII. Translate the text ‘*Science and Technology*’.

VIII. Put questions to the subjects of the sentences. Give short answers.

1. Scientific and technological developments have drastically changed life on our planet.
2. Science and technology are closely related.
3. Many modern technologies depend on science.
4. Technology provides science with new and accurate instruments.
5. Men and women have invented tools, machines, materials and techniques.
6. We say that we live in an age of science and technology.
7. Industrial technology began about 200 years ago.

IX. Answer the following questions:

1. What role has scientific and technological development played in man’s life?

2. What proves that science and technology are closely related today?
3. What does the term *technology* refer to?
4. What does the term industrial technology mean?
5. How is scientific activity in 1970-s estimated?
6. When did science and technology begin to work together?
7. How can the history of mankind be described?

X. Make up sentences of your own with the following word combinations:

to change life; to alter the environment; to be closely related; to apply scientific knowledge; to create new opportunities; to satisfy needs and desires; to improve one's life.

XI. Make up the plan of the text '*Science and Technology*'. Retell the text according to your plan.

XII. Translate into English in written form:

1. За последние годы наши взгляды на жизнь на Земле, на человека как личность, на Вселенную резко изменились.
2. Современная техника зависит от достижений в области чистой науки.
3. Техника дает науке более точные инструменты исследования.
4. Развитие науки делает возможным использование открытий для удовлетворения нужд и потребностей человека и улучшения его жизни.
5. На всем протяжении истории человечества люди изобретали инструменты, машины, материалы, технологии и изменяли окружающую среду.
6. Техника в более узком смысле означает промышленную технику, создавшую основу современного общества.
7. Современная техника началась с паровых машин, развития фабричной системы и массового производства товаров.
8. Научная революция, начавшаяся в XVI веке, вызвала появление новых идей, открытий и изобретений.
9. Только в XIX веке техника стала действительно основываться на работах ученых.

10. Первым действительно научно-техническим исследованием было исследование Фарадея.

11. История человеческого общества - это, в некотором смысле, история развития науки и техники.

Grammar Board

Present Simple and Present Progressive

Внимательно прочтите следующие правила и сравните примеры предложений в Present Simple и Present Continuous.

PRESENT CONTINUOUS - Настоящее продолженное время
Это время употребляется, в основном, при описании событий или действий, которые имеют место (происходят) в момент разговора и ещё не окончились.

- It's snowing now. - Сейчас идёт снег.
- The water is boiling! - Вода кипит!
- He is playing tennis now. - Он сейчас играет в теннис.
- I'm going to bed now. - Я сейчас ложусь спать.
- Look at that man. What language is he speaking? - Посмотрите на этого человека. На каком языке он разговаривает?

Настоящее простое время - Present Simple употребляется также для описания постоянных ситуаций: My parents live in Paris. - Мои родители живут в Париже. Время Present Continuous употребляется для выражения временных ситуаций: I'm living with some friends until I find a flat. — Я живу с несколькими друзьями, пока не найду квартиру.

- It snows a lot in winter. - Зимой выпадает много снега.
- I always go to bed at 10 o'clock. - Я всегда ложусь спать в 10 часов.
- He plays tennis very well. - Он очень хорошо играет в теннис.
- Excuse me, do you speak English? - Извините, Вы говорите по-английски?

REMEMBER Don't forget that some verbs are not *usually* used in progressive tenses because they do not express a process (believe, know, think, remember, recognize, like, love, hate, prefer, want, hear, smell, belong, own, seem, cost, need)

Check yourself

Put the verbs in brackets in *Present Continuous* or *Present Simple*.

I

I (to read) now. He (to sleep) now. We (to drink) tea now. They (to go) to school now. I (not to sleep) now. She (not to drink) coffee now. I (to read) every day. He (to sleep) every night. We (to drink) tea every morning. They (to go) to school every morning. I (not to sleep) in the day-time. She (not to drink) coffee after lunch. We (not to watch) TV now. They (not to eat) now. My mother (not to work) now. You (to work) now? He (to play) now? They (to eat) now? Your sister (to rest) now? What you (to do) now? What you (to read) now? What they (to eat) now? What your brother (to drink) now? We (not to watch) TV in the morning. They (not to eat) at the lesson. My mother (not to work) at an office. You (to work) every day? He (to play) in the afternoon? They (to eat) at school? Your sister (to rest) after school? What you (to do) every morning? What you (to read) after dinner? What they (to eat) at breakfast? What your brother (to drink) in the evening?

II

1. I (not to drink) coffee now. I (to write) an English exercise. 2. I (not to drink) coffee in the evening. I (to drink) coffee in the morning. 3. Your friend (to do) his homework now? 4. Your friend (to go) to school in the morning? 5. Look! The baby (to sleep). 6. The baby always (to sleep) after dinner. 7. My grandmother (not to work). She is on pension. 8. My father (not to sleep) now. He (to work) in the garden. 9. I usually (to get) up at seven o'clock in the morning. 10. What your sister (to do) now? - - She (to wash) her face and hands. 11. When you usually (to come) home from school? — I (to come) at three o'clock. 12. Where your cousin (to work)? - - He (to work) at a hospi-taJ. 13. Your *sister (to study) at an institute?* - No, she (to study) at school. 14. My cousin (to go) to school every day. 15. My mother (not to play) the piano now. She (to play) the piano in the morning.

III

1. I (to read) books in the evening. 2. I (not to read) books in the morning. 3. I (to write) an exercise now. 4. I (not to write) a letter now. 5. They (to play) in the yard now. 6. They (not to play) in the street now. 7. They (to play) in the room now? 8. He (to help) his mother every day. 9. He (to

help) his mother every day? 10. He (not to help) his mother every day. 11. You (to go) to school on Sunday? 12. My friend (not to like) to play football. 13. I (not to read) now. 14. He (to sleep) now? 15. We (not to go) to the country in winter. 16. My sister (to eat) sweets every day. 17. She (not to eat) sweets now. 18. They (to do) their homework in the afternoon. 19. They (not to go) for a walk in the evening. 20. My father (not to work) on Sunday. 21. He (to work) every day.

IV

1. They (to read) many books. 2. They (to read) many books? 3. They (not to read) many books. 4. The children (to eat) soup now. 5. The children (to eat) soup now? 6. The children (not to eat) soup now. 7. You (to play) volley-ball well? 8. When you (to play) volley-ball? 9. What Nick (to do) in the evening? 10. He (to go) to the cinema in the evening? 11. We (not to dance) every day. 12. Look! Kate (to dance). 13. Kate (to sing) well? 14. Where he (to go) in the morning? 15. He (not to sleep) after dinner. 16. My granny (to sleep) after dinner. 17. When you (to sleep)? 18. Nina (not to sleep) now. 19. Where John (to live)? - - He (to live) in England.

Passive Voice

Употребление временных форм глагола в страдательном залоге

Passive Voice

Инфинитив Время	Simple be +Participle II (Ved или 3 форма глагола)	Continuous be+being+Participle II	Pertfect have+been+Part.II
Present	am } is } asked, are } written	am } is } being are } written	Have } Has } been asked, written
Past	was } were } asked, written	was } were } being asked, written	had been asked, written

	written	were written	
Future	will be asked written	-	will have asked, written

Grammar Exercises

Ex. 1. Translate into English using Present, Past или Future Simple Active or Passive.

Я рассказал - Мне рассказали Я показал - Мне показали Она привела - Ее привели Мы спросили - Нас спросили Мы ответили - Нам ответили Мы послали - Нас послали Они дали — Им дали Он помог - Ему помогли Он посоветовал - Ему посоветовали Он забыл - Его забыли Он вспомнил - Его вспомнили
Мы пригласили - Нас пригласили Мы поправили - Нас поправили Он вылечил - Его вылечили
Он позвал - Его позвали.
Мне расскажут- — Мне расскажут- — Мне рассказали зывают
Мне покажут- — Мне покажут- — Мне показали зывают
Ее привели — Ее приводят — Ее приведут
Нас спросили — Нас спрашивают — нас спросят
Нам ответили- нам отвечают — нам ответят
Нас послали — нас посылают — нас пошлют
Им дали — им дают — им дадут
Ему помогли — Ему помогают- Ему помогут.

Ex. 2. Put the verbs in brackets in Present, Past or Future Simple Passive.

1. Bread (to eat) every day. 2. The letter (to receive) yesterday. 3. Nick (to send) to Moscow next week. 4. I (to ask) at the lesson yesterday. 5.1 (to give) a very interesting book at the library last Friday. 6. Many houses (to build) in our town every year. 7. This work (to do) tomorrow. 8. This text (to translate) at the last lesson. 9. These trees (to plant) last autumn. 10. Many interesting games always (to play) at our PT lessons. 11. This bone

(to give) to my dog tomorrow. 12. We (to invite) to a concert last Saturday. 13. My question (to answer) yesterday. 14. Hockey (to play) in winter. 15. Mushrooms (to gather) in autumn. 16. Many houses (to burn) during the Great Fire of London. 17. His new book (to finish) next year. 18. Flowers (to sell) in shops and in the streets. 19. St. Petersburg (to found) in 1703. 19. The porter will (bring, be brought) your luggage to your room. 20. Your luggage will (bring, be brought) up in the lift. 21. You may (leave, be left) your hat and coat in the cloak-room downstairs. 22. They can (leave, be left) the key with the clerk downstairs. 23. From the station they will (take, be taken) straight to the hotel. 24. Tomorrow he will (take, be taken) them to the Russian Museum. 25. At the station they will (meet, be met) by a man from the travel bureau.

Ex. 3. Translate into English using Present Simple Active or Present Simple Passive.

1. Он каждый день рассказывает нам что-нибудь интересное. 2. Ему каждый день рассказывают что-нибудь интересное. 3. Я часто посылаю письма друзьям. 4. Меня часто посылают на юг. 5. Я всегда хвалю моих друзей. 6. Меня всегда хвалят дома. 7. Каждую субботу папа показывает дедушке мои оценки. 6. Каждую субботу папе показывают мои оценки. 9. Мы часто вспоминаем вас. 10. Нас часто вспоминают в деревне. 11. Мне дают сок каждое утро. 12. Каждое утро я даю кошке молоко. 13. Меня часто приглашают в кино. 14. Моей сестре часто помогают в школе. 15. Я иногда забываю взять дневник. 16. Он пишет много писем. 17. Книги А. Кристи читают с интересом. 18. Собаки любят кости. 19. Собак любят во многих семьях. 20. Когда в вашей семье пьют чай? 21. Где хранят старые письма? 22. Почему эти правила всегда забывают? 23. Почему вы всегда забываете эти правила? 24. Где живут ваши друзья? 25. Где покупают хлеб? 26. Когда задают вопросы?

Ex. 4. Make the sentences Passive.

1. She took a long time to write the composition, but at last she wrote it. 2. Don't put the cup there: somebody will break it. 3. Why weren't you at the birthday party? — They didn't invite me. 4. We met many difficulties, but all the same we finished the work in time. 5. We shall leave you behind if you are not quick. 6. I spent all my money on books last month. 7. I don't

think we shall do all this work today: there is too much of it. 8. It's a very funny thing that when I start doing this, somebody always stops me. 9. Don't leave these sweets on the table: somebody will eat them. 10. The elephant broke the branch of the tree. 11. The bees attacked the bear when it tried to take their honey.

Text B. THE TELEGRAPH

Ex. 1. Read the text for detailed understanding. Translate the following text into Russian:



Benjamin Franklin, an American who is famous for his interesting and useful inventions, published his ideas about electricity in 1752. Scientists in many countries became interested in this wonderful form of energy. They wanted to find the answer to a very important question: Could electricity be used to develop a fast, efficient system of long-distance communication ?

Experiments proved that electricity could travel instantly over a very long piece of wire. But a note that was written on a piece of paper couldn't be put into a wire! How could electricity be used to send a message?

A Danish scientist discovered that electricity could move a needle from left to right, and that the needle could be pointed at letters on a piece of paper. Then a German government worker made up a code system that could be used with an electric needle. In 1837, two English scientists sent a message by electric telegraph from Camden Town to Euston, a distance of more than 1.6 kilometres.

In the United States, Samuel Morse, a portrait painter, was experimenting with an electric telegraph, too. At first, he connected a pencil to an electric wire. When the electricity came through the wire, the pencil made wavy lines. Then Morse invented a code that used dots and

dashes for the letters of the alphabet. The pencil wrote the dots and dashes on a narrow piece of paper. Finally, he discovered that telegraph messages did not have to be written; they could be sent in sound.

At one end of the telegraph wire, the sender pressed a key. At the other end of the wire, another key went down and made a clicking sound. The telegraph operator used a short touch for a dot and a longer one for a dash. When the receiver heard the clicking sounds, he could figure out the message.

On May 24, 1844, the first long-distance message was sent by telegraph - from Washington, D.C., to Baltimore, Maryland - 64 kilometres!

Telegraph companies were formed in many cities. By 1861, telegraph wires stretched across the United States from the Atlantic to the Pacific. In Europe, too, Samuel Morse's system became popular.

But telegraph wires couldn't be hung over an ocean. Messages to and from Europe had to be sent by ship — a journey of two or three weeks. A new method was needed.

The Atlantic Telegraph Company, which was organised in 1856 by Cyrus Field and other businessmen, wanted to try to lay a cable on the floor of the Atlantic Ocean. England and the United States contributed money for this experiment.

Many attempts were made by ships from both countries. The 4000-kilometer cable broke three times. Each time, more money had to be raised, and a new cable had to be made. Finally, on July 27, 1866, the first transatlantic message was sent from Newfoundland to Ireland.

Later, cables were laid to Central and South America. After 1900, transpacific cables were laid to Asia and Australia. At last, news and business information could be sent instantly to almost every country in the world.

From "English for a Changing World"

Reading Comprehension, Communicative and Vocabulary Exercises

2. Guess the meaning of the words given below:

distance, electricity, communication, telegraph, line, code, operator, experiment, press, popular, idea, form, energy, system, alphabet, company, ocean, method, organize, businessman, cable.

3. Translate the nouns with the suffix –er (-or) derived from the following verbs:

invent – изобретать inventor - ...

use – использовать user - ...

send – посылать sender - ...

write – писать writer - ...

receive – получать receiver - ...

develop – разрабатывать developer - ...

operate – работать operator - ...

work – работать worker - ...

paint – рисовать painter - ...

report – сообщать reporter - ...

4. Group the pairs of the words with the opposite meaning:

a) fast, useful, long, left, narrow, short, right, popular, slow, wavy, unknown, wide, straight, useless;

b) to find, to send, to go down, to rise, to receive, to lose.

5. Learn the following terms:

wire – провод, проводник

message – сообщение

needle – стрелка, игла

dot – точка

dash – тире

sound – звук

key – ключ, клавиша

cable – кабель

6. Read the text ‘The Telegraph’. Find in the text the English equivalents for the following Russian phrases:

очень важный вопрос; эффективная система связи на дальние расстояния; электрический проводник; узкая полоска бумаги; код, в котором применялись точки и тире; нажать ключ; записать сообщение; телеграфные провода протянулись от Атлантики до

Тихого океана; проложить кабель по дну Атлантического океана; вкладывать деньги.

7. Find in the text ‘*The Telegraph*’ sentences with the predicate in the Passive Voice. Translate them.

8. Translate the text ‘*The Telegraph*’. Pay attention to the sentences in the Passive Voice.

9. Put ten questions on the text ‘*The Telegraph*’.

10. Describe the principle of action of the telegraph made by S. Morse.

Supplementary reading

Text 1. Scientific and technical progress of the XXI century

Ex. 1. Read the text for detailed understanding. Translate it into English. Answer the questions after the text.

Technology means the use of people’s inventions and discoveries to satisfy their needs. Since people appeared on the Earth, they had to get food, clothes and shelter. Through the ages people invented tools, machines and materials to make work easier.



Nowadays, when people speak of technology, they generally mean industrial technology. Industrial technology began about 200 years ago with the development of the steam engine, the growth of factories, and the mass production of goods. It influenced different aspects of people’s lives. The development of the car

influenced where people lived and worked. Radio and television changed their leisure time. The telephone revolutionized communication.

Science contributed much to modern technology. Science attempts to explain how and why things happen. Technology makes things happen. But not all technology is based on science. For example, people made different objects from iron for centuries before they learnt the structure of the metal. But some modern technologies, such as nuclear power production and space travel, depend heavily on science.

On the Internet, you can read dozens of articles about 10 / 15 / 20 of the most significant discoveries made in various fields of science and technology in the 21st century. We live in an era when scientific and technological progress has reached an incredible speed. If earlier it took decades for the emergence and development of technologies, now everything happens in a matter of years.



Think back to the first mobile phones or Walkmans – now they seem as outdated as Bell's first phone and gramophones. But only 30 years have passed since their appearance! We can no longer imagine ourselves without a smartphone in our hands, a device that replaces our phone, computer, camera, player, calculator, clock and much more. But such a device was difficult to imagine 10 years ago! When Skype first appeared, it felt like an unprecedented innovation. Videophones have been the subject of the futuristic dreams of science fiction writers. Nowadays, every messenger and social network has the ability to communicate via video communication.

It can be an endless list. Therefore, let's dwell on the main directions of science and technology progress, which are now developing especially actively.

1. Additive Technologies or Additive Manufacturing (AM) (from the word to add) is a layer-by-layer build-up and synthesis of an object using 3D computer technologies. The invention belongs to Charles Hull, who in 1986 designed the first stereolithographic three-dimensional printer. What does the additive process of layer-by-layer model creation mean and how does it work? In modern industry, there are several different processes, as a result of which a 3d object is modeled:

- UV irradiation;
- extrusion;
- spraying;
- fusion;
- lamination.

Materials used in AM:

- wax;
- gypsum powder;
- liquid photopolymers;
- metal powders;
- various kinds of polyamides;
- polystyrene.

Application of AM.

Technological progress contributes to the production of many useful things for everyday life, health and safety of a person, for example, AM in aircraft construction help to create more highly economical and lighter in weight aircraft, while its aerodynamic properties are fully preserved. This became possible as a result of the application of the principles of the structure of the bones of the bird's wing in the design of aircraft wings. Other areas of application of AM:

- construction;
- agricultural industry;
- mechanical engineering;

- shipbuilding;
- astronautics;
- medicine and pharmacology.

Dynamically developing at a fast pace, additive 3D printing technologies are used in progressive industries. There are several innovative types of additive technologies:

- FDM (Fused deposition modeling) - a product is formed layer by layer from a molten plastic filament.
- CJP (ColorJet printing) is the only 3D full color printing in the world with the principle of gluing gypsum powder.
- SLS (Selective Laser Sintering) is a laser baking technology that produces particularly durable objects of any size.
- MJM (MultiJet Modeling) multi-jet 3D modeling using photopolymers and wax.
- SLA (Laser Stereolithography) - with the help of a laser, layer-by-layer solidification of a liquid polymer occurs.

In a pandemic of COVID-19, the use of 3-D technologies has shown its high efficiency compared to traditional subtractive technologies. When medical equipment factories could no longer cope with the increased production of facemasks, ventilator tubes, etc., ordinary owners of household 3D printers came to the rescue. With the help of social networks, they united into a kind of “factories” that worked on the orders of hospitals, saving the lives of thousands of people. And this is just one example of how such complex technologies can make our life easier.



2. Neural networks are self-learning models that mimic the activity of the human brain. They are able not only to perform a once programmed sequence of actions on predetermined data, but also to analyze the newly received information themselves. The main advantage of neural networks is the ability to construct nonlinear dependencies that more accurately describe datasets in comparison with linear statistical methods. This handler allows you to set the structure of the neural network, determine its parameters and train using one of the algorithms available in the system. The result will be a neural network emulator that can be used to solve problems of forecasting, classification, searching for hidden patterns, data compression, and many other applications.

A neural network consists of the simplest computational elements - artificial neurons, interconnected. Each neuron has several input and one output connections. During the operation of the neural network, the values of the input variables are transmitted through interneuronal connections and multiplied by weight coefficients, the obtained values are weightedly summed up in the neuron. In neural networks, neurons are combined into layers, while the outputs of the neurons of the previous layer are the inputs of the neurons of the next layer. In each layer, neurons perform parallel data processing.

Application examples

Assessment of the client's creditworthiness when issuing loans. Scoring cards, application and behavioral scoring models are built on the basis of the algorithm. This allows you to pursue the selected credit policy and reduce the level of overdue debt.

