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Английский для бакалавров

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Часть I

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Министерства образования Российской Федерации в качестве учебного
пособия для студентов, изучающих английский язык на этапе
бакалаврской подготовки*

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Настоящее учебное пособие содержит текстовый материал, серию упражнений, направленных на развитие умений и навыков работы с иноязычным текстом, дидактический материал для развития навыков говорения, а также краткий грамматический справочник, снабженный памятками, инструкциями, примечаниями и др., помогающими обучаемым работать самостоятельно.

Пособие предназначено для студентов, продолжающих изучение английского языка в вузе на этапе бакалаврской подготовки, а также для широкого круга лиц, изучающих английский язык.

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ПРЕДИСЛОВИЕ

Настоящее учебное пособие предназначено для студентов, продолжающих изучение английского языка в неязыковом вузе на этапе общебакалаврской подготовки.

В основу работы положены результаты лингвистических и методических исследований, проводимых кафедрой иностранных языков ТулГУ в 1993-98 г.г. При создании пособия авторы опирались на выдвинутые ими теоретические положения, проверенные в учебном процессе и подтвержденные практикой.

Цель пособия – выработать у студентов умение читать оригинальную английскую литературу для извлечения нужной информации, научить студентов вести беседу и делать сообщения в рамках изученного материала.

Авторы также имеют целью одновременно развить у студентов навыки самостоятельной работы.

Пособие состоит из 10 разделов, каждый из которых имеет следующую структуру:

1. Краткий грамматический справочник.
2. Тренировочные лексико-грамматические упражнения.
3. Текстовый материал и упражнения, направленные на развитие умений и навыков работы с иноязычным текстом.
4. Дидактический материал для развития умений и навыков говорения.

Включение в пособие грамматического справочника продиктовано пробелами в знаниях учащихся базовой грамматики, без которой, как известно, практическое владение иностранным языком невозможно. Грамматический материал снабжен памятками, инструкциями, примечаниями и др., помогающими студенту работать самостоятельно.

Наличие многообразия текстов по одной тематике позволяет варьировать объем заданий с учетом индивидуальных особенностей и степени подготовки каждого студента. Тексты, предназначенные для овладения разными видами чтения, подбирались с учетом их информативности, актуальности и интереса для студентов. Предлагаемый текстовый материал способствует повышению эрудиции и расширению кругозора обучаемых.

Серии целенаправленных упражнений призваны обеспечить развитие умений и навыков словарного и бессловарного чтения, умений и навыков монологической и диалогической речи, а также ведения дискуссий с несколькими партнерами.

Характер учебного материала, его методическая организация делают возможным взаимосвязанное обучение всем видам иноязычной речевой деятельности и обеспечивают постепенный переход к работе с оригинальными научно-техническими текстами по специальности студента.

Учебный материал рассчитан на 130-160 часов аудиторной и внеаудиторной работы.

Разделы 1-8 разработаны **доц. Г.Д. Орловой** совместно с преподавателями Т.Н. Валиулиной, Л.П. Зарубиной, М.В. Кругловой, В.В. Фалетовой, Т.А. Чертовой, Д.М. Шевалдиной; разделы 9-10 разработаны **доц. Л.В. Козловской** совместно с преподавателями Г.Ф. Карасевой, В.В. Фалетовой.

Коллектив авторов выражает признательность канд. пед. наук, доценту А.А. Маркиной за оказанную помощь при разработке структуры пособия и методические консультации в процессе его подготовки.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Данное учебное пособие составлено с учётом новых научных исследований в области лингводидактики и психологии. Авторы стремились соблюсти преемственность и последовательность в изложении учебного материала.

Предлагаемые методические рекомендации имеют целью оказать методическую помощь преподавателям в распределении и использовании дидактического материала, включённого в пособие.

Составители стремились к тому, чтобы уже на начальном этапе взаимосвязанное обучение всем видам речевой деятельности было направлено на прочное усвоение такого минимума языковых знаний, умений и навыков, который представлял бы собой единую систему.