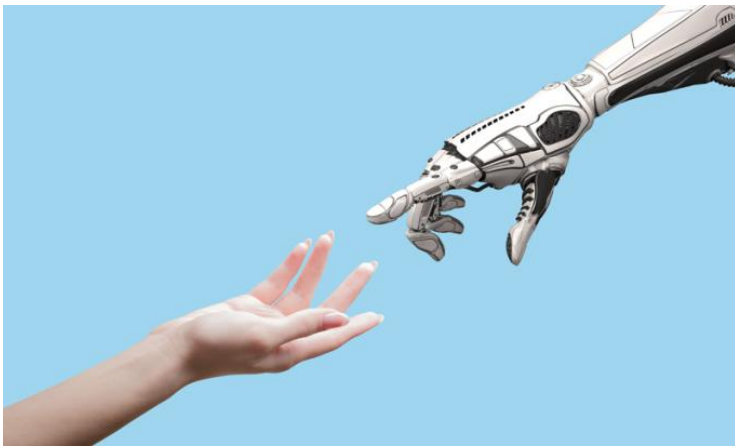
Medical diagnostics. The algorithm, processing the accumulated data of clinical trials, simulates complex relationships between symptoms and diseases. This allows you to make the correct diagnosis, monitor the patient's condition, evaluate the effectiveness of treatment ...

Forecast of account balances. Using information about daily balances on clients' accounts, the processor will transform it into time series and forecast the balance for the future. This makes it possible to manage the bank's liquidity.

Analysis of customer migration - moving customers between suppliers of goods and services. The algorithm allows you to assess the likelihood of a client leaving. Based on the results of such research, you can develop

methods of working with customers to increase their loyalty to the company.

But perhaps the most useful and frequently used neural network-based service is online translators. For example, Google started using neural machine translation instead of traditional statistical translation back in 2012. Yandex and Prompt have been using mixed translation technology since 2015. The use of a self-learning neural network in translating texts has significantly improved the quality of translation. Also, online translation of photos (which you probably use now when reading this text, my dear students) and even automatic creation of a translation of a sounding speech in the form of subtitles with a split second delay has become available!



3. What do you associate with the concept of **robotics**? Agree, the imagination draws something, humanoid, with mechanical arms and legs, or, arachnid. In short, the idea of robots for many is rather narrow and one-sided. In fact, in the modern world, robots are quite in demand. They are used in completely different areas of life, which many may not even know about.

The medicine

In the most amazing way, robots save human lives. You might not guess, but modern limb prostheses are directly related to robotics. Immovable artificial hands are in the distant past, modern prostheses are able to move fingers. Their control is directly related to the electrical impulses transmitted by the body. However, artificial limbs are not the only merit of robots in medicine. The most progressive specimens are able to carry out high-tech operations!

Space

Probably, no one will have any doubts that space is like intended for robots. Indeed, if you look at the history of space exploration, you can see that most of the space exploration fell on the shoulders of robots. The Moon Rover, Mars Rover and Robot Avatar are the most famous of the space robots. In fact, there are a lot of their varieties, all of them are designed to work in space and perform actions that would be unbearable or extremely dangerous for a person.

Security systems

Robotic systems perform well in the field of security. These robots are the first to detect fire situations and successfully prevent them. Modern military exercises are as close as possible to the conditions of reality, thanks to robots that imitate the enemy. Robots for military exercises are not stylishly designed, but they mimic human impulses and habits quite well. Also, robots are capable of long-term tracking of objects that are suspicious of law enforcement agencies.

Robots are perfectly applicable in **everyday life**. The most famous of them are the robot vacuum cleaner and the lawn mower. Also, you can find robots specially designed to perform more complex everyday tasks.

Entertainment

And of course, no one canceled robots designed to bring joy to people, entertaining them with their skills. For the most part, such robots represent the world of children's toys: all kinds of singing and dancing animals, interactive toys, radio-controlled cars and helicopters. However, robots for entertaining adults differ from children's robots, perhaps in size.

Of course, these three areas do not exhaust the list of technical innovations that have appeared in the 21st century. One could talk about the use of stem cells in medicine, about the sequencing of the human genome, about the development of genetic engineering, about Wi-Fi, fiber-optic Internet, quantum transmission of information over long distances, augmented reality and much more.

Answer the following questions:

- 1. Which of these advances in science and technology, mentioned in the text, are making our lives better now?**
- 2. Which ones, in your opinion, will improve it in the near future?**

3.What technologies can lead to sad consequences?

Text 2

Ex. 1. Read the text for detailed understanding. Translate it into Russian.

Inventors and Their Inventions

Edison is known as one of the greatest inventors of his time. He invented so much that it is difficult to say which of his achievements is the greatest. He was an experimenter and a practical man more than a theoretician.

In 1868 Edison built his first patented invention - an electromagnetic device.

All his inventions were the result of hard work. He sometimes made thousands of experiments. According to his words the idea that a genius works only by inspiration was absurd. "Genius is 2 per cent inspiration and 98 per cent perspiration," he often said.

Samuel Colt was an American. He lived in the 19th century. In 1836 he designed and patented a pistol. It was a pistol with a revolving barrel that could fire 6 bullets one after the other. It was the first pistol of its kind. Later there came many other pistols with 6 bullets.

Rudolf Diesel was a German engineer. He was born in 1858 and died in 1913. In 1897 he invented a new internal combustion engine. This engine is known as a diesel and it began a transport revolution in cars, lorries, trains and ships. The main advantage of diesels is that they run on rather cheap fuel.

Samuel Finley Morse was born in 1791. He died in 1872. He was a portrait painter. Then he became the inventor. For 12 years he tried to perfect the telegraph and he was a success. Later he invented the telegraphic dot-and-dash alphabet. Now it is known as Morse code. Morse code was not only one in America of that time. There were some others. But now we use Morse code all over the world.

Charles Makintosh lived from 1766 to 1843. He lived in Scotland and was a chemist by profession. He worked in a textile industry. In 1823 he developed a rubber solution. This rubber solution was used for raincoat production. Raincoats with this rubber solution didn't allow water to

penetrate. These raincoats were called makintoshes. Now people all over the world use them in spring and in autumn.

Charles Rolls was born in 1881 in Great Britain. He died in 1910. He was an aristocrat and businessman. He was especially interested in cars. Once he met another enthusiast of cars Henry Royce. Henry Royce was a famous car engineer. They decided to design the most comfortable and reliable car. At the beginning of the 20th century it seemed to be a fantasy. But they worked hard and at last in 1907 they created the world-famous Rolls-Royce car. It was so comfortable and reliable that one of the models of Rolls-Royce cars “Silver Ghost” hadn’t changed greatly for 20 years since 1907.

Gotlif Daimler and Charles Benz were two inventors. They lived in Germany. They were both interested in car production. At the end of the 19th century each of them designed a car. At the same time they organized two independent firms to produce them.

All the cars produced by the firm of Daimler were called “Mercedes”. Mercedes was a daughter’s name of one of the stockholders of the firm. This man saved the firm of Daimler from the financial crisis at the beginning of the 20th century. But after the World War I the firm of Daimler met financial difficulties again. This time it had to join the firm of Benz. Since that time all the cars produced by the firm “Daimler-Benz” have been called “Mercedes-Benz”.

Ex. 2. Give the summary of the text

Ex. 3. Retell the text .

Grammar Board

The Present Perfect Tense (настоящее совершенное время)

The Present Perfect Tense is used for an action that is just finished. It is used when we are thinking more of the present result than about the past action. (Настоящее совершенное время обозначает действие, которое только что завершилось. Оно используется, когда для нас значимым является результат этого действия, а не сам процесс).

**The Present Perfect Tense is formed by using «have/has» and
Participle II
(Past Participle).**

Have+Participle II=Present Perfect Tense

С этим временем употребляются такие наречия как:

***Ever* — когда-либо; *never* — никогда; *already* — уже; *just* — только что; *yet* — еще (не); *still* — еще.**

I have just read this book.

I have not read this book. Have I read this book?

Yes, I have.

No, I have not.

She has just read this book.

She has not read this book. Has she read this book?

Yes, she has.

No, she has not.

Contracted forms (сокращенные формы)

I have = I've

She has = She's

have not = haven't

has not = hasn't

Check yourself

1. Change the following sentences using the Present Perfect and the adverbs already, just. Translate the sentences into Russian:

Model: My brother is going to borrow the book from the library.

My brother has just borrowed the book from the library.

1. I'm going to look through the current issue of «Komsomolskaya Pravda». 2. John is going to subscribe for the monthly magazine. 3. They are going to find the title and the number of the book they need in the catalogue to order it. 4. Ann is going to fill in the form in order to write down the slip. 5. I'm going to handle these books properly. 6. The boy is going to ask the librarian to find something from the classical literature in the stock. 7. You are going to renew this interesting book in the lending department.

2. Put the following sentences into negative and interrogative forms:

1. They have visited the exhibition of new books in the town library. 2. He has spent a plenty of time in the reading-room today. 3. Unfortunately, Jane has lost her reader's ticket. 4. Walter has brought home the books borrowed in the university library. 5. I have selected the book I am interested in with the help of the author catalogue. 6. You have found the needed word in the Encyclopedia. 7. My brother has presented me the pocket edition of «Portrait of Dorian Gray» by Oscar Wilde.

3. Put the verbs in brackets in Past Indefinite or the Present Perfect Tenses instead of the infinitives in brackets. Translate the sentences into Russian:

1. I (not to visit) the reading— room since last year. 2. I cannot go with you as I (not to write) the essay yet. 3. I (to fill in) the slip for the book yesterday and now I want to ask the librarian if she (to find) it already. 4. I (to borrow) this journal from the library only yesterday and I am going to bring it back in a fortnight. 5. I (to select) the newspaper I am interested in from this bound set, may I borrow it for a week? 6. I am sorry, I can't lend you this book, somebody (to borrow) it this morning already. 7. I am not going to the lending department today, I (to borrow) some books only yesterday. 8. I just (to buy) a book on art and according its contents it must be very interesting. 9. My friend is a keen reader. Last week he (to give) me a new historical novel. 10. He never (to read) Shakespare in the original because it is too difficult for him.

Phrasal verbs

4. Match phrasal verbs with their Russian equivalents.

A	B
1)stand for 2) get ahead 3) come about 4) come across 5) run out	а. преуспевать б. происходить, случаться с. неожиданно встретиться, обнаружить что-л. д. кончаться, иссякать е. означать что-л.

f. Complete these sentences using the correct form of one of the phrasal verbs above.

- i. What do your initials _____ ?
- ii. Do you know how it _____ ?
- iii. What do the images in their advertisement _____ ?
- iv. If you want _____ in business, you should work hard.
- v. Tidying up my room I _____ my photo where I was 10.
- vi. I can't print it out. I _____ of paper.

Оборот used to

Образование оборота used to

Утвердительная форма:

used to + инфинитив

I used to go there in my childhood.

Ann used to have headaches, now she feels quite well.

Вопросительная форма – разговорный английский:

Did...use to?

Did ...used to?

Did you use to read a lot?

Did he use to do that?

Did he used to do that?

Вопросительная форма – официальный и письменный английский:

Used... to...?

Used he to do that?

Отрицательная форма – разговорный английский:

didn't use to...

used not to...

I didn't use to read a lot.

He didn't use to do that.

He didn't used to do that (чаще говорят He never used to do that)

Отрицательная форма – официальный и письменный английский:

used not to...

usedn't to...

I used not to do that.

I usedn't to do that.

Used to + инфинитив используется только в прошедшем времени (но не в настоящем). Нельзя сказать «I use to do». Для настоящего времени используется present simple (I do).

Сравнительные предложения для настоящего и прошедшего времени:

past: He used to play tennis there. – Он бывало играл там в теннис.

present: He plays tennis there. – Он играет там в теннис.

Употребление оборота **used to**

1. **Used to** используется при описании событий, которые регулярно происходили в прошлом, а потом прекратились: либо на время, либо навсегда. Оборот **used to** используется также при описании состояний, которые имели место в прошлом, а потом изменились (по крайней мере на некоторое время):

I used to go to the south with my parents when a child. – Когда я был ребенком, мы с родителями ездили на юг. (имеется в виду неоднократно, возможно каждое лето)

2. **Used to** может использоваться также для описания ситуации, существовавшей в прошлом (и теперь не существующей):

We used to live in Spain but now we live in France. – Раньше мы жили в Испании, а теперь во Франции.

There used to be a garden in front of the house, now you can see a restaurant in its place. – Раньше перед домом был сад, а теперь там ресторан.

Примечание: не следует путать **used to do** и **be used to/get used to**. Они различаются как конструкцией, так и значением.

Внешне очень похожие конструкции с **used to** имеют совершенно разный перевод:

used to – что-то происходило раньше, а теперь не происходит

be used to – быть привычным к чему-то

get used to – привыкнуть к чему-то

used to + Infinitive используется для описания прошлых привычек или фактов, которые имели место в прошлом. Вместо этой конструкции можно употребить обычный Past Simple: **I used to attend /attended** a lot of seminars when I was with Nike.

Раньше, когда я был в Nike, я посещал много семинаров.

Или: Я посетил много семинаров, когда был в Nike.

	I used to work a lot	Раньше я много работал. - А сейчас нет.
-	I didn't use to study a lot.	Раньше я не учился много. - А сейчас учусь.
?	Did you use to	Вы раньше курили? - Сейчас человек

	smoke?	не курит.
P	Bills used to be paid by Jim.	Раньше счета оплачивал Джим. - А сейчас не оплачивает.

- Однако **used to + Infinitive** нельзя употреблять равносильно с Past Simple, если:

в предложении есть конкретное указание на прошлое:

I bought this car **two years ago**.

или указано, сколько раз действие происходило в прошедший период времени:

I saw him **three times last month**.

- Также **used to + Infinitive** употребляется, когда мы говорим о повторяющихся действиях или рутинах в прошлом. В данном случае можно также употребить **would + Infinitive**:

He **used to / would** write reports on Monday.

Раньше он обычно писал отчеты по понедельникам.

Однако в таких случаях **would** не употребляется со **State Verbs** или если не дана **ссылка на прошлое**:

He **used to have** a lot of contacts in London.

- **Be used to + noun / pronoun / V-ing** означает быть привычным, иметь привычку делать что-то:

He **is used to** such kind of complaints. – Он привык к таким жалобам.

She **wasn't used to** working at night. – Она не была привычна к ночной работе.

Конструкцию можно употреблять во всех временах (в рамках значения, конечно).

- **Get used to + noun / pronoun / V-ing** означает привыкнуть к чему-то:

I'm **getting used to** working in a team. – Я привыкаю работать в команде.

He **will soon get used to** dealing with the documents. – Она скоро привыкнет работать в команде.

Конструкцию также можно употреблять во всех временах (тоже в рамках значения :)).

Used to (делал привычно)

«Sb used to do sth» – прошлое действие/состояние, уже неактуальное. Раньше мы то и дело это делали, а сейчас нет. Поэтому «used to» передаёт противопоставление.

James used to wear ladies underwear.

I used to play soccer in the playground.

Be used to (делать привычно)

«To be used to doing sth» – делать что-то часто, регулярно, обычно и привыкнуть к этому. «Used to doing» может стоять в любом времени, особенно в настоящем без всякого противопоставления. Такое действие принимается исполнителем за должное.

I'm used to playing soccer with my kids.

Be used to sth (быть привыкшим)

«To be used to sth» - та же привычность, но не действия. Мы привычны к тому, что уже не удивляет.

I'm not used to such heat.

Get used to (привыкать)

«To get used to (doing) sth» - привыкать к чему-то, но ещё не привыкнуть. Привыкают к чему-либо (выполнению чего-либо), когда начинают брать это за правило или смиряться с этим.

It's so hard to get used to poverty.

Check yourself

1. Translate the following sentences. Pay special attention to used to (to say that something regularly happened in the past but no longer happens). Used to + infinitive is always past. There is no present. The normal question form is "Did ... use to ?"

1. He used to be good at programming but then he gave it up. 2. He didn't use to take interest in computing until he came across a new software product. 3. Before television, people used to read, think and converse. 4.

Now she is not able to get information as soon as she used to. 5. Did you use to play video games when you were a child ? 6. It's unbelievable that long ago people used to live without PCs. 7. Unfortunately I am not so skillful as I used to be. 8. I don't type as well as I used to. My injury is to blame. 9. He used to waste a lot of time in front of the telly but now he spends all his spare time trying to access Internet / Intranet and graphics applications.

2. Complete each sentence with the correct form of the word in brackets.

When I was a student I(not be) used to(wear) a tie.

I don't really like hot countries but I'm(get) used to(live) here now.

Liz often goes to France and(be) used to(speak) French.

Now I(get) used to(do) this type of exercise.

Karen doesn't like her new job. She(not be) used to(work) in a small office.

Students(be) used to(have) long holidays.

When I lived in Finland I(get) used to (wear) lots of warm clothes.

I think that people(get) used to(live) in a fast world.

3. Complete each sentences in an appropriate way.

I'm used to in the morning.

I'm not used toin the afternoon.

I think I'm getting used to

I can't get used to

My parents are used to

When I was small I got used to

This year my friends and I are getting used to

I've got used to at school.

4. Match each half sentence to the correct ending.

A

Tom is getting used to

We're getting used to

I'm used to

They weren't used to

Maria is used to

B

Sharing my room with my sister

Working for herself

Driving their car on the motorway

Living in our new home

Working in his new office

5. Are these sentences correct or incorrect? Rewrite the incorrect ones.

a) Are you use to getting up early?

.....

b) I never got used to wear contact lenses

.....

c) He is very quiet. He isn't used to shouting

.....

d) When we were children we were use to long summer holidays

.....

e) Does he used to being the only boy in class now?

.....

f) We are used to using mobile phones as well as normal phones

.....

g) My brother Paul is getting use to his new school

.....

h) Did he get used to work in his father's company?

.....

Phrasal verbs with *bring*

1. Match phrasal verbs with their Russian equivalents.

A	B
6) bring about 7) bring along 8) bring down 9) bring out 10) bring up	а. привести кого-л (принести что-л) с собой, способствовать совершенствованию каких-л качеств, развивать

	b. производить, выпускать (новый продукт) с. воспитывать, растить кого- л d. вызывать, быть причиной е. свалить, сломать, снижать (цены)
--	--

2. Complete these sentences using the correct form of one of the phrasal verbs above.

- If you go to the picnic, don't _____ your younger brother.
- I am always obliged to my first coach for _____ my abilities.
- How long will it take _____ such a change?
- More study should _____ your English.
- He _____ his fourth book last year.
- What _____ this quarrel?
- The scandal _____ his career.
- He was born and _____ in Ireland.

Module Test

Ex 1. Read the text and translate without dictionary:

Information Age: For and Against

Translate into Russian using a dictionary:

FOR:

We are now living in the twentieth century in which various kinds of technology have been developed and are being developed. Some examples of these are computers, videotelephones, computerised television, and satellite systems. People have benefited and are benefiting from these kinds of technology. I'm sure the life in the nearest future will be more exciting and comfortable.

It is common now to have a computer at home. Home computers plugged into phone lines become powerful tools of knowledge because they are connected to libraries, universities and major research institutions. A specialist is able to locate the latest facts and get new information.

'Smart' TVs provided with new satellite systems are changing. Soon will be available as many as half a thousand channels. Home shopping programmes will allow viewers to shop everything from a yacht to a loaf of bread. Travel services, weather reports, video games, financial services, any kind of educational courses will be available at the touch of a button. The possibilities are almost endless.

By combining the technologies of computers, telephones, and television and then finding new methods of storing and transmitting data it will be possible to transport any information to every home.

Meanwhile, the time saved by not having to travel from one place to another for information, goods, and services can be used for rest, recreation, and education. The quality of life will be surely improved. The world will certainly become a more interesting place in which to live.

AGAINST:

We have a very comfortable life because of modern technology, but it has created some negative aspects. I do not support the idea of having advanced technology because it takes away time from reading and thinking. Before television, people used to read, think, and converse. They had the time to look at their lives and values. Today, people prefer to watch exciting things on video and television. Students today belong to the 'TV generation', few of them find time to read books, journals, and newspapers.

Another negative aspect, to my mind is computerised service. If most services are computerised, it will be easy for others to get information about a person. For example, the use of a credit card number to pay bills or go shopping can take away your privacy. Someone can easily find out what you bought and what you paid for it. This can also lead to others using your credit card number, or, in other words, theft.

Ex. 2. Complete the following sentences using one of the answer choices given below each question.

1. I smoke, but now I have stopped.

- a) used to
- b) use to
- c) am used to

2. That auditorium be a cinema.

- a) use to
- b) used to
- c) was used to

3. I like opera, but now I don't.

- a) used to
- b) use to
- c) am used to

4. I like western music, but now I do.

- a) didn't use to
- b) didn't used to
- c) use not to

5. I always be afraid of the dark.

- a) use to
- b) used to
- c) was used to

6. I drive a big car.

- a) didn't use to
- b) wasn't used to
- c) didn't used to

7. I have lived in a big city for ten years, so I the noise.

- a) am used to
- b) used to
- c) am use to

8. It took me a long time to living in the country.

- a) get use to
- b) get used to
- c) used to

MODULE 4

COUNTRIES AND NATIONALITIES

Text 1

Ex. 1. Read the text for detailed understanding and translate.

English-speaking countries

It's clear to all of you that English-speaking countries are among the developed capitalist states in the world. Except Great Britain, the most developed English speaking countries are the United States of America, Canada and Australia. The United Kingdom of Great Britain is the name of the country which includes 4 large historical areas. They are England, Scotland, Wales and Northern Ireland.

The United States of America is the name of the country which consists of 50 equal states and its people are known as Americans. The USA was also a colony of the United Kingdom of Great Britain. In 1776 the British colonial settlers declared their independence from England and established a new nation, the United States of America.

Canada is situated in the Northern part of the continent of North America, Canada occupies a large territory and is rich in mineral resources. People of Canada also came from European countries with the hope of becoming rich. People of different nationalities live in Canada. About 45 percent of them are British origin and about 28 percent of French origin.

English is the third most spoken native language worldwide, after Chinese and Hindi, with some 380 million speakers. It is the official language in 71 sovereign states and territories with the total population of 2,135 million people. Among them are the UK, the USA, Australia, New Zealand, Singapore, Canada, India, Pakistan, the Philippines, South Africa and many others. In the UK and the USA there is no law about the official language, and English is the official language there de facto. There are some countries, too, where English is the major language, that is, it is the native language of the overwhelming majority of the population; these countries include the UK, the USA, Australia, New Zealand and some others. The two most important English-speaking countries are, of course, the UK and the USA.

Ex. 2. Give the summary of the text.

Text 2

Ex. 1. Read the text for detailed understanding and translate.

The United Kingdom of Great Britain and Northern Ireland

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles, off the northern coast of Europe. The British Isles consist of two large islands: Great Britain and Ireland, and about five thousand small islands. Their total area is about 244,000 square kilometers.

The British Isles are separated from the Continent by the North Sea, the English Channel and the Strait of Dover. The western coast of the country is washed by the Atlantic Ocean and the Irish Sea; the eastern coast is washed by the North Sea.

The population of the country is over 57 million people. The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast respectively. In everyday speech 'Great Britain' is used in the meaning of 'the United Kingdom of Great Britain and Northern Ireland'. The country is also referred to as Britain, England or the UK. The capital of the UK is London, with the population of about 7.5 million people (about 13 million people in Greater London, that is London with the suburbs).

The surface of the country varies very much. The north of Scotland is mountainous and is called Highlands. The south, which abounds in beautiful valleys and plains, is called Lowlands. The north of England is mountainous, while the eastern, central and south-eastern parts of England are a vast plain. Mountains are not very high, with Ben Nevis in Scotland as the highest mountain (1,343 m). There are a lot of rivers in the UK, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one. The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of the British Isles which is mild the whole year round.

The UK is a constitutional monarchy. This means that the country is governed by the Parliament and the Queen or King is the Head of State. The legislative power in the country is exercised by the Houses of Parliament which consist of two chambers: the House of Lords and the House of Commons. The House of Lords is composed of hereditary peers

and peeresses. The members of the House of Commons are elected by people from the constituencies in the four parts of the country. The House of Commons is the real governing body of the country. The executive power is exercised by Prime Minister and his Cabinet. The government is usually formed by the political party which has the majority in the House of Commons. Prime Minister is the majority party leader appointed by the Queen. Prime Minister chooses a team of ministers; 20 of them form the Cabinet. The most important parties in the UK are the Conservative and the Labour Party.

The judicial branch of the government is represented by the system of courts. There is no written Constitution in Great Britain, only precedents and traditions. The national flag of the country is Union Jack.

The UK is a highly developed industrial and agrarian country. It produces and exports machinery, electronics, railroad equipment, aircraft, textile. One of the chief industries is shipbuilding. Though the country is not rich in mineral resources, it is one of the world's leading economies. The country also must import about 40 % of its food supplies. Financial sector is the most important one in the economy of the country, 70 % of the country's population work there. Britain's most important agricultural products include wool and dairy products. The main industrial and commercial areas are cities.

When I think about British people, I normally recollect two things: British national character and British holidays and traditions.

The British are famous for being conservative, reserved, punctual, friendly to strangers and polite. They are famous for their love to compromise, too. I think some of these traits may be explained by the island location — for example, their conservatism, friendliness to strangers and politeness. Partially due to this location, the British Isles have not been invaded since the Norman Conquest in the 11th century, and the British people were not afraid of strangers. The influence of foreign lifestyles was very small, too, that is probably why they are conservative.

The British have a lot of holidays and celebrations. Many of them are celebrated throughout the world because of their Christian origin. Christmas Day and Boxing Day, Shrove Tuesday (Pancake Day), Good Friday and Easter are all Christian holidays, or are based on a combination of pagan and Christian traditions. Another group of British holidays include holidays celebrated in English-speaking countries —

Mothering Sunday, April Fool's Day, May Day, Hallowe'en, the New Year.

British people are known to keep up a lot of traditions in their daily routines. For example, they prefer living in their own houses, they are fond of gardening, keeping pet animals, spending holidays on the seaside and playing cricket, darts and golf. They like going to pubs, being members of all sorts of clubs and having five o'clock tea. I believe the pub is the most peculiarly British tradition, as the pub is still the centre of social life in towns and city suburbs. Though television at home is a strong competitor in spending leisure time, many people still go to pubs to communicate with their neighbours and friends. Nevertheless, the importance of the pub as the centre of social life in a locality is decreasing.

Ex. 2. Give the summary of the text. Talk about:

- 1) location of the UK;*
- 2) political system;*
- 3) British people;*
- 4) holidays and celebrations.*

Essential Vocabulary

speak	говорить	the USA	США
visit (v)	посещать, навещать	English	английский
glad	довольный	German	немецкий
wonderful	чудесный	French	французский
always	всегда	Italian	итальянский
every	каждый	Russian	русский
often	часто	Spanish	испанский
usually	обычно	American	американский
England	Англия	Berlin	Берлин
Great Britain	Великобритания	London	Лондон
Germany	Германия	Madrid	Мадрид
France	Франция	Moscow	Москва
Italy	Италия	New York	Нью-Йорк
Russia	Россия	Paris	Париж
Spain	Испания	Rome	Рим

Speech Patterns

Russian	English
Из какой страны Вы приехали?	What country do you come from?
Я приехал из России.	I come from Russia.
Откуда вы?	Where are you from?
Я из ...	I'm from ...
- России	- Russia
- Украины	- the Ukraine
- Белоруси	- Belorus
- Казахстана	- Kazakhstan
- Италии	- Italy
- Канады	- Canada
- Англии	- England
- Испании	- Spain
- США	- the USA
- Японии	- Japan
Я живу в ...	I live in ...
- Москве	- Moscow
- Санкт-Петербурге	- Saint Petersburg
Это моя первая поездка в США.	This is my first visit to the USA
Я никогда не был за границей.	I've never visited other countries.
Как долго Вы собираетесь быть в США?	How long are you going to stay in the USA?
Я надеюсь остаться здесь на несколько недель.	I hope to stay here for a few weeks.
Вы кто по национальности?	What nationality are you?

Вы русский или украинец?	Are you Russian or Ukrainian?
Я ...	I'm ...
- русский	- Russian
- украинец	- Ukrainian
- белорус	- Belorussian
- еврей	- Jew
Моя мать - немка по национальности.	My mother is German by nationality.
Он - гражданин США.	He is an American subject.

Reading Comprehension, Communicative and Vocabulary exercises

Ex. 1. Read the following dialogues for detailed understanding:

...

- Do you like those beautiful old buildings, Helen?
- Sure. They are the Houses of Parliament, aren't they?
- You are right. They were built in 1840 – 1850.
- Will you remind me, who designed them?
- They were designed by Sir Charles Barry.
- I heard they were damaged by air attack in the Second World War.
- That's right. The House of Commons was almost totally destroyed in 1941. Now it is rebuilt.
- Is this area called Westminster?
- Yes, it is. Westminster Abbey is over there. Many famous Englishmen are buried there.
- How interesting! Who of the greatest poets and writers were buried there? 12
- Oh! They are Charles Dickens, Tennyson, Thomas Hardy, Rudyard Kipling and others. And there are memorials to William Shakespeare, Robert Burns, George Byron, Walter Scott, William Thackeray.
- There is a wonderful sense of history about this area. Many of the buildings are several hundred years old.

– Yes, I agree with you. Just a little way along the river many tall, new office buildings are being erected. Don't you think they will spoil the beauty of the area?

– I don't think so. The contrast between the new and the old is very effective. We can say that London is a historical city as well as a very modern one.

Ex. 2. Translate the following sentences into English:

1. Английский — официальный язык 71 суверенного государства и территории; это основной язык в некоторых странах, то есть язык подавляющего большинства населения.
2. Великобритания расположена на Британских островах рядом с северным побережьем Европы, отделена от континента Северным морем, проливом Ла-Манш и проливом Па-де-Кале и омывается Атлантическим океаном, Ирландским морем и Северным морем.
3. Рельеф (поверхность) страны очень разнообразен — гористый на севере и с многочисленными долинами и обширными равнинами на юге.
4. Гольфстрим влияет на климат страны, умеренный круглый год.
5. Великобритания — конституционная монархия, то есть она управляется парламентом, состоящим из двух палат, а королева является главой государства.
6. Палата лордов состоит из наследственных пэров и пэресс; члены палаты общин, которая является реальным правящим органом, избираются от избирательных округов.
7. Исполнительная власть осуществляется премьер-министром, являющимся лидером партии большинства и назначаемым королевой, и кабинетом министров.
8. Судебная власть представлена системой судов; письменной конституции не существует, только прецеденты и традиции.
9. Страна не богата полезными ископаемыми, но является одной из ведущих в экономическом отношении стран мира, причем финансовый сектор является одним из самых важных секторов ее экономики.
10. Британцы соблюдают массу традиций в повседневной жизни, таких как игра в крикет, дротики (дартс) и гольф или посещение пабов.

Ex. 3 Match the name of each building or place with the sentences below:

1. № 10 Downing street.
2. Bloomsbury.
3. Tower Bridge.
4. Trafalgar Square.
5. The Tower of London.
6. The Houses of Parliament.
7. Wembley Stadium.
8. Marble Arch.
9. St. Paul's Cathedral.
10. Piccadilly Circus.
11. Buckingham Palace.
12. Westminster Abbey.

- A. This is where the Prime Minister lives.
- B. London's student quarter.
- C. This is the Queen's residence in London.
- D. MP's debate and argue here, and there is a clock tower with a famous bell in it.
- E. This building was rebuilt by Christopher Wren after the Great Fire of London in 1666. It has a famous "Whispering Gallery".
- F. English kings and queens are usually married here. Many of them are also buried here, as well as many famous writers.
- G. This place has a memorial to Admiral Nelson and is also famous for its many pigeons.
- H. This round place is often called the Centre of London. There is a statue of Eros in middle of it.
- I. It is quite near the City of London. It opens to let ships through.
- J. It was a fortress, a royal palace and later a prison. It is a museum now.
- K. This was a stadium where Britain's Cup Final was played each year.
- L. The arch is situated in the North-East of Hyde Park, at the entrance to Buckingham Palace.

Conversation Practice

1. Talk about one of the English speaking countries.
2. Would you prefer to live in a small town or a large city? Read the following arguments and make a short speech.

Against:

1. 'Avoid rush-hour': slogan of every large city; no one does.
2. Trains packed; streets crowded; bus queues; traffic Jams; buses full.
3. Unforeseen events (e.g. power-cut, heavy snowfall): chaos.
4. People actually choose such conditions.
 1. Large modern cities too big to control.
 2. Impose their own living conditions on people.
 3. City-dwellers: unnatural way of life.
 4. Lose touch with land, rhythms of nature.
10. Air-conditioned existence: barely conscious of seasons: flowers: spring; leaves: autumn; nature irrelevant.
11. Simple good things (e.g. sunlight, fresh air) at a premium.
12. Distinction day, night is lost; always noise, traffic.
13. Accommodation: house of your own impossible; rents high.
14. Cost of living in general high.
15. Lack of security: cities breed crime and violence; houses often burgled.
16. Cities riot fit to live in; man born for country.

For:

1. If proposition is true, then there are millions of madmen.
2. Most people love cities: proof: man is fleeing from countryside.
3. Modern man too sophisticated for simple country pleasures.
4. It's enough to visit countryside at week-ends.
5. Objections to city living are unconvincing:
6. Commuting does not really affect those who live in cities; a small inconvenience only.
7. Noise, traffic, etc., hardly noticeable; people easily adapt.
8. Very small minority of city-dwellers ever involved in crime, violence.
9. Many reasons why city life is preferable:
10. Good to be near one's friends; never cut off by weather conditions.
11. Life is never dull; always something to do.
12. Cities offer high concentration of good things in life: big stores, restaurants, theatres, cinemas, galleries, etc.
13. Services are always better: better schools, more amenities (e.g. swimming-pools, etc.).
14. More chances of employment; greater range of jobs; more opportunity to succeed in life.

Supplementary Reading

Text A

Translate into Russian using a dictionary

WHAT DOES THE UNION FLAG STAND FOR AND HOW SHOULD IT BE FLOWN?



The flag of Britain, commonly known as the Union Jack (which derives from the use of the Union Flag on the jack-staff of naval vessels), embodies the emblems of three countries under one Sovereign. The emblems that appear on the Union Flag are the crosses of three patron saints:

- the red cross of St. George, for England, on a white ground;
- the white diagonal cross, or saltier, of St. Andrew, for Scotland, on a blue ground;
- the red diagonal cross of St. Patrick, for Ireland, on a white ground.

The final version of the Union Flag appeared in 1801, following the union of Great Britain with Ireland, with the inclusion of the cross of St. Patrick. The cross remains in the flag although now only Northern Ireland is part of the United Kingdom.

Wales is not represented in the Union Flag because, when the first version of the flag appeared, Wales was already united with England. The national flag of Wales, a red dragon on a field of white and green, dates from the 15th century. The

Union Flag should be flown with the broader diagonal band of the white uppermost in the hoist (near the pole) and the narrower diagonal band of white uppermost in the fly (furthest from the pole).

Text B

Translate into Russian using a dictionary

THE COUNTRY I LIVE IN.

The territory of the country we live in now shrank to the official borderline of the Russian Federation. Before the known events (Perestroika) we had a double citizenship: one was a citizen of the Soviet Union but at the same time one lived in Russian Federation.

The Russian Federation of Russia took over much from the Soviet Union. And the capital remained the same – Moscow, though Minsk is an official political centre of CIS (The Commonwealth of Independent States). Russia occupies the area of 6 mln 5 hundred thousand square miles. Its population is about 124.800.800. The Urals separate the European Russia from Siberia and Asian part. The Western half of Russia comprises the plain where the great Russian river Volga flows. The North of Russia is tundra and forest, the centre is the Black Earth region. And the Southern half is steppe which is largely cultivated. The Pacific coast of Far East is mountainous with tundra covering half the country in the North-East. Russia is rich in mineral resources: coal is mined mainly in Kuznetsk Basin (East Siberia). Siberia is known for rich oil fields. Yakutsk gives gold and diamonds. Russia is rich in natural gas and other raw materials. It contains 2/3 (two thirds) of industry of the former USSR. The main branches of industry are chemical, building materials, petrol refining, automobile industry, mechanical electrical engineering and aircraft.

MOSCOW

Moscow is the capital of Russian. The history of Moscow is the history of Russia itself. In ancient times the country was even called Muscovia and the people Muscovites. The city of Moscow was founded in 1147 by Prince Yury Dolgoruky, who strengthen it with wooden walls and ditch. Today Moscow is a huge city spread over a vast area of 878,7 square kilometers, but originally it was the morden Kremlin. According to the historians and chroniclers as far back as the 10-11-th centuries there was a small Slav village in the place of the present Kremlin, where craftsmen lived and worked. At the beginning of the 12-th century a small wooden fort, Kremlin, was put up there and this was how Moscow started. The highest government bodies have their offices in the Kremlin which is

always seething with life. The centre of the city attracts millions of tourists and businessmen from this country and abroad. On the south side of the central square is St. Basil's Cathedral, a masterpiece of Russian architecture built in 1550-60 by Ivan the Terrible to commemorate the conquest of Kazan. Not far from it there is the History Museum. It is the country's biggest exposition of the history of human society in what is now the territory of Russian. People who come to Moscow admire its beautiful broad streets and avenues lined with trees, old and new districts, Moscow's museums, exhibitions and theatres. Theatre-goers who are lucky enough to get tickets may go to the Bolshoi Theatre to see an opera or a ballet there, or to the Maly Theatre, the second oldest theatre in Russian, which is the cradle of Russian realistic drama and the national school of acting. Moscow is also a large scientific and industrial centre. There are a lot of educational establishments in the city but the largest and the most famous one is Moscow University which is situated on the picturesque hills and from there one can enjoy the most beautiful view of the whole city. The size and beauty of Moscow greatly impress the visitors and guests of the capital and it is always dear to the hearts of Russian people.

Text C

Translate into Russian using a dictionary.

The Republic of Adygeya.

The republic of Adygea is located on the picturesque northern slopes of the Caucasus ridge in the European south of Russia. The major part of Adygea territory is situated in the lowlands of the Kuban River and the Laba River. The geographical position of the Republic is favorable for agriculture, especially for crops growing and cattle breeding. The republic stretches over a territory of 7800 square kilometers and has a total population of 440 000.

The Adyg people are the most ancient inhabitants of the Northwestern Caucasus. The Adyg language belongs to the Abkhaz-Adyg group of the Caucasian languages. From 1937 till 1991 the republic of Adygea had been the part of the Krasnodar Territory. In 1991 it became the republic of the Russian Federation. The formation of Adygea's statehood culminated with the adoption of its Constitution in March of 1995. Nowadays there are

seven regions and two towns in it. The historical capital is Maikop where the republican government seats.

Adygea is a presidential republic. The head of the government is the President. The President has the right to form the Cabinet of Ministers, the executive organ of power of the republic. The legislative organ is the State Council-Khase of the Republic. It consists of two chambers the Republican Council and the Council of Representatives. The first Parliament of the republic asserted the main state attributes: flag, anthem, coat of arms, law base.

The industrial development of the republic is based on its rich natural resources. Adygea is rich in timber and timber industry is one of the leading branches of republic's economy.

Besides this the fertile soil and favorable climatic conditions define the agricultural production grown there. Agriculture is one of dominant sectors of economical development of Adygea. Grain, sunflowers, sugar beets, vegetables; meat and milk are the major agricultural products. The food-processing industry is being developed successfully using the products grown in the republic. The agricultural production is widely assorted and ecologically clean.

Due to its location Adygea has a great potential for development of tourism. Every year on the Belaya River near Guzeripl village the Russian Championship on water tourism is held. Adygea has great potential for boosting of its industrial development.

THE ADYGH FLAG



It presents itself a green rectangular breadth with twelve golden stars, and three crossing arrows with the tips directed upwards. The correlation of its length to width is 2:1. It was adopted in March,24 1992. The crossing

arrows symbolize the unity of the tribes. Twelve golden stars correspond to 12 main tribes of the Adyg's people.

Text D

Translate into Russian using a dictionary.

LIVING IN THE CITY

Living in a city has both advantages and disadvantages. On the plus side, it is often easier to find work, and there is usually a choice of public transport, so you don't need to own a car. Also, there are a lot of interesting things to do and places to see. For example, you can eat in good restaurants, visit museums, and go to the theatre and to concerts. What is more, when you want to relax, you can feed the ducks or just sit on a park bench and read a book. All in all, city life is full of bustle and variety and you need never feel bored.

However, for every plus there is a minus. For one thing, you might have a job, but unless it is very well-paid, you will not be able to afford many of the things that there are to do, because living in a city is often very expensive. It is particularly difficult to find good, cheap accommodation. What is more, public transport is sometimes crowded and dirty, particularly in the rush hour, and even the parks can become very crowded, especially on Sundays when it seems that every city-dweller is looking for some open space and green grass. Last of all, despite all the crowds, it is still possible to feel very lonely in a city. In conclusion, I think that city life can be particularly appealing to young people, who like the excitement of the city and don't mind the noise and pollution. However, many people, when they get older, and particularly when they have young children, often prefer the peace and fresh air of the countryside.

Ex. 1. Make a short summary of one of the texts. Do it according to the following plan:

1. The title of the text is...
2. The text is devoted to ...
3. It consists of ...
4. The first passage deals with ...
5. The second (third, forth, etc.) passage deals with ...
6. The main idea of the text is ...

Grammar Board

Future forms (future simple, future progressive, future perfect simple)

The Future Simple is formed with *will* + *the Infinitive*.

I will >go
You will >go
He will >go
She will > go
It will > go
We will> go
You will > go
They will > go

The Future Progressive is formed with *will be* + *the participle I*.