На начальном этапе обучения следует развивать умения и навыки, связанные с совершенствованием техники чтения, автоматизации грамматического материала, расширением активного и потенциального словаря, приёмами и способами работы с текстом, говорением и аудированием.

Учебный материал пособия представлен 10 разделами и рассчитан на 130-160 часов, включая самостоятельную работу, промежуточный и итоговый контроль.

При слабой языковой подготовке студентов первые два-три занятия полезно посвятить краткому коррективному фонетическому курсу, который включает в себя характеристику звуков речи, виды ударения (словесное, фразовое, логическое), интонирование, правила чтения и транскрибирования.

По мнению составителей, целесообразно начинать работу над дидактическим материалом каждого раздела с повторения грамматических явлений, характерных как для говорения, так и для чтения.

Авторы считают, что к работе над текстом правомерно приступать после того, как студенты активно овладеют лексико-грамматическим материалом, позволяющим впоследствии использовать его в соответствующей речевой ситуации. Поэтому лексико-грамматические упражнения пособия носят преимущественно репродуктивный характер, что обусловлено спецификой сравнительно несложных текстов, на основе которых формируются навыки как чтения, так и говорения.

Наряду с этим в пособие включён ряд упражнений, имеющих целью формирование умений и навыков грамматической ориентации в текстах более сложного характера. Например, раздел 8, текст В, упражнение VI; раздел 7, текст В, упражнение III; раздел 10, текст А, упражнение VIII и др.

Презентация грамматического материала, сопровождаемого объяснениями, таблицами, памятками, обращениями, примечаниями и др., даёт студенту возможность работать над ним самостоятельно вне аудитории.

При лексическом наполнении грамматических упражнений авторы стремились соблюдать принцип посильности и повторения пройденного.

В каждый раздел пособия включены несколько текстов, объединённых одной общей тематикой, но затрагивающих разные её аспекты и проблемы. Тексты сопровождаются активным словарём. Слова и выражения даны в порядке их расположения в тексте и снабжены русскими эквивалентами. Прилагаемый к тексту вокабуляр рекомендуется использовать в качестве материала для совершенствования навыков произношения и пополнения словарного запаса студентов, его дифференциации, накопления и активизации устойчивых словосочетаний и фразеологических единиц.

Прежде чем приступить к чтению текста, необходимо выполнить ряд упражнений, включающих интернационализмы, словообразование и словообразовательный анализ, подбор синонимов, антонимов и др., и помогающих понять общее содержание читаемого.

Послетекстовые упражнения носят самый разнообразный характер. Их цель – более глубоко проникнуть в содержание читаемого, повторить лексико-грамматический материал в новых ситуациях, выразить собственную точку зрения на проблему, затронутую в тексте.

Для развития дискурсивных умений предлагаются задания на выделение основных мыслей текста, составление собственного плана текста, схем, диаграмм и т.п., которые могут быть использованы студентами для передачи содержания текста или описания процесса: раздел 2, текст А, упражнение VIII; раздел 2, текст D, упражнение II; раздел 6, текст С, упражнение II; раздел 7, текст А, упражнение VII; раздел 7, текст С, упражнение III; раздел 8, текст А, упражнение XI.

Пример использования данного вида работы приводится в разделе 1 в упражнении к тексту А. Студентам даётся задание составить рассказ об английском языке, опираясь на приведённую в пособии схему. В последующих разделах студентам предлагается составить аналогичные схемы самостоятельно.

Умения и навыки говорения формируются на основе проблем социально-экономического характера, затронутых в текстах. Материал для говорения представлен текстами и образцами диалогов. Упражнения имеют коммуникативную направленность и побуждают к обсуждению проблематики, выходящей за пределы темы. Преподаватель может использовать упражнения выборочно, с учётом языковой подготовки студентов.