I will be > going
You will be > going
He will be > going
She will be> going
It will be > going
We will be > going
You will be > going
They will be > going

The Future Perfect Simple is formed with *will have* + *the past participle*.

I will/shall have >
You will have >
He will have >
She will have > received hit by then.
It will have >
We will/shall have >
You will have >
They will have >

1. The past as seen from the future

We often use the Future Perfect to show that an action will already be completed by a certain time in the future.

- I will have retired by the year 2020.
- (That is, before or in the year 2020, my retirement will already be in the past.)

This tense is often used with *by* and *not ... till/until + time* and with verbs which point to completion: *build, complete, finish, etc.* We also often use the Future Perfect after verbs like *believe, expect, hope, suppose*:

- I expect you will have changed your mind by tomorrow.

Ex. 1. Translate into English using Present Simple and Future Simple:

1. Мы будем дома завтра.
2. Завтра погода будет хорошей.
3. Если я не помогу ему, он не напишет тест завтра.
4. Если ее не будет дома завтра, напишите ей записку.
5. Если погода будет хорошая завтра, мы поедем за город.
6. Когда я приеду домой, я позвоню вам.
7. Я приеду домой в 6 вечера.
8. Она позвонит нам вечером.
9. Я увижу Тома завтра.
10. Я поеду в Париж на следующей неделе.

Ex. 2. Put the verbs in brackets into the right form using *will* or *to be going to*:

5. A: I've got a terrible headache.
B: Have you? Wait there and I ____ (get) an aspirin for you.
6. A: Why are you filling that bucket with water?
B: I ____ (wash) the car.
7. A: I've decided to repaint this room.
B: Oh, have you? What color ____ (you / paint) it?
8. A: Look! There's smoke coming out of that house. It's on fire!
B: Good, heavens! I ____ (call) the fire-brigade immediately.
9. A: The ceiling in this room doesn't it look very safe, does it?
B: No, it looks as if it ____ (fall) down.

Ex. 3. Put the verbs in brackets in Future Simple, Future Continuous or Future Perfect.

1. I (to do) my homework tomorrow. 2. I (to do) my homework at six o'clock tomorrow. 3. I (to do) my homework by six o'clock tomorrow. 4. When I come home tomorrow, my family (to have) supper. 5. When you come to my place tomorrow, I (to read) your book. I (to do) my homework by the time you come. 6. Don't come to my place tomorrow. I (to write) a composition the whole evening. 7. I (not to go) to the cinema tomorrow. I (to watch) TV the whole evening. 8. What you (to do) tomorrow? 9. What you (to do) at eight o'clock tomorrow? 10. You (to play) volley-ball tomorrow? 11. You (to do) this work by next Sunday? 12. When you (to go) to see your friend next time? 13. How many pages you (to read) by five o'clock tomorrow? 14. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework from three till six. My father (to come) home at seven o'clock tomorrow. I (to do) all my homework by the time he comes, and we (to go) for a walk together.

Grammar Board **АРТИКЛЬ (THE ARTICLE)**

Артикль является одним из определителей имени существительного и ставится перед существительным или перед словами, являющимися определениями к нему.

Неопределенный артикль a (an) – перед словами, начинающимися с гласной) происходит от числительного **one** и означает *один из многих, какой-то, любой*.

I am **a** student. Я студент (*один из многих*).

He is **an** English engineer. Он английский инженер.

Если перед существительным в единственном числе стоит неопределенный артикль, то во множественном числе он опускается.

This is **a book**. These are **books**.

Иногда артикль **a (an)** переводится словом *один*.

in **a** month – через (один) месяц

Определенный артикль the происходит от указательного местоимения **that**. Часто переводится словами *этот, эта, это, эти*. Употребляется

перед существительными и в единственном, и во множественном числе.

Определенный артикль употребляется:

1. Когда речь идет об определенном лице или предмете.

Where is **the** professor? Где профессор? (*известный нам*)

2. Перед существительным, если ему предшествует прилагательное в превосходной степени или порядковое числительное:

The Moscow Metro is **the** Московское метро – самое longest протяженное in Russia. в России.

The first examination will be in Первый экзамен будет по математике. Mathematics.

3. Перед географическими названиями (названиями океанов, морей, рек, горных хребтов, частей света и т. д.).

the Pacific — Тихий океан **the** Volga — Волга

the Black Sea — Черное море **the** Urals — Уральские горы

the North — север the South — юг

4. Перед названиями ряда стран и местностей:

the United States of America – Соединенные Штаты Америки, **the** Crimea – Крым

5. Перед существительными, единственными в своем роде:

the Sun – солнце, **the** Moon – луна

6. В выражениях:

in **the** afternoon, in **the** day-time – днем

in **the** morning – утром

in **the** evening – вечером

Определенный артикль не употребляется:

1. Перед именами собственными:

England, St. Petersburg, London, Smith, Petrov.

Однако перед фамилиями, употребленными во множественном числе для обозначения членов одной и той же семьи, ставится определенный артикль:

the Petrovs – Петровы, **the** Hutts – семья Хаттов.

2. Перед названиями времен года, месяцев и дней недели:

We have our exam periods in У нас сессии зимой и летом.

winter

and in **summer**.

English classes are on **Monday**.

Занятия по английскому языку
состоятся
в понедельник.

Ex.1. Put in a, an or the:

1. This morning I bought ... newspaper and ... magazine. ... newspaper is in my bag but I don't know where ... magazine is.
2. My parents have ... cat and ... dog. ... dog never bites ... cat but .. cat often scratches ... dog.
3. I saw ... accident this morning. ... car crashed into ... wall. ... driver of ... car was not hurt but ... car was quite badly damaged.
4. When you turn into Lipson Road, you'll see three houses: ... red one, ... blue one and ... white one. I live in ... white one.
5. We live in ... old house in ... middle of the village. There is ... beautiful garden behind ... house. ... roof of ... house is in very bad condition.
6. Would you like ... apple?
7. Could you close ... door?
8. We live in ... small flat near ... centre of the city.
9. ... President of ... United States is elected every 4 years.
10. Have you got ... car?

Ex. 2. Complete the sentences. Put in articles where necessary.

1. My ... aunt and my ... uncle are ... doctors. They work at ... hospital. They get up ... at 7 o'clock in ... morning. They go to ... bed at 11 o'clock.
2. I work in ... morning and in ... afternoon. I don't work in ... evening. I sleep at ... night.
3. When do you leave ... home for ... school? – I leave ...home at ... quarter past eight in ... morning.
4. What does your mother do after ... breakfast? – She goes to ... work.

5. Is there ... sofa in your ... living-room? – Yes, there is ... cosy little ... sofa in ... living-room: – Where is ... sofa? – It is in ... corner of ... room to ... left of ... door. I like to sit on this ... sofa in ... front of ... TV -set in ... evening.
6. There is ... nice coffee-table near ... window. There are ... newspapers on ... coffee-table.
7. There is ... tea in ... glass.
8. When do you watch ... TV? – I watch ... TV in ... evening. We have ... large colour TV-set in our ... room. There is ... beautiful vase on ... TV-set. There are ... flowers in ... vase.
9. I have ... large writing-desk in ... study. There is ... paper on ... writing-desk. My ... books and ... exercise-books are on ... writing-desk, too.
17. Can you turn ... television down, please? It's a bit loud.

Ex. 3. Put in article the where necessary.

1. ____ Plaza Hotel
2. ____ London University
3. ____ University of London
4. ____ February
5. ____ 61st Street
6. ____ Princess Diana
7. ____ President of France
8. ____ Brighton Station
9. ____ United States
10. ____ Atlantic Ocean
11. ____ Australia
12. ____ Hudson River
13. ____ Dallas
14. ____ Odeon Cinema
15. ____ Sunday
16. ____ Bank of Scotland 173
17. ____ Switzerland
18. ____ Shakespeare Theatre
19. ____ Madison Avenue
20. ____ Museum of Modern Art

Ex. 4. Correct the mistakes.

1. The Canberra is capital of the Australia.

2. The San Diego is in the Southern California.
3. Is Amazon a longest river in the Latin America?
4. The Jamaica is island in Caribbean Sea.
5. The Snowdon is highest mountain in the England and Wales.
6. The Lake Michigan is in United States.
7. The Gobi desert is in the Asia.
8. Uffizi is one of most famous museums in world.
9. Statue of Liberty was made in the France.
10. The Macy's is famous department store on the 34th Street in the New York.

Ex. 5. Fill in the missing articles:

1. Many people enjoy snowboarding and hiking in ... Alps and ... Pyrenees.
2. ... Belfast is the capital of ... Northern Ireland and ... Dublin is the capital of ... Republic of ... Ireland.
3. The highest mountain in the world, ... Mount Everest, is in ... Himalayas.
4. If you go to ... New York, you must visit ... Central Park, ... Guggenheim museum and ... World Trade Center, but not to visit ... Times Square.
5. ... Rock Garden café is half way up ... Queen Street, off ... George Square.
6. ... Neva flows into ... Gulf of Finland.
7. ... Pacific Ocean is very deep.
8. ... Urals are not very high.
9. ... Kazbek is ... highest peak of ... Caucasus.
10. ... Shetland Islands are situated to the north of ... England.
11. ... Crimea is washed by ... Black Sea.
12. Gogol was born in ... Ukraine in 1809.
13. ... Caucasus separates ... Black Sea from ... Caspian Sea.
14. ... Europe and ... America are separated by ... Atlantic Ocean.
15. ... North Sea separates ... British Isles from ... Europe.

Module Test

Ex. 1. Read the text for detailed understanding and translate.

Changing places

Julie Willis is an artist from San Francisco who moved to London in 1988. We asked her to compare life in San Francisco and London. Here's what she told us.

The cities

San Francisco is a lovely city in a beautiful bay. It's got lots of great buildings and places. It's smaller and much more modern than London, but it's less interesting. London has a lot more theatres and museums. The Americans are usually more interested in money than culture! The architecture in London is incredible and very stimulating, and the parks and markets are wonderful. London isn't as dangerous as San Francisco, and it's less violent. I feel much safer living here - nobody carries a gun, not even the police!

The cost of living

People have a higher standard of living in the States because generally, it's much less expensive than Finland. For example, petrol is less than half the price and things like food, clothes, and cameras are much cheaper. It's a shopper's paradise and I always spend a fortune when I go back! It's a bit more expensive to rent a flat in London and my bills are much bigger than they were in San Francisco. So, although my salary in London is about the same as it was in the States, I have to work harder to get the same quality of life as I had before.

Public transport

In San Francisco you can walk everywhere because it's a small city. There's less traffic than in London, and public transport is great. There are cable-cars to go up all the hills and electric buses which make the city much cleaner. Public transport in London is terrible and really expensive. It takes me an hour to get to work and the journey is usually stressful. London's dirtier too and much more polluted. The traffic is awful, because there are too many cars and the streets are narrow. But English drivers aren't as aggressive as American drivers!

The food

Food in the States is generally much better. It's fresher, cheaper, and there's much more choice. Restaurants aren't as expensive as in London and the service is much better. In some restaurants they put a clock on the table when you arrive, and if they haven't served your meal in five minutes, they'll give you the food free! I'm usually disappointed when I eat out in London, although the Indian restaurants are excellent.

Ex. 2. Write down comparative and superlative adjectives from the text.

Ex. 3. Find in the text sentences containing can, may, must, have to.

Ex. 4. Complete the sentences. Add the articles where necessary.

1. Is ... Lisbon ... capital of ... Portugal?
2. Is ... Malta in ...Mediterranean?
3. Is ... Paris in ... United Kingdom or in ... France?
4. Where is ... Sahara Desert?
5. What is ... biggest island in ... Greece?
6. What is... capital of ... Italy?
7. Is... Indian Ocean bigger than ... Atlantic Ocean?
8. Is ... Everest ... highest mountain in ... world?
9. Where are ... Malta and ... Corsica?
10. Where are ... Mississippi River and ... Thames?

Ex. 5. Fill in the articles where necessary.

Wales is ... (1) country that has kept a lot of traditions. It is the country that has

... 2) reputation for ... (3) music and ... (4) songs. One of ... (5) most important musical events in Wales is the World Harp (Apŷfa) Festival. If you enjoy ... (6) sport, Wales is definitely ... (7) very place to visit. ... (8) countryside in Wales is very beautiful. It is ... (9) very green country and this beauty attracts many tourists, especially ... (10) nature lovers. There are many words in ... (11) Old Welsh language that mean green in ... (12) same way as ... (13) Eskimos have lots of different words for ... (14) show.

Ex. 6. Put the verbs in brackets into the correct form: the Future Continuous, the Present Continuous, the Future Simple or to be going + to inf.

1. At 5 o'clock tomorrow he (work).
2. He can't come at noon tomorrow because he (give) a lesson at that time.
3. She (read) an interesting book the whole evening.
4. At 10 o'clock tomorrow morning he (meet) his friend.
5. You will recognize her when you see her. She (wear) a yellow hat.
6. He (have a party) on Saturday, 4th December, in London at 10 pm.
7. In the next days you (visit) famous sights. 144
8. Jeanne and Paul (move) to London next month.
9. Leave the washing up. – I (do) it later.
10. This time tomorrow I (lie) on the beach.

Ex. 7. Scrambled sentences. Make up a sentence from the words below:

- 1) is, the, powerful, most, the U.S.A., advanced, most, the ,country, and.
- 2) The, Mountains, Appalachian, very, old, are.
- 3) A, subtropical, climate, has, south, the.
- 4) Of, the, one, in, 1620, settlements, British, established, was, in, Massachusetts.
- 5) In, U.S.A., the, is, mainly, education, the, responsibility, of, state, local, governments, and.

Ex. 8. Define true or false statements:

- 1) In size, the United States ranks fourth among the nations after Russia, Canada, and China.
- 2) The animal population of the United States is still numerous and many species (виды) are preserved.
- 3) New England is the part of the United States that is most like “old” England.
- 4) Cambridge is America’s most famous student town.
- 5) The first people on the American continent came from Asia.
- 6) The Congress adopted the Declaration of Independence in 1776.
- 7) The United States Constitution was adopted in 1778.

MODULE 5

Education

1. Modern system of higher education in Russia

Part 1. Discussing scientific issues

Bachelor of Arts (BA)	Бакалавр гуманитарных наук
Master of Arts (MA)	Магистр гуманитарных наук
Bachelor of science (BSc)	Бакалавр естественных наук
Master of science (MSc)	Магистр естественных наук
Undergraduate student	Студент младших курсов
Doctor of Philosophy (Ph.D)	Кандидат наук
Thesis	Диссертация
Syllabus	Программа дисциплины
(plural: -i)	ЕГЭ
Unified national test	Двухступенчатая модель высшего образования
Two-tier degree structure	Оценка качества
Quality assessment	Преподавательский состав
Faculty members	Абитуриент
Applicant	Декан
Dean	Заведующий кафедрой
Head of department	Факультет
Faculty	Профессорско-преподавательский состав
Faculty (Am)	Деканат
Faculty office	Отделение (дневное / вечернее / заочное)
Department (full-time / part time / correspondence)	Студент первого курса
First-year student	Поступать в университет
Get in to university	Окончить университет
Graduate from a university	Государственная экзаменационная комиссия
State Attestation Commission (SAC)	(ГЭК)

2. Answer the following questions:

1. What is the role of education nowadays?
2. Are you satisfied with what and how you have been taught at your University?
3. Have you had a chance to compare Russian system of higher education with the system of higher education abroad? What are strengths and weaknesses of our system in your opinion?
4. What is the aim of higher education reforms, which are under way in Russia at the moment?

5. What do you know about Bologna process? Can you describe this system?
6. What are the differences between traditional and new educational systems?

Part II

TRENDS IN EDUCATION

Exercise 1. Translate the following word combinations

paced society; the classroom setting ; in-class courses; “brick and mortar” institutions; the surge; savvy; cost effective; the confine, flexibility and convenience, “proctor” sites.

Education has become one of the fastest growing “businesses” in recent years. It seems like there is a new commercial every week for a new online university, technical, or school of business.

Online education has become more popular in today’s fast paced society. Online courses allow students to take courses from different states and even from different countries. Some schools offer in-class courses, online courses, or hybrid courses. Hybrid courses are both in-class and online. These courses often have online classes one week and in-class sessions the next week. Some schools offer hybrid programs which include a mix of in-class courses, online courses, and hybrid classes. More Traditional schools or so called “brick and mortar” institutions are offering more online courses in response to the surge of online universities.

The Case for Traditional Education

The traditional college experience consists of attending classes in person on a campus. Younger students who are attending college for the first time could benefit from the traditional learning environment. Younger students may need more guidance and more direct contact with professors and academic advisors. Traditional classes may also be a better fit for students with limited resources and limited computer access. If you’re living on campus, it only makes sense to take classes on campus.

For the more “mature” student, the traditional educational setting in the classroom may be a more comfortable fit. This option may also be better if the student is returning to school for the first time in many years. Although

this is not always the case, older students tend to be a little less tech savvy and might prefer a more traditional setting.

Students who value the campus experience may also find the traditional campus atmosphere more desirable than just an online experience. There are more opportunities to engage in student activities such as fraternities/sororities as well as concerts and sporting events that typically occur on campus.

The classroom setting is also the most appropriate setting for technical or trade schools. These schools consist of but are not limited to the following areas of study:

Automobile Mechanic/Technician Computer Science/ Engineering
Heating, Ventilation, Air Conditioning Technician (HVAC) Nursing

The Case for Online Education

Online education, also referred to as distance learning involves taking courses over the internet as opposed to in the classroom setting. Online education has become more popular in recent years. This popularity is largely due to the flexibility and convenience that an online educational experience provides. Online education provides an opportunity to take classes from the convenience of home. In addition, online education provides more flexibility by allowing students to work at their own pace without the confines of a strict class schedule.

Online classes tend to be more beneficial for students who work full-time and have additional family responsibilities. Online course assignments can be completed at work (don't tell my boss), home, or anywhere you can carry your laptop. This form of learning makes it ideal for students on the go.

In addition to flexibility and convenience, online courses can also be more cost effective. Classes are taken online so there is no need to drive to class. This saves gas as well as additional wear

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and tear on your vehicle. Each school is different so you may be required to take certain tests in person at "proctor" sites. These sites are approved by the university and work directly with the school to ensure that students are taking tests as instructed (i.e., no books, notes, etc). Online schools are also ideal for students in the military or in jobs that requires frequent travel. Courses can be taken from anywhere in the world.

Exercise 2. Find English equivalents in the text:

личное присутствие, обеспечивать,
предлагать смешанные программы, братство, частые командировки,
амортизация, возможность,

дистанционное обучение, жесткое расписание

Exercise 3. Answer the questions:

1. What are the trends in education?
2. Why are traditional classes useful for learners?
3. What is the main feature of online classes?
4. What areas of study are the most appropriate for the classroom setting? Do you agree with this list? Can you add more?
5. Could you study at online school? Why?

Exercise 4. Translate the passage “The Case for Online Education” in written form.

Exercise 5. Learn the advantages and disadvantages of different form of education. Do you agree? Add you own pros and cons.

Advantages of Online Education

1. More flexibility for students who work full-time
2. The ability to complete assignments at times when it is most convenient
3. The ability to obtain a degree from a school in another state without moving
4. This form of education is ideal for military students
5. Less Travel

Disadvantages of Online Education

1. Less direct contact with students and professors
2. Limited opportunities for student and campus activities
3. Subject to “technical difficulties” and software crashes

Advantages of Traditional Education

1. Direct contact with teachers, students, and advisors
2. More access to campus activities
3. More suitable for hands on training

Disadvantages of Traditional Education

1. Less flexibility in class scheduling

2.Less cost effective

3.More travel to and from class

Exercise 6. *There are some opinions about different forms of education. Study them. Which one is closer to you? Why?*

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Epbooks I am almost finished with an online program myself and it can definitely be rewarding but certainly requires a great deal of self-discipline as mentioned. It is not for everyone but you can get hands-on experience depending on the program your school has. Although you do not have the face-to-face interaction, you still do have a lot of involvement with your professors and other students through discussion forums, online class projects, and weekly assignments depending on how each class is set up. I highly recommend them for people who are motivated enough to complete the program but are unable to attend traditional classes.

Toptenreview I think that traditional education is better. I'm always so skeptical of doing classes online. I think that I won't learn what I need to and then I'll have problems on test or even in the future.

sminut13 I have found that online education takes a great deal of self-discipline to complete the classes. The open-ended classes where you have to complete the work ... whenever are truly difficult. Stick with the ones with deadlines and more structure and things will be a lot easier.

Epbooks Since I wanted to get my Bachelors when I was in my late thirties, I was too busy to attend school at a campus, so I chose University of Phoenix online. I loved it. I think there's a common misconception that online school is easier, however, in a way, it's just as hard, if not more difficult because there is a ton of writing involved versus in classroom participation, which I was never fond of!

Cozytown I agree with the earlier post in that doing online courses definitely need lots of selfdiscipline. I tried to do an online free course, just to improve something of myself and I'm just too lazy. Hehe. But it's also partly due to the poor internet connection at my place. Hopefully, after my holiday, I can continue it where I stay and complete it.

I prefer the online education as well, it is more convenient and time saving, especially for busy people. The lack of contacts can be a bad thing, but we should adapt.

mdgardner I agree online courses are much harder than people think. I would much rather be in class instead of writing out everything to get credit for participation.

ignugent17 I think I will always like traditional education. We can do things online but I still need to be with people to discuss things face to face. :-)

Exercise 7. Write 10 sentences expressing your opinion about traditional and online education.

Reading Comprehension, Communicative and Vocabulary Exercises

3. Read the following text, make up a plan and try to retell it.

System of education in Russia

Russians have always shown a great concern for education. The right to education is stated in the constitution of the Russia Federation.

Basic general education lasts for nine years. Graduates of this level may continue their education at senior high school to receive secondary general education. They may also enter an initial vocational school or non-university level higher education institutions. Initial vocational schools may offer one-and-a-half to two years' purely professional education joint professional and secondary general education for three to four years and skilled workers' training at different levels. Non-university level higher education institutions also offer three- to four-year professional and secondary general education and two-year vocational training. Secondary general education on the basis of basic general education continues for two years and ends when students are 17-18. Graduates from a secondary general school may apply for entrance to a higher education institution. Secondary education leads to the award of the Certificate of Secondary Complete General Education.

At present, there are some five hundred Cadet schools, military boarding schools, vocational schools and gymnasiums and a great number of Cadet classes in Russia.

Higher education is provided by public and non-public (non-State) accredited higher education institutions. Since 1992, Russian higher

education has had a multi-level structure. The term "multi-level" indicates that degrees now maybe obtained on three levels instead of an only one level, as in the former Soviet Union. Nowadays, higher education institutions may confer the following degrees and diplomas:

Level 1 comprises the first two years of studies and is concentrated on compulsory fundamental courses in the given speciality. After this period, students may either continue their studies or, if they do not want to do so, leave the institution with an Intermediate Diploma. The Diploma gives its holder the right to exercise a professional activity in accordance with the level of education it represents. The Diploma supplement lists the results of normal examinations taken during the first two years of study.

Level 2 is a continuation of studies for the Bachelor degree during at least another two years; it leads to the four-year Bachelor degree. The function of the Bachelor degree is to provide a more academically rather than professionally oriented education. Each Bachelor programme contains a defined portion of fundamental education with courses taken from the humanities, the social sciences and economics, and natural sciences. Following a successful attestation, a State Diploma is issued attesting conferral of the Bachelor degree. The supplement to the Diploma includes disciplines taught, number of hours, the grades, the practical training, the results of final state examinations.

Level 3 represents two options after the second level – master and specialist. The traditional qualification of Specialist Diploma has two functions: it opens access to professional practice (e.g. to engineers, teachers, etc.), and it is also the traditional prerequisite for admission to doctoral studies. The qualification of Diploma Specialist is conferred after studies lasting five to six years. State final attestation for a Specialist Diploma covers the defence of a project or a thesis and State final examinations.

Graduates of higher education institutions with a bent for research work may pursue their education as postgraduates attending educational programmes of postgraduate professional education. The hierarchy of advanced degrees in Russia traditionally includes two-stage system of doctoral degrees: the Candidate of Science (Ph.D. degree) and the Doctor of Science (D. Sc.degree).

Both university level higher education institutions and research institutions have the right to set up doctoral study programs. Two national bodies, the Ministry of Education of the Russian Federation and the Russian Academy of Sciences are responsible for the general supervision of doctoral studies in higher education institutions and research institutions, respectively. Educational programs of postgraduate professional education can be implemented in those educational and research establishments which dispose high-quality academic staff, sufficient financial provision and research capacities.

The main route leading to the Ph.d. degree is the postgraduate study which is aimed at imparting in-depth theoretical, special and social education and of training scientific and teaching staff through the mastery of means and methods of scientific study so that they may be able to carry out independent research and educational work with great skill. The general prerequisites for admission to postgraduate study are completion of a full course of study at a university level higher education institution and award of the Specialist Diploma or of the Master degree, proof of creative thinking in practical work or study, and an age limit of up to 35 years for full-time and up to 45 years for part-time doctoral students.

In order to be awarded the Ph.D. degree, a student must complete, present and defend a dissertation (thesis). Dissertation topics should generally correspond to the scientific areas of the basic projects undertaken by the awarding institutions and be approved by its Academic Council for each doctoral student. A Doctor of Science or a professor specializing in the subject area is appointed as a supervisor for each Ph. D. student as soon as he or she joins a postgraduate department.

Today the new edition of the federal state educational standard of high professional education in planning (the third generation of educational standards) is still at the stage of development and implementation in the educational process. The third generation of the Federal State Educational Standard for Higher Professional Education raises the questions of the didactical component of learning disciplines, in particular, document studies, in the related state educational standards, as well as calls for cooperation and integration of the universities methodological departments. These activities are founded institutionally through the operation of the federal agencies of the Ministry of Culture and Mass Communications of the Russian Federation. These agencies formulate competence requirements

to professional activities of graduates (namely, document managers, librarians, publishers, booksellers, archivists). The work on this document has raised the question about systematization of the competences, which should be possessed by the graduates of higher education.

Reading Comprehension, Communicative and Vocabulary Exercises

1) Complete these sentences with the key vocabulary words in the form required

Postgraduate; quality assessment; disciplines; curriculum; prerequisite; education services; to enroll; faculty members (2); confer; tertiary education; curricular (2); enrolment; to re-enrol; undergraduates

1. Some knowledge of the French language is a for employment there.
2. It is important to develop outcome measures as tools for
3. The Young Engineers Clubs aim to encourage a greater number of Scotland's more able youngsters to continue with subjects which give them the option of in science or engineering.
4. All students are required initially at the beginning of their course of study at the University, and annually, at the beginning of each academic year.
5. At the time of you will also be given a timetable of lectures and practicals, and details of Faculty and campus induction programmes, which you are expected to attend.
6. Because the national cannot be properly taught without new textbooks, we will earmark funds for class and library books.
7. considerations are therefore at the centre of the decision-making process.

8. Such testing is only indirectly related to providing a measure of particular competencies or objectives and not at all to providing a description of them.
9. The Centre was established in 1984 to support in developing research projects and to house large-scale multi-disciplinary research projects.
10. Some have taken early retirement and left, so a lot of subjects have lost some of their most able people.
11. The Oxford student has hit on a novel way of studying moths on his forthcoming trip to Sumatra.
12. The university has already honorary degrees on several prime ministers.
13. There are many opportunities for students from all to enhance and make use of their computing skills while they are
14. similarly went through a phase of detailed examination of their weaknesses and future potential.

2. Read the text, translate it and make the tasks:

The British Educational System

All state schools in Britain are free, and schools provide their pupils with books and equipment for their studies. About nine million kids attend 35.000 schools in Britain. Education is compulsory from five till sixteen years.

Parents have a choice – to send a child to a nursery school or a pre-school playground to prepare him or her for compulsory education.

Children go to primary school at five and continue until they are eleven.

Primary school is divided into infant school – from five to seven (where they learn to read and write, and the basis of arithmetic) and junior school – from eight to eleven (where they learn geography, history, biology, foreign languages and other subjects).

Seven percent of British schoolchildren go to private schools where they study from five to eighteen years. There are 2.400 private schools and they have been growing in number or popularity since the mid-1980s. Parents pay for these schools, and fees vary from about 250 pounds a term for a private nursery to 3.000 pounds a term or more for a secondary boarding school. Most private schools are called prep-schools because they prepare the children for the Common Entrance Exam which they take at the age of 11. This exam is for the entry into the best schools.

The most famous schools are called “public schools” and they have a long history and traditions. It is often necessary to put your child’s name on a waiting list at birth to be sure he or she gets a place. Children of wealthy or aristocratic families often go to the same public school as their parents and their grandparents. Eton is the best known of these schools.

At the age of sixteen pupils take a national exam called General Certificate of Secondary Education and then they can leave school if they wish. This is the end of compulsory education.

Some 16-year-olds continue their studies in the sixth form at school or at a sixth form college. The sixth form prepares pupils for a national exam called “A” level (that means – advanced) at 18.

If a young man would like to enter the university he needs “A” level. Other 16-year-olds choose to go to a college of further education to study for more practical diplomas relating to the world of work such as hairdressing, typing or mechanics.

Universities and colleges of higher education accept students with “A” levels from 18. Students study for a degree which takes an average three years of full-time study. Most students graduate at 21 or 22 and are given their degree at a special graduation ceremony.

In England there are 47 universities, including the Open University which teach via TV and radio, about 400 colleges and institutes of higher education. The Oldest universities in England are Oxford and Cambridge. Generally, universities award two kinds of degrees: the Bachelor’s degree and the master’s degree.

Vocabulary

<i>free</i> – бесплатный	<i>junior school</i> – старшая начальная школа
<i>to provide</i> – обеспечивать	<i>private school</i> – частная школа
<i>compulsory</i> – обязательный	<i>secondary school</i> – средняя школа
<i>nursery school</i> – дошкольное обучение (детсад)	<i>the Common Entrance Exam</i> – Единый Вступительный экзамен
<i>primary school</i> – начальная школа	<i>General Certificate of Secondary Education</i> –
<i>Infant school</i> – младшая начальная школа	<i>Аттестат о получении среднего образования</i>

3. Answer the following questions

1. What education is considered to be compulsory?
2. What is a primary school?
3. What is a private school like?
4. What is a public school?
5. What exam do the children pass at the age of sixteen?
6. What can the pupils do when they are sixteen?
7. What can you say about universities in Britain?

4. Find the equivalents in the text for:

1. Школы обеспечивают учащихся учебниками и необходимым оборудованием.
2. Обучение является обязательным с пяти до шестнадцати лет.
3. Около семи процентов британских детей учатся в частных школах.
4. Этот экзамен считается вступительным в самые лучшие школы.
5. Дети аристократов и богатых людей, как правило, учатся в тех же частных школах, что и их родители.
6. Они могут закончить обучение, если пожелают.

5. Retell the text under following plan:

1. Name the types of schools in Britain
2. Name the difference between these schools

3. Speak about higher education in Britain

6. Read about two famous Universities in England

Oxford and Cambridge are the most beautiful and oldest universities in England. Every year hundreds of young people whose parents have enough money to pay for university education come to Oxford or Cambridge from school. They spend three or four years at the university.



People from other countries like to visit Oxford while they are in England because it has many interesting buildings. The most important street in Oxford is High Street. Cambridge consists of many different colleges which make a picture of Cambridge as one of the most amazing towns in Great Britain. Parts of the town of Cambridge have not changed since they were built hundreds of years ago.

Ex. 7. Read the text for detailed understanding. Translate the following passages of the text: 1, 4-5.

University education

All British universities and polytechnics are state institutions. Entry is by academic merit, and those who win places get their fees paid and are also paid a grant (stipend). Students enter university at 18 or 19. Most of them complete their degrees in three years, a few in four years. A degree is awarded on the basis of examination, and sometimes a course work. Afterwards a minority competes for places to do graduate research work; the rest go out into the world to look for jobs. Polytechnics also provide degree courses; and those who do not reach university or polytechnic, there are all sorts of lower courses and qualifications by studying parttime at local colleges.

One of the major debates at university level is about assessment, which requires university lecturers to reconsider what is actually taught. British education has traditionally been directed towards academically clever children. Emphasis has therefore been made on memory, on clear expression of arguments, on intelligent selecting of evidence and reaching conclusions – not just a memory test, but a test of knowledge and rational judgment. The same process happens in universities, where a degree used to be awarded on the basis of many examination papers taken at the end of the course.

Since the seventies, step by step, teachers have been introducing ‘continuous assessment’ on the basis of course work – that is the work which a student does during a course. Most of this will be written, but some will be oral. In many universities students follow a syllabus in which course work is marked as well as exam papers. The question is whether degree courses should depend wholly upon examinations or weekly or fortnightly essays should also be taken into account. If yes, there is much more opportunity for selecting ‘optional short courses’ which together make up a degree.

Some university lecturers are delighted at the freedom to build ‘mixed’ courses, while others worry that students will have no coherent body of knowledge but just a mixture of bits and pieces for their degree. Students learn quickly which lecturers are generous with their marks, which ones are harsh; and not surprisingly they join the courses where they can expect to get good marks even if they prefer the other topics or teachers. Results are crucial! Such a situation tempts teachers into academic corruption. It can be avoided if anonymous examination papers are marked. However, many university lecturers and school teachers feel that continuous assessment and assessment of course work are fairer ways of judging a student than end-of-year exams. Russian students are fluent at talking because the emphasis is made on oral work. Oral examination and oral tests are unknown in British universities, so while making an oral response many English adults hesitate and stumble. Teachers often try to distinguish between ‘effort’ and ‘achievement’. There are ways to reward hard working but not successful students and challenge the bone-idle boy or girl who can get good marks without effort.

Ex. 8. Give the summary of the text

Ex. 9. Retell the text.

Ex. 10. Read the following dialogue. Try to interact it.

Education and my future profession

- What are you going to do after finishing secondary school?

- After finishing secondary school I shall go on to further education. I shall become an applicant for entry. And as all applicants for entry I shall take competitive examinations. The entrance examinations I am reading for are held in July. I hope to pass them successfully.

- What are your friends going to do after finishing secondary school?

- Alice wants to become a professional pianist. But first, she is going to spend a year learning French. Peter's dream is to train as a pilot.

- What are your career prospects?

- Today a school-leaver can choose any career he or she likes. A school-leaver can become a journalist, a dentist, a surgeon, a designer, an economist, a manager and the like. I feel that things that will happen in my life will be wonderful. I think my classmates have the same feeling too. I hope that I'll be what I want to be.

- Where do you want to study?

- I want to study at Moscow State University named after Michael Lomonosov.

- What do you know about this University?

- Moscow State University is the largest university of Russia. It was founded in 1755. At that time there were only three faculties there.

- Who initiated the foundation of the University?

- The foundation of Moscow University was inspired by the radical philosophical and political views of Michael Lomonosov. The University was established by the order of Elizabeth, the Russian Empress. In the late 18th century Moscow University became the centre of advanced Russian science and social thought.

- What makes Moscow State University known world-wide?

- Moscow State University is known world-wide for its academic excellence. Today it is one of the best universities in the world. Here

students can learn skills which fit them for a better career. Moscow State University reputation stays with its graduates - and their achievements in turn glorify it.

- What faculty are you going to study at?

- At first I wanted to become a biologist and study at the Biology Faculty. Until recently I had an idea that my interests lie in biology. I am fond of the recent discoveries in biology, especially in the field of cloning. The achievements of the past decades are startling. They have surpassed the most challenging dreams of the fantastic writers. But recently I have changed my mind. I want to be a historian.

- Is it your own choice?

- Of course, this is my own choice. But I want to say that it is not easy or simple to decide what career to choose. As is known the success or failure of adult life depends upon the choice made early in life. It should be said that I've discussed this problem with my parents and teachers. We also have spoken a lot with my friends about our career prospects.

- Why have you chosen history as your future speciality?

- I have chosen History as my future profession because I like it. Historians have tried to understand past human lives and societies. All serious historians have been engaged in collecting and recording historical facts. History gives not only an immense base of historical facts but it helps to understand the global historical processes. It gives historians an opportunity to interpret the processes of the past, explain the processes of the present and foresee the processes of the future. Historians respect facts, they try to avoid errors, and create their convincing interpretation.

- What do you know about the system of higher education in Russia?

- The Russian educational policy is a combination of economic and social objectives. In the terms of the ration of students to the total population Russia ranks among the top ten countries in the world. There are a lot universities and colleges in Russia. They teach almost in all subject areas: Arts, Sciences, Law, Engineering, etc. The staff are knowledgeable in their subjects. Higher educational institutions are headed by Rectors. Vice-rectors are in charge of the academic and scientific work. The Departments are headed by the Deans. There are subdivisions within Departments. Higher educational institutions train undergraduates and postgraduate students in one specialization. Usually after completing five

years of study students receive a university degree. For five years at the end of each year students have oral examinations. Moreover, they write a graduate paper for a university degree. They write dissertations for advanced degrees. After three years of post-graduate work and the writing of the dissertation it is possible to obtain a candidate degree.

- Is higher education compulsory in Russia?

- Higher education is not compulsory in Russia. School is compulsory and free for all. If applicants for entry pass their entrance exams successfully they are admitted to the University free of charge, otherwise they must pay a tuition fee. Institutions of higher education include: technical training colleges, teachers training colleges, universities which offer bachelor's and master's degrees programmes.

- What can you say about school education in Russia?

- Russian children start school at the age of six. But most of them have learnt letters in kindergarten which is now part of primary school. Primary and secondary schools consist of eleven years of classes which meet for about nine months a year, five days a week and five hours a day. Every school has a 'core curriculum' of Russian, mathematics, science and PT. A variety of subjects are taught at lyceums and gymnasiums. In Russia there is a nine-year compulsory education, but to enter a university one has to study two years more. All Russian schools until recently have been state-subsidized.

- When do school children have holidays?

- Russian pupils have four holidays a year. The academic year is split into four terms. Autumn vacation and spring vacation are very short. They last only a week each. Winter vacation lasts two weeks. Summer vacation is the longest one. It lasts from two to three months.

- Do Russian students have holidays?

- Students have holidays twice a year. They take a fortnight rest after winter exams, and they are holidaying for four weeks after summer exams.

- What problems does Russian educational system face?

- The systems of secondary and higher education in Russia are going through a transitional period. As for secondary education, the idea of replacing eleven years of classes by twelve years of classes is being discussed now. I doubt that it will be welcomed by school children. They prefer to finish school as early as possible. Some of them finish school at

the age of fifteen and enter different universities. Too young students is one of the recent problems of Russian universities. Other problems concern the reforms within universities. The main objectives of higher education reform are: decentralization of the higher education system, development of the autonomy of higher educational institutions, expansion of academic freedoms of faculties and students, development of new financial mechanism.

- What do you know about British universities?

- There are 46 universities in Britain. But not all universities are equal. They differ from one another in history, tradition, academic organization. Oxford and Cambridge are the oldest world-known universities. The University of London is one of the best UK's universities.

- What does a British university usually consist of?

- A British university usually consists of colleges. The departments of the colleges are organized into faculties.

- Does University teaching in the UK differ from that in other countries?

- Yes, it does. University teaching in the UK differs greatly at both under-graduate and postgraduate levels from that in many other countries.

- What does an undergraduate programme consist of?

- An undergraduate programme consists of a series of lectures, seminars, tutorials and laboratory classes which in total account for about 15 hours per week. Following a particular programme students take series of lecture courses which may last one academic term or the whole year. Associated with each lecture course are seminars, tutorials, laboratory classes which illustrate the topics presented in the lectures. Lectures are given to large groups of students (from 20 to 200). Seminars and tutorials are much smaller than lecture classes and in some departments can be on a one-to-one basis - one member of staff and one student.

- Do students in Britain prepare work in advance?

- Yes, as far as I know, students in Britain prepare work in advance for seminars and tutorials. And this can take the form of researching a topic for discussion by writing essays or by solving problems.

- How long do seminars and tutorials last?

- Lectures, seminars and tutorials are all one hour in length, laboratory classes last two or three hours.

- Do students in Britain have supervisors?

- In Britain much emphasis is put on the private study nature of a degree. Each student has a tutor whom he can consult on any matter whether academic or personal. The teaching encourages students to learn in the most effective way.

- What terms is the academic year split into?

- The academic year is split into three terms. Formal teaching takes place in the first two terms which last for twenty four weeks in total. The third term is reserved for classes and examinations and lasts for six weeks.

- How long must a student study to take a UK degree!

1. - University degree courses extend from three to four years. After three years of study a university graduate will leave with the Degree of Bachelor of Arts or Science. He can continue to take his Master's Degree and then the Doctor's Degree.

- Do many British go on to higher education?

- Several important social developments that occurred in the decades after World War II renewed the vigour of the young to study at the universities. The rising standard of education became especially evident, as the number of pupils going on to higher education increased dramatically after World War II and was matched by a major expansion in the number of universities and other institutions of higher education.

- Is education important for Americans?

- Americans place a high value on education. Universal access to quality education has been one of the nation's historic goals.

- When did Americans start to place emphasis upon education?

- From the first years of their colonial life Americans placed great emphasis upon education. In the seventeenth century the colonies made elementary schooling compulsory. Grammar schools and academies flourished. America's first college, Harvard was founded in 1636. Harvard with a library of five thousand volumes, and good scientific apparatus, and the classics lagged little behind the best European universities in the 18th century. A number of colleges were founded in the middle and lower colonies -which trained Thomas Jefferson and many other public figures.

The College of Philadelphia was set up by Benjamin Franklin in 1755. In 1865 education was becoming available to all.

- What is a peculiar feature of American education?

- The peculiar feature of American education is the absence of national administration. Each of the 50 states controls and directs its own schools. Most states require that children attend schools from the time they reach six or seven years old until they are sixteen or seventeen.

- Is there any uniform school organization or curriculum throughout the nation?

- There is no uniform school organization or curriculum throughout the nation. But certain common features exist.

- What are they?

- Pre-school education is part of the elementary schools. Elementary and secondary schools consist of twelve years of classes. Almost every elementary school curriculum includes English, mathematics, science, social studies, music, art and physical education. Many schools include classes teaching basic computer skills.

- What do Americans do after finishing secondary school?

- As far as I know, they enter colleges or universities. There are a lot of technical training schools, community colleges; colleges offering four-year bachelor degree programmes; and universities which contain one or more colleges and graduate schools offering master's or doctoral degree programmes in the USA.

- What factors determine the college or university prestige?

- The factors determining an institution's prestige are the quality of the teaching faculty; quality of research facilities; the number and competence of applicants for admission.

- What do you know about University education in the USA?

- There is no National University in the USA. Each state controls and supports at least one University. The National Government gives no direct financial aid to them.

- Do Americans go to the University free of charge?

- The students do not go to the University free of charge. Everyone must pay a tuition fee. The amount varies from state to state. Students' total expenses throughout the year are very high. And though each University

offers a number of scholarships many students have to work to pay their expenses.

- Do most of the US Universities have a campus?

- Most of the US Universities have a central campus. Colleges of Law, Business, Medicine, Engineering, Music, Journalism can be found on one campus.

- Do the US students take the same courses?

- No, they do not. The students do not take the same courses. They attend courses at various colleges. During the first two years they follow a basic programme. It means that every student must select at least one course from each of the basic fields of study: English, science, modern languages, history or physical education. After the first two years every student majors in one subject and minors in another. A student can major in history and minor in sociality. In addition to these major and minor courses he can select other subjects according to his professional interest.

- When do the US students receive degrees?

- After completing four years of study the students receive a Bachelor's Degree (either BA or B.Sc.). With an additional year of study one may get a Master's Degree and after two or three years of graduate work and writing of the dissertation it is possible to obtain a Doctoral degree.

- When do the US students take their exams?

- Over four years at the end of each year students have a final written examination. They take oral exams and write a dissertation only for advanced degrees.

- Is learning important for society?

- Certainly. The idea that a well-schooled society is a prosperous and stable society, and therefore that educated people is a desirable goal for a nation, dates back to the year 2500 BC. In his "Great Learning" Confucius wrote: "When knowledge is extended, the will becomes sincere. When the will is sincere, the mind is correct. When the mind is correct, the self is cultivated. When the self is cultivated the clan is harmonized. When the clan is harmonized the country is well governed. When the country is well governed there will be peace throughout the land." Thus education is the pledge of peace. Peace is important for people to be happy.

Модальные глаголы –can, -must, -may, -should

В английском языке есть группа глаголов, которые выражают не действия, а только отношение к ним со стороны говорящего. Они называются модальные глаголы. С их помощью говорящий показывает, что то или иное действие возможным или невозможным, обязательным или ненужным и т.д. К числу модальных глаголов относятся:

Прошедшее	Настоящее	Будущее
Could I could do it when I was younger.	Can – мочь, уметь, смочь; I can play the piano.	-
Might	May - иметь возможность, мочь; May I come in?	-
-	Must - нужно, должен; You must do it.	-
-	Should – следует (рекомендация, совет); You should talk to him.	-
You needn't have protested. Did you need to read all those books?	Need - нуждаться, иметь надобность. She needs to swim.	-
Had to He had to leave for Moscow earlier.	Have / has to – должен We have to sign a contract.	Shall / will have to
Was / were able to We were able to do this work in time.	Am / is / are able to – мочь, смочь; Who is able to do this work?	Shall / will be able to Will you be able to fulfill all contract obligations?

Was / were to I was to meet him in the evening.	Am / is / are to – БЫТЬ ДОЛЖНЫМ; The train is to come soon.	-
Was / were allowed to He was not allowed to pay by his credit card.	Am / is / are allowed to You are not allowed to smoke here.	Shall / will be allowed to You will be allowed to open a current account.

Grammar Exercises

Ex. 1. Use the right modal verb (can, may, must, should, need).

1. You ...write the letter now. You ...do it tomorrow.
2. Paula ...speak Italian but she ...not speak French.
3. He ...forget to come to the conference. He is so absent-minded!
4. It's a fantastic film. You ...see it.
5. I like this hotel room. You ...see the mountains from the window.
6. ...I open the door to his room?
7. We've got enough food so we ...go shopping.
8. The game tomorrow is very important for us. We ...win.
9. You ...not forget to turn of the light before you leave.
10. What are you doing for your holidays? I haven't decided yet. I ...go to Ireland.

Ex. 2. Use may (might) or can (could).

1. ... I use your pen?
2. ... I find a pen on that table?
3. You ... read this book: you know the language well enough.
4. You ... take this book: I don't need it.
5. ... I help you?
6. ... I ask you to help me?
7. ... you help me?
8. I ... not imagine her speaking in public: I knew that she was so shy.
9. Something was wrong with the car: he ... not start it.
10. A fool ... ask more questions than a wise man ... answer.
11. She asked me if she ... use my telephone.
12. The school was silent: nothing ... be heard in the long dark corridors.
13. Waiting ... be endless, you know.
14. ... you tell me the nearest way to the city museum?
15. They ... think that I am too weak to take part in the excursion, but I am strong enough to do any kind of hard work, indeed.
16. He knew

this period of history very well: he had read everything on the subject he ... find in the rich university library.

Ex 3. Translate into English using must, may or can.

1. Он сейчас должен быть в своем кабинете. Вы можете поговорить с ним. 2. Можно войти? — Пожалуйста. 3. Вы должны прочитать этот текст. 4. Может ли он выполнить это задание? 5. Можно мне взять вашу книгу? 6. На уроке английского языка вы должны говорить только по-английски. 7. Мы должны сегодня сдать тетради? 8. Можно мне задать вам вопрос? — Пожалуйста. 9. Я не могу пойти с вами в кино, так как я очень занят. 10. Можно здесь курить? — Пожалуйста.

MODULE 6

Choosing a Career

Ex. 1. Read the text for detailed understanding.

Text 1. Choosing a Career

Choosing a career is like any other activity; it is best to work to a plan. Too many people start looking for a specific job before thinking over their occupational aims. It is a good idea to begin by attempting to define in clear terms what are your requirements for the career. This involves taking a realistic view of your strengths and weaknesses. You may think for example, that you would like a job which involves organizing people, but liking such a job is not a sufficient justification if experience you already may have suggests that this is not your strong point. On the other hand, you should remember that training will allow you to do new things. A further point to consider is whether you can do things which you do not like but know that they are necessary to achieve your longer term objectives. Having thought carefully about the sort of person you are, try to work out a realistic set of occupational requirements. In particular, you must answer some important questions. First: what sort of life do you want to live? For example, do you want to live in the country or in the town? Is leisure time of great importance to you? Is the size of your salary important? Do you want to put down roots or travel widely? Second: what sort of work do you want to do? For example, do you like working alone or with others? Does

teaching people appeal to you? Do you want to be an organizer of other people's activities? Do you want to develop new ideas and initiate changes?

As for me, I have made up my mind to be an engineer. As my parents are engineers they have made a great influence on my choice and I can say that this profession runs the family. My choice of this occupation didn't come as a sudden flash. I think that nowadays this profession is of great need and importance for our country. It is my aim to be a qualified specialist and to serve in the interests of my country. To be a well prepared engineer I should have some important qualities: great capability persistence, knowledge of science and, of course, knowledge of foreign languages. In spite of these arguments we musn't forget about everybody's vocation. I think that my abilities combined with the knowledge would be quite enough to succeed in my work.

Ex. 2. Give the summary of the text

Ex. 3. Retell the text.

Essential Vocabulary:

create, <i>v</i> создавать	to carry out research - проводить
opportunity, <i>n</i> возможность	исследовательскую работу
narrow, <i>a</i> узкий	engineering - техника
sense, <i>n</i> смысл	instrument engineering -
according to one estimate по одной	приборостроение
оценке	civil engineering - гражданское
the enrolment of students - прием	строительство
студентов	to introduce new methods - внедрить
to be on the staff - быть в штате	новые методы
mathematics, <i>n</i> - математика	to present /to submit a thesis
mathematician, <i>n</i> - математик	(pl. theses) - защищать
department, <i>n</i> - кафедра, отделение	диссертацию
day (time) department - дневное	post-graduate, <i>n</i> - аспирант
отделение	post-graduate courses - аспирантура
evening department - вечернее	to take post-graduate courses -
отделение	учиться в аспирантуре
correspondence department -	to train, <i>v</i> - обучать, готовить
заочное отделение	a nursery (primary, secondary,
research, <i>n</i> - исследовательская	grammar, technical, secondary
работа	modern,

comprehensive, boarding) school – младшая школа/детсад (начальная, средняя, средняя классическая, техническая, средняя современная, школа для детей с разными способностями, школа-интернат)	реакционный
attend, ~ school/classes – ходить в школу/посещать учебное заведение, посещать/ходить на занятия	to deny – отрицать/отвергать
authority/authorities – власть/сила, власти/представители власти	advancement – прогресс/успех/развитие
to pass laws – принимать законы	abilities, similar ~, mixed ~ – способности, одинаковые ~, смешанные ~
compulsory – обязательный	coherent – связный
core subjects – основные/базовые предметы	further – дальнейший
to be concerned with – быть озабоченным/обеспокоенным чем-либо	appeal against smth. – выступать против чего-либо
to squeeze into – с трудом вместить/ “втиснуть”	level – уровень
proper/appropriate – соответствующий	grade – класс (напр. первый класс средней школы и т.п.)
vast – обширный	crucial – важный/жизненно необходимый
public/private – государственный (общественный)/частный	to go on for higher education – продолжать образование до получения высшего
to encourage – поощрять/способствовать	institutions – учреждения 51
to arrange, arrangement – организовывать, организация/расстановка	academic merit – академические заслуги/итоговые оценки в школьном аттестате
inclination – склонность	fee – плата
rigid streaming – жесткое разделение (напр. по способностям)	grant, stipend – грант, стипендия
fair, unfair, reactionary – честный/честно, нечестный/нечестно,	research – исследование
	part-time – на неполный рабочий день
	course work/paper – курсовая работа
	various courses – различные курсы
	assess, assessment – оценка, оценивание
	evidence – доказательство/свидетельство/признак

curriculum/syllabus – учебная программа
 tempt into corruption – склонять к коррупции/способствовать возникновению коррупции
 to respond, response – отвечать, ответ
 fluent – быстрый/беглый (о речи)
 to hesitate – сомневаться
 to stumble – запинаться/спотыкаться
 the source of funding – источник финансирования
 free (~of charge) – бесплатный
 to go on for higher education – продолжать образование до получения высшего
 to enter the university, university enterant, entry – поступать в университет, абитуриент, поступление
 to graduate from – закончить
 to apply to the university – подать заявления для поступления в университет
 to obtain a degree – приобретать степень
 Bachelor of Arts (Science, Law) – бакалавр искусств (наук, юриспруденции)
 to leave much to be desired – оставляет желать лучшего
 to compete for – соревноваться
 option, optional subject — выбор, предмет по выбору

lecture, seminar, workshop, tutorial – лекция, семинар, мастер-класс/семинар, индивидуальное занятие/консультация
 term – семестр/условие (напр. контракта)
 halls of residence – студенческое общежитие
 bedsitter – койка-место
 to read chemistry, biology etc – изучать химию, биологию 52
 The Faculty of Production Engineering - Технологический факультет
 The Faculty of Economics - Экономический факультет
 The Faculty of Physics and Engineering - Физико-технический факультет
 The Faculty of Arts - Гуманитарный факультет
 The Faculty of Medicine - Медицинский факультет
 The Faculty of Vocational Training - Факультет профессиональной подготовки
 The Centre of Distant Education - Центр дистанционных форм обучения
 The Faculty of Pre-University Education - Факультет довузовской подготовки
 The Faculty of Foreign Students - Факультет иностранных студентов

Professions

Russian	English
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Кем вы работаете?	What are you?
Чем вы занимаетесь?	What is your occupation?
Кто вы по профессии?	What is your profession?
Я ...	I'm ...
- бизнесмен	- a businessman
- бухгалтер	- a book-keeper
- водитель	- a driver
- врач	- a doctor
- журналист	- a journalist
- менеджер	- a manager
- программист	- a programmer
- рабочий	- a worker
- строитель	- a builder
- юрист	- a lawyer
Где вы работаете?	Where do you work?
Я работаю ...	I work ...
- в фирме	- in a company
- в банке	- at a bank
- в больнице	- at a hospital
В настоящее время я не работаю.	I'm not working at present.
У меня хорошо оплачиваемая работа.	I have quite a well-paid job.
У меня много работы.	I have a lot to do.
Я вынужден упорно работать.	I must work hard.
В какое время вы начинаете работу?	What time do you get to work?
Моя работа начинается в 8 часов утра.	I start work at 8 o'clock in the morning.

Сколько часов в день вы работаете?	How many hours a day do you work?
У меня восьмичасовой рабочий день.	I have an 8-hour working day.
В полдень у меня обеденный перерыв.	I've break at noon to have a lunch.
Он на работе. Он должен вернуться около шести часов.	He's at work. He won't be back before 6 o'clock.
Сегодня у меня выходной.	Today is my day off.
У вас оплачиваемый отпуск?	Do you get paid vacation?
Когда вы получаете зарплату?	When do you get your wages?
Мне платят раз в неделю.	I get paid once a week.
Кем работает ваша жена?	Who is your wife?
Моя жена - домохозяйка.	My wife is a housewife.
Где работают ваши родители?	Where do your parents work?
Они пенсионеры.	They are pensioners.

Reading Comprehension, Communicative and Vocabulary Exercises

Ex. 1. Give the English for:

1) государственные учреждения; 2) выпускная работа исследовательского характера; 3) предлагать курсы для получения степени; 4) курсы повышения квалификации; 5) очно, заочно; 6) оценивание в течение всего периода обучения; 7) учебная программа; 8) принимать во внимание; 9) быть щедрым/строгим в оценивании; 10) делать упор на устный/письменный ответ

Ex. 2. Complete the sentences:

1. Every citizen of our country has the right to 2. The right to education is guaranteed by 3. Every boy or girl must get 4. At school pupils study 5. Institutes and universities ... specialists in different fields. 6. A course at institutes or universities ... 5 years. 7. At most schools ... is free. 8. Students of institutes or universities get

Ex. 3. Correct the wrong statements:

1. Children enter school at the age of 9. 2. The academic year begins on the first of January. 3. At colleges students give lectures to professors. 4. Pupils study 8 years at primary school. 5. Higher education is compulsory in Russia. 6. A course at institutes or universities usually takes 10 years. 7. There are no private schools in Russia. 8. After finishing 9 forms of secondary school young people can enter the institute.

Ex.5. Find the English equivalents for the Russian word combinations:

право на образование, обязательное обучение в средней школе, профессиональное обучение, начальное образование, среднее образование, высшее образование, заочное и вечернее обучение, государственные стипендии, начальная школа, продолжать образование в ВУЗе, высшие учебные заведения, процентное соотношение числа студентов к числу жителей России, образованный человек, перспективы профессионального развития, забота об образовании, давать углубленные знания, сдавать конкурсные экзамены, отвечать за учебную и научную работу, создать новый финансовый механизм, финансироваться государством.

Ex.6. Make sure that you can translate the following sentences both ways: from English into Russian and from Russian into English.

1. To enter the University one has to pass entrance exams successfully.	1. Чтобы поступить в университет, нужно успешно сдать вступительные экзамены.
2. The University has many professors and highly qualified specialists on its staff.	2. В штате университета много профессоров и высококвалифицированных преподавателей.
3. They deliver lectures on	3. Они читают лекции по

various subjects.	различным предметам.
4. Those who make progress in science take post-graduate courses.	4. Те, кто делают успехи в науке, учатся в аспирантуре.
5. The academic year is divided into 2 terms.	5. Учебный год в университете делится на 2 семестра.
6. At the end of each term students pass credit tests.	6. В конце каждого семестра студенты сдают зачеты.
7. The whole course of studies takes 5 or 6 years.	7. Полный курс обучения длится 5 или 6 лет.
8. At the end of the whole course students submit graduation papers.	8. В конце всего курса обучения студенты защищают дипломные работы.

Conversational topic

Speak on:

1. Difference between British system of education and the system of education in Russia.
2. Advantages and disadvantages of modern tendencies in Russian education.
3. Our University - Maykop State Technological University.
4. Try to find examples of how technological progress has changed our lives.
5. Make a list of the Seven Wonders of the 20th century.
6. Science can be neither good nor evil. Are you of the same opinion ? Give your reasons.
7. Speak about your future plans.

Grammar Board

УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ

ПОСЛЕ "I WISH"

Запомните три типа условных предложений	
<p>I If the weather is fine, we <i>shall play</i> outside.</p> <p>If you <i>ring me</i> up, I <i>shall tell</i> you something.</p>	<p>Если погода будет хорошая, мы будем играть на открытом воздухе.</p> <p>Если ты мне позвонишь, я тебе кое-что расскажу.</p>
<p>II If the weather <i>were</i> fine, we <i>should play</i> outside.</p> <p>If you <i>rang me</i> up, I <i>should tell</i> you something.</p>	<p>Если бы погода была хорошая (<i>сегодня; завтра</i>), мы бы играли на открытом воздухе.</p> <p>Если бы ты мне позвонил (<i>сегодня, завтра</i>), я бы тебе кое-что рассказал.</p>
<p>III If the weather <i>had been</i> fine, we <i>should have played</i> outside.</p> <p>If you <i>had rung me</i> up, I <i>should have told</i> you something.</p>	<p>Если бы погода была хорошая (<i>вчера</i>), мы бы играли на открытом воздухе.</p> <p>Если бы ты мне позвонил (<i>вчера</i>), я бы тебе кое-что рассказал.</p>

Для тех, кто не нуждается в каких-либо условиях, а просто хочет выразить свое пожелание, есть конструкция попроще. На русский язык она переводится как Как жаль, что...; Зря, что...; Как бы мне хотелось, чтобы...; Вот если бы...

I WISH SOMEBODY	did something / was (were) (Для настоящего или будущего времени)	<i>I wish I were a millionaire.</i>
	had done something / had been (Для прошедшего времени)	<i>I wish you had come yesterday.</i>

ПРЕДЛОЖЕНИЯ С I WISH

Такие предложения используются для того, чтобы выразить желание или сожаление по поводу наступления какого-то события. Они имеют много общего с условными предложениями. Для этого в них присутствует слово wish (жалко, что не), причём:

1. Если речь идёт о настоящем времени, то глагол после wish ставится во времени Past Simple (V2). Такая фраза - выражение сожаления о настоящем.

Например: I wish you were here. - Жаль, что тебя здесь нет.

2. Если мы желаем, чтобы что-то произошло в будущем или сожалеем о чем-то, происходящем в настоящем, то перед глаголом, обозначающим это событие, ставится слово would.

Например: I wish it would stop raining. - Хотелось бы, чтобы дождь прекратился. (= Жалко, что дождь не прекращается).

3. Если мы сожалеем о том, что нечто не произошло в прошлом, то используется Past Perfect (had + V3).

Например: I wish I had studied foreign languages. - Надо было изучать иностранные языки. (= Жалко, что я не изучал иностранные языки раньше).

Check yourself

I

1. I should be delighted if I (to have) such a beautiful fur-coat. 2. If it (to rain), we shall have to stay at home. 3. If he (to work) hard, he would have achieved great progress. 4. If it is not too cold, I (not to put) on my coat. 5. I (to write) the composition long ago if you had not disturbed me. 6. If he (not to read) so much, he would not be so clever. 7. If my friend (to be) at home, he will tell us what to do. 8. If he were not such an outstanding actor, he (not to have) so many admirers. 9. If you (to give) me your address, I shall write you a letter. 10. If she (not to be) so absent-minded, she would be a much better student. 11. If my sister does not go to the south, we (to spend) the summer in St Petersburg together. 12. If they (not to go) to Moscow last year, they would not have heard that famous musician. 13. If you (not to get) tickets at the Philharmonic, we shall stay at home. 14. If you were not so careless about your health, you (to consult) the doctor.

II

1. You did not ring me up, so I did not know you were in trouble. If ... 2. You left the child alone in the room, so he hurt himself. If ... 3. They spent a year in the tropics, so they got very sun-tanned. If ... 4. It rained heavily, so we got drenched to the skin. If ... 5. Why didn't you watch the cat? It ate all the fish. If ... 6. A huge black cloud appeared from behind the forest, so we had to turn back and hurry home. If ... 7. The travellers had no camera with them, so they could not take photos of the beautiful scenery. If .. 8. There was no sugar left, so we had to go to the shop late in the evening. If ... 9. This house is very nice and comfortable, but it is not very good for living because it is situated close to a chemical plant and the air around is very bad. If ... 10. He is an excellent specialist, but I cannot ask his advice because I am not acquainted with him. If ... 11. You cannot enjoy this merry evening party because you have a toothache. If ... 12. You know the material well enough, but you are very absent-minded, and that's why you always make many mistakes. If ... 13. We shall not go to see them because it is very late. If ... 14. Naturally she was angry, because you were in her way. If ...

III

Open the brackets:

1. The unfortunate pupil wishes he (not to forget) to learn the rule.
2. I wish I (to have) a season ticket to the Philharmonic next winter.
3. I wish I (to consult) the teacher when I first felt that mathematics was too difficult for me.
4. I love sunny weather. I wish it (to be) warm and fine all the year round.
5. I wish I (not to lend) Nick my watch: he has broken it.
6. I wish you (to send) word as soon as you arrive.
7. I wish I (not to have) to do my homework every day.
8. I wish you (to go) skiing with me yesterday: I had such a good time!
9. I wish I (to know) Spanish.
10. I wish I (not to drink) so much coffee in the evening: I could not sleep half the night.

Use "/ wish".

E.g. It's a pity you are ill. I wish you were not ill.

1. It's a pity you are not with us these days. 2. My friend regrets not having entered the university. 3. He was sorry not to have had enough time to finish his test-paper. 4. It's a pity we shan't be able to reach home before tea-time. 5. I am sorry I made you upset by telling you this news. 6. What a pity you don't know enough physics. 7. Unfortunately they won't return before Christmas. 8. The student was sorry he had not studied the material better and had shown such poor knowledge at the examination. 9. It's a pity that you did not send for us last night.

IV

Make conditionals:

1. You did not ring me up, so I did not know you were in trouble. If ... 2. You left the child alone in the room, so he hurt himself. If ... 3. They spent a year in the tropics, so they got very sun-tanned. If ... 4. It rained heavily, so we got drenched to the skin. If ... 5. Why didn't you watch the cat? It ate all the fish. If ... 6. A huge black cloud appeared from behind the forest, so we had to turn back and hurry home. If ... 7. The travellers had no camera with them, so they could not take photos of the beautiful scenery. If .. 8. There was no sugar left, so we had to go to the shop late in the evening. If ... 9. This house is very nice and comfortable, but it is not very good for living because it is situated close to a chemical plant and the air around is very bad. If ... 10. He is an excellent specialist, but I cannot ask his advice because I am not acquainted with him. If ... 11. You cannot enjoy this merry evening party because you have a toothache. If ... 12. You know the material well enough, but you are very absent-minded, and that's why you always make many mistakes. If ... 13. We shall not go to see them because it is very late. If ... 14. Naturally she was angry, because you were in her way. If ...

Grammar Test

1. Put the verbs in brackets into the correct form.

1. We (*stay*) in the bar while she (*shop*).
2. We (*go*) to the restaurant if we (*know*) the prices.
3. She (*buy*) the books if (*not love*) me.

4. If I (*be*) you I (*go*) to Spain to improve the language.
5. If she (*not be*) shy she (*enjoy*) the party.
6. Unless you (*drive*) carefully you (*have*) an accident.
7. If they (*clean*) the windows the room (*look*) brighter.
8. If you (*not be*) in a hurry, you (*not leave*) the book there.
9. If I (*know*) her address I (*write*) to her.
10. If you (*meet*) some friends of mine in New York (*introduce*) yourself to them.

2. Complete the following sentences.

1. If I had £50,000
2. If Ben had come on time
3. If I see her again
4. If I could have any job I wanted
5. What will happen if
6. If your brother had driven more carefully
7. If I lived in Australia
8. If you give up smoking
9. If Rose had invited me
10. Were I there

3. Put the verbs in brackets into the correct forms.

1. I wish I (*can*) speak five languages.
2. I wish I (*have*) a helicopter.
3. She wishes her parents (*approve*) of her boyfriend.
4. I wish I (*be*) older.
5. I wish you (*like*) pop music.
6. I wish I (*not do*) it.
7. I wish you (*type*) a little faster.
8. I wish he (*come*) to the party earlier.
9. I wish he (*not practice*) the trumpet so often.
10. I wish you (*not eat*) the biscuits.

4. Rewrite the sentences. Begin each sentence with *I wish*.

1. I'd like to be rich.
2. Please hurry up.
3. It would be nice to know his opinion.
4. It's a pity that you're going away so soon.
5. Please stop making so much noise.
6. It's a pity I'm so busy today.
7. I'm sorry I did not go to the movies last night.
8. It's a pity he came to my place yesterday.
9. I regret I mentioned this subject.
10. It's a pity we have to postpone our trip.

5. Correct the mistakes.

1. If it didn't rain last night we would visit our friends.

2. If you took the medicine you'd be well now.
3. If I am rich I'll buy a diamond ring.
4. If you didn't call him everything will be OK now.
5. If the streets were clearly marked it wouldn't take 'us so long to come here.
6. If I got a pay rise next year I'd buy a new house.
7. If I had a car last summer I'd go to the beach every weekend.
8. If she is more outgoing she'll have lots of friends.
9. If the theatre is not so far we can walk there.
10. If I were you I won't drink it.

Phrasal verbs with *come*

1. Match the phrasal verbs in list A with their meanings in list B.

A	B
1) come across	a) to decrease
2) come down	b) to be successful or effective
3) come off	c) to mention or to discuss
4) come up	d) to think of, suggest or invent
5) come up with	e) to find or meet someone or something by chance

2. Complete these sentences using the correct form of one of the verbs from list A above.

1. Did he _____ these questions in his lecture?
2. He was upset that the experiment _____ .
3. I'll buy this book if I _____ it.
4. Here's the weather forecast for the next twenty – four hours.
Temperatures _____ below freezing.
5. The task was very difficult but he _____ the idea of solution.

Text 2. The Problem of Unemployment

Task 1. Study the information below and complete the sentences with the appropriate forms.

To employ /im'ploi/ - нанимать на работу,

-ment – employ-**ment** /im'ploiment/ – занятость,

un- – **un-employ-ment** /'anim'ploiment/ – безработица,

-er – employ-**er** /im'ploi /– работодатель,

-ee – employ-**ee** /'imploi'i:/ – работник,

-able – employ-**able** /im'ploiebl/ – обладать качествами для выполнения работы,

un- - **un-employ-able** /'anim'ploiebl/) – не обладать качествами для выполнения работы,

-ed – **un-employ-ed** /'anem'ploid/ – безработный,

unemployment benefit – пособие по безработице,

to be in/out of regular employment – не иметь постоянной работы

employment agency – бюро занятости

1. The company _____ mainly women.
2. The firm has over 500 _____ .
3. The expansion of the factory means the _____ of 60 extra workers.
4. The government is trying to reduce _____ .
5. The _____ agency makes out the training schemes to make people employable.
6. After having been fired he was given _____ .
7. She is _____ as a shop assistant.

Task 2. Read and learn the new words/phrases by heart.

jobless	/ˈdʒɒblɪs/	безработный
rise (rose, risen)	/raɪz; rəʊz; ˈrɪzən/	поднять, увеличивать

to lift	/lift/	поднимать
equivalent	/i'kwivələnt/	эквивалентный, равноценный
poverty line	/'povəti 'lain/	черта бедности
tackle	/tækl/	браться, биться, схватить
prolonged	/prə'lonɔd/	затянувшийся
benefit	/'benefit/	польза, выгода
counterpart	/'kauntəpa:t/	двойник, напарник
recession	/ri'seʃn/	спад, кризис
pronounced	/prə'naunst/	резко выраженный, определенный, явный
rate	/reit/	норма, коэффициент, темп
decrease	/di:'kri:s/	уменьшать, убывать
frustrate	/fras'treit/	расстраивать

Task3. Translate the words/phrases without looking at the table.

Норма

Безработный

Черта бедности

Напарник

Поднять

Резко выраженный

Спад

Уменьшать

Task4. Look through the text and underline the link-phrases.**Youth unemployment at all time is high; half the world's jobless are under 24**

Youth unemployment has risen worldwide over the past decade to some 88 million, reaching an all time high with young people aged 15 to 24 now representing nearly half the world's jobless, according to a new study by the International Labour Office (ILO).

But the problem goes far beyond the large number of young people: the report says that young people represent some 130 million of the world's 550 million working poor who work but unable to lift themselves and their families above the equivalent of US\$ 1 per day poverty line. These young people struggle to survive, often performing work under unsatisfactory conditions in the informal economy.

Tackling youth unemployment would be an important contribution to the global economy. Furthermore, as the report points out, people who get a good start to working life are less likely to experience prolonged unemployment later.

Rising worldwide unemployment has hit young people hard, especially young women. Those who can find work often face long working hours, short-term or informal contracts, low pay and little or no social protection such as social security or other social benefits. Young people are thus increasingly dependent on their families, the report says.

The report shows that the growth in the number of young people reveals the ability of economies to provide them with jobs. While the overall youth population grew by 10.5 per cent over the past 10 years to over 1.1 billion in 2003, youth employment grew by only 0.2 per cent to around 526 million employment opportunities. Only some of this gap can be explained by the fact that more young people are pursuing an education for longer periods.

Young people also have some more difficulty finding work than their adult counterparts. While there is a correlation in most countries between trends in youth and adult unemployment rates, the reports notes that during

recessions, youth unemployment tends to rise rapidly than adult joblessness.

The relative disadvantage of youth is more pronounced in developing countries, where they make up a higher proportion of the labour force than in industrialized economies, the report says.

According to the report labour force participation rates for young people decreased in the world as a whole by almost 4 percentage points over the last decade, partly as a result of young people staying in education but also because many young people become so frustrated with the lack of unemployment opportunities that they simply drop out of the labour force.

The report says that as well as suffering from lower chances to find employment, young people face discrimination based on age, sex and socio-economic background. Dominant ethnic groups fare better in most countries' labour markets, and the study finds that, in general, youth from lower income households are more likely to be unemployed.

The report predicts that in developing regions – which have the largest shares of youth within the working-age population – the fate of the youth entering the labour force in years to come will depend on the rate of growth of the economy as well as an improvement in the employment content of growth. In industrialized economies, where youth populations are expected to fall, the effects of demographic change are likely to reduce youth unemployment.

But the report warns that this will not happen automatically. A combination of different policies on youth unemployment is needed to overcome their natural disadvantage against older, more experienced, workers.

Task 5. Translate the underlined sentences into Russian.

Task 6. Decide whether the sentences are true or false.

1. Youth unemployment is the most important problem and its tackling would be a great contribution to the global economy.
2. The first thing to get a good job is to have a good education.
3. The young people who continue their education are considered to be unemployed.
4. Sometimes the social status is of great importance to be employed.

5. Many Russian politicians are trying to tackle the problem of youth unemployment.

Task7 . Complete the sentences with the right ending.

1. Youth unemployment has ...

1. risen.
2. decreased.
3. not changed.

2. People who get a good start to working life ...

1. are employed for the rest of their life.
2. are always busy.
3. have no problems with employment.

3. "Joblessness" means ...

1. employment
2. unemployment
3. any type of activity.

4. In comparison with the developing countries in the industrialized countries the level of youth unemployment is ...

1. higher.
2. the same.
3. lower.

5. According to the text is needed to solve the problem of unemployment.

1.a good policy....
2.a good president....
3. ...a suitable law....

Task 8. Read and learn the new words by heart.

pattern of supply	/ˈpætən əf saˈplai/	схема поставки
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to recruit	/rə'cru:t/	Нанимать, принимать в штат
deal with	/di:l/	иметь дело с..
unfilled vacancy	/an'fild 'veikənsi/	свободные вакансии
to maintain	/men'tein/	поддерживать, содержать
to divert	/dai'və:t/	отклонять, отвлекать
shortage	/'ʃo:tidz/	недостаток, нехватка
to postpone	/poust'poun/	откладывать, отсрочивать
feed back	/'fi:d bæk/	отдача
peer	/'piə/	Ровесник, равный по положению

Task 9. Follow the instructions.

1. Read the text carefully.
2. Differentiate between “Boomers” and “Generation X”.
3. Fill in the table after the text.
4. Underline the link-phrases.

Module Test

Test “the problem of unemployment”

Task 1. Rewrite the sentences with the Reported Speech.

1 Can I have some more pocket money?

The boy asks

2 Where were you born?

She asks him

3 How far is the stadium?

He wants to know

4 Are you still living in London?

She asks

5 Do you work in the central branch or in the provinces?

She asks him

6 Are you going to give me the money?

She wants to know

7 Did he bring the book back?

I don't know

8 Who bought the Picasso painting?

He wonders

9 Where did you get such a lovely pullover?

She asks her sister

Task 2. Complete the sentences.

1. One of the main government concerns is to reduce

_____.

2. After being fired a person usually gets _____

_____.

3. Unemployed is the same as _____.

4. During a _____ it's absolutely impossible to find a highly-paid job.

5. Nowadays in case your salary is not very high, you are near the _____.
6. To employ and _____ are the synonyms.
7. Some factories are experiencing the _____ of engineers.

Task 3. Complete the text with the suggested link-phrases.

But.....

The survey says.....

Furthermore.....

Indeed.....

According to these surveys.....

Thus.....

A lot of surveys are connected with the youth unemployment.
_____ youth unemployment has risen worldwide. _____ the
problem goes far beyond a great number of people. _____
there are a lot of working people who are poor and are unable to lift their
families. _____ this problem especially hits young women.

_____ a special policy is needed to overcome this situation. _____
solving the problem of youth unemployment will be an important
contribution to the global economy.

Task12. Speak on the topic “My Future Profession” (about 15-16 sentences).

PLAN

1. Reasons for work (why do people work).
2. Personal characteristics for being a good specialist (how do you know if you are an engineer, a doctor, a lawyer).
3. A sphere of your profession is (an attorney in the field of jurisprudence, a doctor at the hospital in the sphere of medicine).
4. Opportunities of this profession.

APPENDIX 1

Контрольные работы

Контрольная работа № 1.

Тема «Настоящие времена английского глагола».

1. Put the verbs in brackets into the right form.

- You still (work) for the same company?
- We (not see) her today.
- I (wish) I was in Greece now.
- She (already finish) her homework?
- Someone (eat) my chips (= half of them have gone).
- I (hate) that music since I first heard it.
- I (just eat).
- Don't write to John, I (already do) it.
- John (feel) much better now.
- They ever (be) to Europe?
- I (already drink) three coffees this morning.
- More and more people (become) vegetarians.
- This coat (feel) nice and warm.
- She (have) three dogs and a cat.
- She (have) supper at the moment.
- I (see) Anthony in the garden.
- What you (do) at the station? I (see) Anthony.
- She (want) to see him now.
- Her mother (be) Peruvian.

- She (cook) since last night (=and the food on the table looks delicious).

Контрольная работа № 2.

Тема «Прошедшие времена английского глагола».

1. Put the verbs in brackets into the right form.

1. Mrs. Clay usually finishes her work at half past three, but she (finish) it later yesterday afternoon.
2. When Mary came back from the beach, she looked very red from the sun. She (lie) in the sun too long.
3. When I (arrive), Tom (lie) on the sofa and (speak) over the phone.
4. Jill was afraid she (forget) her key at home, but she found it in her handbag.
5. What you (do) between one and two? I phoned you several times. – I (play) the piano and heard nothing.
6. Dad wasn't at home when I came back. He (go) out twenty minutes before.
7. I (sit) by the window when I (hear) the noise.
8. We (walk) along the road for about twenty minutes when a car stopped and the driver asked the way to the nearest shop.
9. My Dad always goes to work by car, but last week he (go) to work on foot.
10. While my son (wait) for my call, somebody knocked at the door.

Контрольная работа № 3.

Тема «Будущие времена английского глагола».

1. Put the verbs in brackets into the right form.

1. By the end of my university course I ____ (attend) 1,200 lectures.
2. Don't phone me between 7 and 8. We ____ (have) dinner then.
3. Phone me after 8 o'clock. We ____ (finish) dinner by then.
4. At 10 o'clock tomorrow, she ____ (be) in her office. She ____ (work).

5. Sally always leaves for work at 8.30 in the morning, so she won't be at home at 9 o'clock. She ____ (go) to work.
6. Ted and Anny have been married for 24 years. Next year they ____ (be married) for 25 years.
7. I think Ann ____ (like) the present we bought for her.
8. I ____ (finish) the work by the time you return.
9. My cousins ____ (drive) for three days by the time we get there.
10. I'm sure she ____ (lend) us some money. She's very rich.
11. When they stop talking to me, the police ____ (question) everybody in the office.
12. I ____ (paint) all these chairs by the end of the week.
13. I'm going away for a few days. I'm leaving tonight, so I ____ (not be) at home tomorrow.
14. I ____ (finish) this book by tomorrow evening.
15. Don't drink coffee before you go to bed. You ____ (not sleep).
16. «I ____ (phone) you tomorrow, OK?» «OK, goodbye».
17. I ____ (work) for forty-five years by 2005.
18. When we reach England it ____ (rain) probably.
19. We ____ (live) here for two years in July.
20. I hope you ____ (not forget) all about the Present Simple by the next lesson.

Контрольная работа № 4.

Тема «Система времен английского глагола».

1. Choose the correct variant.

1. I _____ a new car last month.

A) bought B) have bought C) buyed

2. How _____ money do you have in your pocket?

A) many B) few C) much

3. I get up _____ seven o'clock every day.

A) in B) on C) at

4. He likes watching TV _____ evening.

A) in the B) at C) during

5. The children in that class _____ nine years old.

A) is B) have C) are D) has

6. _____ he coming to dinner tonight?

A) Are B) Is C) Will D) Shall

7. _____ you like to come to dinner with us? (invitation)

A) Would B) Do C) Will D) Are

8. We have our English lesson _____ Tuesday.

A) at B) in C) on D) to

9. Let's meet _____ four o'clock.

A) in B) on C) at D) to

10. When _____ to her?

A) you talked B) have you talk C) have you talked D) did you talk

11. We _____ a wonderful dinner yesterday evening.

A) have had B) has C) had D) didn't had

12. I _____ TV when the telephone rang.

A) was watching B) watched C) have watched D) watch

13. _____ your homework yet?

A) Were you finished B) Did you finished C) Have you finished D) Finished

14. I'm hungry! Just a moment, I _____ make you a sandwich.

A) 'm going to B) 'll C) 'm D) should

15. It _____ rain tomorrow.

A) is not going to B) won't C) not D) isn't

16. He's _____ politics.

A) interested B) interesting C) interested to D) interested in

17. What will you do if he _____?

A) isn't coming B) won't come C) not come D) doesn't come

18. I _____ them since we were children.

A) know B) known C) have known D) has known

19. He has _____ eaten.

A) yet B) already C) still D) until

20. They've been to France, _____ they?

A) isn't B) doesn't C) been D) haven't

21. Hey Tom! I _____ you for a long time!

A) didn't see B) haven't seen C) don't see D) aren't seeing

Контрольная работа № 5.

Тема «Сослагательное наклонение».

1. Choose the correct variant.

1. You _____ the square if you look out of the window.

a) will not see b) don't see c) didn't see

2. If I __1__ a tiger across Hyde Park, I __2__ a tree.

1. a) see b) saw c) would see

2. a) will climb b) would climb c) would have climbed

3. I __1__ yesterday's party much more if all the invited __2__.

1. a) would enjoy b) will enjoy c) would have enjoyed

2. a) had come b) came c) come

4. If Jim _____ his bicycle, he won't go cycling.

a) sold b) sells c) will sell

5. If you __1__ my advice, everything __2__ all right then. But you didn't.

1. a) took b) take c) had taken

2. a) would be b) will be c) would have been

6. Irene __1__ to the theatre at the weekend if she __2__ a ticket.

1) will go b) had gone c) will went

2) a) get b) gets c) will get

7. If someone _____ my door at 3 a.m., I would be very unwilling to open the door.

a) ring b) rung c) rang

8. If he _____ me the truth, I would have pardoned him.

a) had telled b) had told c) telled

9. If the weather __1__ fine next week, we __2__ to the country.

1. a) be b) is c) were

2. a) shall go b) go c) would go

10. I didn't see Alice from the Advertising department last Monday. I

__1__ to her if I __2__ her. 1. a) would have spoken b) would speak

c) will speak

2. a) had seen b) saw c) see

11. Sue isn't very attractive. If I __1__ you, I __2__ much attention to her.

1. a) am b) were c) had been

2. a) won't pay b) wouldn't pay c) wouldn't have paid

12. I shall help you tomorrow if you still _____ help.
a) needed b) need c) will need
13. If he _____ a poor man, he would not stay at the Savoy.
a) is b) were c) will be

Контрольная работа № 6.

Тема «Неличные формы глаголов».

1. Complete the sentences with the correct form of the verb given.

1. As we don't agree about politics we generally avoid _____ (discuss) the subject.
2. Please stop _____ (interrupt) me when I'm explaining something to you. You can ask questions at the end.
3. I've apologized to her but she still refuses _____ (speak) to me.
4. I don't really fancy _____ (spend) my whole holiday with your cousins.
5. Oh no! I've forgotten _____ (bring) my briefcase with me. I'll have to go back for it.
6. What a dreadful man! Can you imagine _____ (live) with him?
7. I don't mind _____ (work) late, if it will help you.
8. They'd like _____ (live) in this new house now, but the builders are still working on it.
9. I can't afford _____ (support) you any longer.
10. We had hoped to finish the project by the end of the month but we keep _____ (delay) by changes in the plans.

ЛЕКСИКО-ГРАММАТИЧЕСКИЕ ТЕСТЫ

Промежуточный тест №1

I. Напишите вопросительные слова.

- a) _____ is your name?
- b) _____ do you live?
- c) _____ old are you?
- d) _____ do you do?
- e) _____ you married?
- f) _____ are you interested in?

II. Вставьте необходимую форму глагола to be.

- a) I _____ a student.
- b) She _____ married.
- c) We _____ his parents.
- d) You _____ a good swimmer.
- e) It _____ a small book.
- f) They _____ British.

III. Вставьте необходимые артикли и предлоги.

- a) My mother is _____ nurse. She works _____ a hospital.
- b) My friend is _____ secretary. She works _____ an office.
- c) My uncle is _____ mechanic. He works _____ his father.

IV. Поставьте общий вопрос к каждому предложению.

- a) She has got children.
- b) I live in London.
- c) Italy is a small country.
- d) They get up late.
- e) He often buys presents for her.
- f) We are never late for our lessons.
- g) There is a table near the window,
- h) She plays the piano.
- i) There are six chairs in the room.

V. Вставьте в предложения следующие слова: love, like, don't mind, hate.

- a) I _____ doing home work.
- b) My daughter _____ to make dinner.
- c) We _____ camping.
- d) They _____ to make the decisions.
- c) Your boss _____ you.

VI. Переведите на английский, используя: There is, There are.

a)В комнате три
кровати_____

b)В гостиной есть
камин_____

c)На стене две книжные
полки_____

d)На полу лежит красный
ковер_____

e)В кухне холодильник и посудомоечная
машина_____

f)Лампа возле
кровати_____

g)Над софой
цветок_____

VII. Дайте отрицательный ответ на вопросы.

a)Is Buckingham Palace in
Scotland?_____

b)Are there any pictures under the
carpet?_____

c)Do you like
shopping?_____

d)Does your father do the
housework?_____

e)Has he got five
cars?_____

VIII. Вставьте слова: to make, hardly ever, often, to watch, English, British.

a)My brother _____ the most noise.

b)My mother _____ gets up late.

c)We _____ watch TV in the evening.

d)He _____ the people walk by.

e)She lives in the United Kingdom. She is _____. She speaks
_____.

IX. Выберите правильную форму глагола to be:

1. I..... a manager of Brown and Company.

a) is b) are c) am

2. Whose dictionary.....this?

a) is b) am c) are

3. How.....Helen today?

a) are b) be c) is

4. They.....economists now.

a) isn't b) aren't c) am not

5.....she an auditor now?

a) are b) is c) am

6. Ann.....very well today.

a) aren't b) isn't c) am not

7. Who.....that man?

a) it's b) is c) am

X. Постройте специальные вопросы, используя следующие слова.

Добавьте глагол to be в соответствующей форме настоящего времени:

1. (What, colour, your, telephone?)

2. (What, colour, your, chairs?)

3. (Where, your, car?)

4. (Whose, bag, this?)

5. (How, your, mother?)

XI. Напишите утвердительные или отрицательные краткие ответы:

1. Are you married?

2. Are you a second year student?

3. Is it cold?

4. Is your house yellow?

5. Are you hungry?

6. Is this your test?

7. Is your kitchen large?

8. Are you from Canada?

9. Are you Russian?

10. Are you tired?

XII. Дополните предложения личными или притяжательными местоимениями.

I have got a friend. _____ is a first year student at Moscow University. _____ often meet Saturday or Sunday and go to a disco or to the cinema. _____ father is a businessman a _____ mother's a teacher. _____ have got a flat in the center of the city. There's a cine near _____ house and _____ often watch a film there. After the film _____ sometimes invi _____ to _____ place to have tea. _____ mother is a great cook and _____ loves cook. _____ often makes delicious pies or cakes for _____.

XIII. Выберите правильную форму глагола:

I get up late on Saturdays. I usually (have / do / go /) breakfast at noon. And then I (have / do / go shopping with my mother. When we come back she (goes / does / makes /) dinner and I (do / mak have /) my homework. In the evening I often (make / go / have /) dancing or sometimes I stay at ho and watch some videos.

Промежуточный тест №2

1. Questions. Complete the questions:

1. ' _____ name?' 'Paul Pearce'.
1. ' _____ old _____?' '23'
2. ' _____ do?' 'I'm a drummer.'
3. ' _____ best characteristics?' 'I'm friendly, funny and romantic.'
4. ' _____ worst characteristics?' 'I'm always late for everything.'
5. ' _____ in your free time?' "I go clubbing, to parties and listen to music."
6. ' _____ favourite item of clothing?' 'An old pair of jeans.'
7. ' _____ kind of person. _____ to meet?' 'I want to meet someone who's fun, rich and likes music.'

2. Comparatives & superlatives. Put the adjective into the correct form to complete these facts about the internet:

1. Half of all users are _____ than 25 (young).
2. Japanese is _____ second _____ language used on the internet (common).
3. Hotmail is. _____ free e-mail provider (big).
4. _____ Internet Service Provider is Compuserve (old).
5. The internet is _____ with males than with females (popular).
6. _____ website ever was when Sir Paul McCartney received three million questions in thirty minutes. He was promoting his album Flaming Pie in 1997 (busy).

3. Countable & uncountable nouns. Complete the dialogues using much, many, a little or a few:

- A: How (1) _____ money have you got left?
 B: Only (2), _____ I'm afraid. Just (3) _____ dollars.
 C: Were there (4) _____ people at the party?
 D: No, just (5) _____
 E: What's the matter?
 F: I think I ate too (6) _____ for lunch.

4. Past simple & past continuous. Underline the correct tense to complete this profile of a famous person:

He first (1) became / was becoming interested in computers at an early age and he (2) already programmed / was already programming computers by the time he was twelve years old. He (3) started / was starting his first company when he (4) was / was being at school and he (5) founded / was founding Microsoft in 1975 while he (6) studied / was studying at university. He (7) didn't finish / wasn't finishing his studies. He (8) became / was becoming a billionaire at thirty-one. (Who is he?)

5. Vocabulary - general (1). Put the words in the box into the correct category:

crowded date fancy fit fountain go out with nightlife nil pitch polluted practise split up statue square track

In the city	Relationships	Sport
1	7	11
2	8	12
3	9	13
4	10	14
5		15
6		

6. Vocabulary - general (2). Underline the correct alternative:

1. My name's James, but everyone calls / names me Jim.
2. I was named after / from my grandfather.
3. I met your past-wife / ex-wife yesterday.
4. You look / look like tired. You should go to bed.
5. I hate taking / making decisions.
6. The city is full of tall-rise / high-rise buildings.
7. Someone chatted me up / down in the club last night.
8. His problem is that he's always falling for /in love.
9. They have a very windy / stormy relationship.
10. Did you hear? Tom and Jo split apart / up last week.
11. Fred's new house has got a tennis court / pitch.
12. Do you want to go/ do swimming this afternoon?
13. She always stays as calm / cool as a cucumber.
14. We always drove at 180 kilometres per / for hour.
15. I got ninety per cents / per cent in my English test!

Промежуточный тест №3

1. Вставьте в предложения правильную форму глагола to be:

1. He a manager of Herbert Smith Co. a) is b) am c) are	4. We economists. a) isn't b) aren't c) am not
2. you a lawyer now? a) is b) am c) are	5. Jack very well today. a) isn't b) aren't c) am not
3. Who..... that woman? a) is b) am c) are	

2. Составьте вопросительные предложения, расставив все слова в нужном порядке и добавив правильную форму глагола to be:

1. your, what,
name _____

2. car, our,
where _____

3. how, sister,
her _____

4. colour, what, shirt,
his _____

5. whose, he,
brother _____

**3. Напишите краткие утвердительные или отрицательные
ответы:**

1. Is he
married? _____

2. Are you a second year
student? _____

3. Is this your
test? _____

4. Are you from
Russia? _____

5. Are they
economists? _____

**4. Задайте 5 вопросов, по одному каждого типа, к предложению:
She is a student of law.**

1. Она изучает
право? _____

2. Что она
изучает? _____

3. Она изучает право или
экономику? _____

4. Она изучает право, не так
ли? _____

5. Кто изучает
право? _____

**5. Вычеркните слово, выпадающее из данной группы по
смыслу:**

1. a lawyer, an accountant, a wife, a manager, a doctor
2. small, black, grey, blue, green
3. big, little, long, cheap, short
4. a table, a break, a chair, a window, a door
5. a newspaper, a shop, a magazine, a TV-set, a computer

6. Переведите на английский язык:

1. Доброе утро,
Том! _____

2. Здравствуй, Энн. Как ты себя
чувствуешь? _____

3. Уже лучше,
спасибо. _____

4. А как поживает твоя
семья? _____

5. У нас все в
порядке. _____

**7. Подберите к каждому русскому предложению английские
эквиваленты:**

1. До завтра!
evening!

2. Рад это слышать!

3. Здравствуйте!

4. Спасибо, хорошо.
well, thank you

5. У них все в порядке, спасибо.

a) Hello! Good

b) How are you?

c) Fine, thanks.

d) They are very

e) Glad to hear it.

f) Well, good-bye.

g) See you tomorrow.

h) How do you do?

8. Переведите на русский язык:

1. Is this Ann's
book? _____

2. No, it's
mine. _____

3. And where is
Ann's? _____

4. It's over there, on the
desk. _____

5. What colour is it? It's brown, isn't
it? _____

9. Закончите предложения, употребив прилагательные в сравнительной степени:

1. Moscow is old. St. Petersburg is (young) _____ .

2. This avenue is much (long) _____ than that street.

3. The computer is (expensive) _____ than the tape-recorder.

4. Buckingham Palace is (large) _____ than the White House.

5. The Neva River is (short) _____ than the Volga.

10. Вставьте пропущенные предложения, чтобы диалог обрел смысл:

1. Shop assistant: Can I help you?

Ann: I want to buy that dress, over there. By the way, _____? Is it black or dark blue?

2. Shop assistant: It's black. This colour is always in fashion.

_____ ?

Ann: Size 10, I think.

3. Shop assistant: _____.

But it is small, I'm afraid.

Ann: Yes, you are right.

_____ ?

4. Shop assistant: Here is the larger one. Is it all right?

Ann: Yes,

_____?

5. Shop assistant: 30 pounds.

Ann: Oh, that's expensive, but I like the dress.

(Give me the larger one, please. How much is it? What colour is it? And what's your size? Here you are.)

IRREGULAR VERBS

Infinitive	Past Indefinite	Participle II	Перевод
1. to be	was, were	been	быть
2. to bear	bore	born	рождать
3. to beat	beat	beaten	бить
4. to become	became	become	становиться
5. to begin	began	begun	начинать(ся)
6. to blow	blew	blown	дуть
7. to break	broke	broken	ломать, разбивать
8. to bring	brought	brought	приносить
9. to broadcast	broadcast; ~ed	broadcast; ~ed	передавать по радио
10. to build	built	built	строить
11. to burn	burnt	burnt	гореть, жечь
12. to buy	bought	bought	покупать
13. to catch	caught	caught	ловить, хватать
14. to choose	chose	chosen	выбирать
15. to come	came	come	приходить, приезжать
16. to cost	cost	cost	стоить
17. to cut	cut	cut	резать
18. to deal (with)	dealt (with)	dealt (with)	иметь дело с
19. to do	did	done	делать
20. to draw	drew	drawn	рисовать, чертить
21. to dream	dreamt; ~ed	dreamt; ~ed	мечтать

22. to drink	drank	drunk	пить
23. to drive	drove	driven	везти, управлять
24. to eat	ate	eaten	есть (принимать пищу)
25. to fall	fell	fallen	падать
26. to feed	fed	fed	кормить, питать
27. to feel	felt	felt	чувствовать
28. to fight	fought	fought	бороться
29. to find	found	found	находить
30. to fly	flew	flown	летать
31. to foresee	foresaw	foreseen	предвидеть
32. to forget	forgot	forgotten	забывать
33. to freeze	froze	frozen	замерзать, замораживать
34. to get	got	got	получать, становиться
35. to give	gave	given	давать
36. to go	went	gone	идти, ехать
37. to grow	grew	grown	расти, становиться
38. to hang	hung	hung	висеть, вешать
39. to have	had	had	иметь
40. to hear	heard	heard	слышать
41. to hold	held	held	держать, владеть
42. to keep	kept	kept	держать, хранить
43. to know	knew	known	знать
44. to lay	laid	laid	класть
45. to lead	led	led	вести
46. to learn	learnt; ~ed	learnt; ~ed	учиться, узнавать
47. to leave	left	left	оставлять, уезжать

48. to let	let	let	позволять, пускать
49. to lie	lay	lain	лежать
50. to light	lit (lighted)	lit (lighted)	зажигать, освещать
51. to lose	lost	lost	терять
52. to make	made	made	делать
53. to mean	meant	meant	значить, предполагать
54. to meet	met	met	встречать
55. to overcome	overcame	overcome	преодолевать
56. to pay	paid	paid	платить
57. to put	put	put	класть
58. to read	read	read	читать
59. to ring	rang	rung	звонить, звенеть
60. to rise	rose	risen	вставать
61. to run	ran	run	бежать
62. to say	said	said	говорить, сказать
63. to see	saw	seen	видеть
64. to sell	sold	sold	продавать
65. to send	sent	sent	посылать
66. to set	set	set	ставить, устанавливать
67. to shine	shone	shone	сиять, блестеть
68. to show	showed	shown	показывать
69. to sit	sat	sat	сидеть
70. to sleep	slept	slept	спать
71. to speak	spoke	spoken	говорить
72. to spend	spent	spent	тратить, проводить
73. to split	split	split	расщеплять
74. to spread	spread	spread	распространять(ся)

75. to stand	stood	stood	стоять
76. to strike	struck	struck	ударять
77. to swim	swam	swum	плавать
78. to take	took	taken	брать
79. to teach	taught	taught	учить, обучать
80. to tell	told	told	рассказывать
81. to think	thought	thought	думать
82. to throw	threw	thrown	бросать
83. to undergo	underwent	undergone	подвергаться
84. to	understood	understood	понимать
underst			
and			
85. to wake	woke; ~ed	woken; ~ed	будить, просыпаться
86. to wear	wore	worn	носить
87. to win	won	won	выигрывать
88. to withstand	withstood	withstood	противостоять
89. to write	wrote	written	писать

Must Know **Conversational Phrases**

Как и в любом языке, в английском есть очень много устойчивых выражений, которые употребляются каждый день в разговорной речи. И те, кто хочет научиться говорить по-английски, просто должны их знать и употреблять, чтобы их речь звучала непринужденно и ярко.

What's up? – Что случилось

What's the matter? – В чем дело?

What's going on? What's happening? – Что происходит? В чем дело?

What's the trouble? – В чем проблема?

How was it? – Ну как? Как прошло?

What for? — Зачем? Для чего?

What are you talking about? — О чём ты!

What are you driving at? — К чему ты клонишь? / К чему ты ведешь?

So what? — И что? /Ну и что?

What of it? — = So what? И что из этого?

Let's drop the subject. — Давай оставим эту тему./ Давай не будем об этом

Let's clear it up — Давай разберёмся. /Давай все проясним.

That's not the point. — Это не относится к вопросу/ проблеме.

It doesn't prove a thing. — Это ничего не доказывает./ Это не доказательство.

I have no idea — Без понятия./ Понятия не имею

Ask me another — Спроси что полегче!

I wish I knew — Хотел бы я знать!

I don't care — Меня это не волнует. / Все равно.

It doesn't matter — Не важно./ Все равно

It's all the same to me — = I don't care Мне без разницы

It's beside the point — Это к делу не относится.

It's none of your business — Тебя это не касается/ Не твоё дело

Mind one's own business — Не лезь не свое дело./ Занимайся своим делом

Enough of it — Хватит об этом

It's all the same to me — = I don't care Мне без разницы

I'm so sorry - Мне очень жаль (если мы что-то не так сделали)

I beg your pardon - Прошу прощения (используется, если мы что-то не расслышали)

Excuse me — Простите (чтобы привлечь внимание человека)

It's up to you — Тебе решать / Решай сам

You can take it from me. — Я это гарантирую. /Можешь мне поверить

Use your own judgement — = It's up to you/ Решай сам

It's out of place — Это неуместно.

It's waste of time — Это пустая трата времени

It's a lie — Это ложь / Ты врешь

It doesn't make sense — В этом нет смысла./ Это не имеет смысла

It's new to me — В-первые слышу

I mean it! — Я серьёзно

And how! — Ещё как!

Anything goes — Всё разрешено, всё пойдёт

Exactly! — Точно!

Far from it — Совсем не так.

For certain /For sure — Верно.

I agree with you — Я согласен.

I'm sure of it — Уверен.

I believe so/I suppose so — Я считаю, что это так.

I doubt it — Сомневаюсь.

I should not say so — Я бы так не сказал.

I'm afraid so — Боюсь, что так.

In a way — В каком-то смысле.

It looks like that — Похоже на то.

Just so — Именно так.

Naturally! — Естественно!

There is no call for / no call to — Нет причин для

No can do — Это невозможно!

No way! — Ни в коем случае

Not for a moment — Никогда в жизни

No go — Конечно нет

Nothing of the kind — ничего подобного

Nowhere near — Даже близко не...

Quite so — Вполне верно

Right on! — Верно!

That goes without saying — Об этом и говорить не стоит

There is no denying it — Глупо отрицать это

To a certain extent — В каком-то смысле

To be sure — Уверен

To hell with — к чёрту

What the hell — какого чёрта / что, чёрт возьми

You don't say — Не может быть

You read my mind — Ты читаешь мои мысли!

APPENDIX 4

Countries and Nationalities

Country	Страна	Nationality	Национальность
England	Англия	English	англичанин
Scotland	Шотландия	Scottish	шотландец
Wales	Уэльс	Welsh	валлиец
Ireland	Ирландия	Irish	ирландец
Australia	Австралия	Australian	австралиец
Canada	Канада	Canadian	канадец
New Zealand	Новая Зеландия	New Zealander	новозеландец
USA	Соединенные Штаты Америки	American	американец
Slovakia	Словакия	Slovak	словак
Austria	Австрия	Austrian	австриец
Poland	Польша	Polish	поляк
Sweden	Швеция	Swedish	швед
Norway	Норвегия	Norwegian	норвежец
Denmark	Дания	Danish	датчанин
Switzerland	Швейцария	Swiss	швейцарец
Belgium	Бельгия	Belgian	бельгиец
Netherlands	Голландия	Dutch	голландец
Romania	Румыния	Romanian	румын
Croatia	Хорватия	Croatian	хорват
Slovenia	Словения	Slovene	словенец
China	Китай	Chinese	китаец
India	Индия	Indian	индиец, индус
Turkey	Турция	Turkish	турок
Egypt	Египет	Egyptian	египтянин
Argentina	Аргентина	Argentine	аргентинец
Country	Страна	Nationality	Национальность
England	Англия	English	англичанин
Scotland	Шотландия	Scottish	шотландец
Wales	Уэльс	Welsh	валлиец
Ireland	Ирландия	Irish	ирландец
Australia	Австралия	Australian	австралиец
Canada	Канада	Canadian	канадец

ЗАКЛЮЧЕНИЕ

Современная жизнь немыслима без знания иностранного языка. Однако простым изучением правил нельзя добиться знаний грамматики. Необходимо использовать эти знания на практике, вот почему в данном пособии и предусмотрены самые различные упражнения: на изучение лексики, грамматики, чтение и понимание прочитанного. Надеемся, что студентам будет интересно их выполнять, в результате они заинтересуются изучением английского языка и будут усовершенствовать свои знания для получения в будущем престижной работы. Хочется пожелать всем дальнейших успехов в процессе изучения и овладения английским языком.

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