Раздел Just for Fun, содержащий шутки, пословицы, поговорки, четверостишия, призван оживить учебный процесс, способствовать релаксации после напряжённой работы, пробудить интерес к изучаемому предмету, а также может быть частично реализован в качестве тренировочных фонетических упражнений.

Данные методические рекомендации не исключают творческой инициативы преподавателя.

Unit 1

Grammar:

1. Pronouns
2. The verb *to be*
3. The verb *to have*
4. Plural of nouns

Texts:

- A. Learning Foreign Languages
- B. Handicapped People Do Useful Work
- C. A Person Who Happens To Be Blind
- D. About Poverty Level

Conversation:

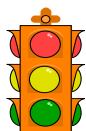
About myself and my family

Грамматический материал

1. Местоимения (Pronouns)

Число	Лицо	Личные		Притяжательные <i>Whose?</i>		Возвратные	Указательные	
		Им. пад. <i>Who?</i> <i>What?</i>	Объектный падеж <i>Whom?</i> <i>What?</i>	Присоединяемая форма	Абсолютная форма		Ед. ч.	Мн. ч.
Единственное	1	I	me	my	mine	myself	this этот	these эти
	2	you	you	your	yours	yourself	that тот	those те
	3	he	him	his	his	himself	Вопросительные	
		she	her	her	hers	herself		
		it	it	its	its	itself		
Множественное	1	we	us	our	ours	ourselves	who	кто
	2	you	you	your	yours	yourselves	whom	кого, кому
	3	they	them	their	theirs	themselves	whose	чей
							what	что, каков, какой
							which	который, какой
								кто(что)из

Обратите внимание!



1. а) Личное местоимение *you* употребляется в единственном и множественном числе, т. е. имеет значения «ты» и «вы»;
б) Местоимения *he/she* употребляются по отношению к людям; местоимение *it* – по отношению к вещам, животным, маленьким детям.

2. Абсолютная форма притяжательных местоимений употребляется в том случае, если за местоимением не следует существительное:

My pen is broken. Give me yours.

Помните!



Фразы типа *a friend of mine, a neighbour of hers* соответствуют фразам *one of my friends, one of her neighbours*.

3. Возвратные местоимения употребляются, когда подлежащее и дополнение обозначают одно и то же лицо или предмет. Возвратные местоимения в английском языке соответствуют возвратному местоимению *себя* или возвратной частице *-ся* в русском языке:

Can't you recognize yourself?

Ты не узнаешь *себя*?

He defended himself bravely.

Он храбро защищался.

Помните!



После глаголов *to feel; to behave* возвратные местоимения не употребляются:

Do you feel well? Ты хорошо себя чувствуешь?

The grandfather behaved like a child. Дедушка вел себя, как ребенок.

2. Глагол *to be* (*The Verb to be*)

Глагол *to be*

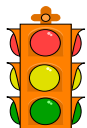
а) имеет значения *быть, существовать, являться, находиться*;

б) употребляется только во временах группы *Indefinite*.

Спряжение глагола *to be*

Число	Лицо	Present Indefinite	Past Indefinite	Future Indefinite
Единств.	1	I am	I was	I shall be
	2	You are	You were	You will be
	3	He/she/it is	He/she/it was	He/she/it will be
Множес- тв.	1	We	We	We shall be
	2	You are	You were	You will be
	3	They	They	They will be

Обратите внимание!



1. Формы настоящего времени глагола *to be* в английском языке обязательны; в русском языке они, как правило, не употребляются:

He *is* a student.

Он – студент.

2. а) Глагол *to be*, употребляемый в качестве смыслового глагола в значении *находиться*, требует после себя обстоятельства места:

He *is in room 302*.

Он находится в комнате 302.

б) Если глагол *to be* употреблен в качестве глагола-связки, то за ним может стоять существительное, числительное или прилагательное:

She *is* a doctor.

Она врач.

He *is* twenty.

Ему двадцать лет.

The day *was* fine.

День был замечательный.

Запомните!



Для образования вопросительных и отрицательных предложений с глаголом *to be* вспомогательный глагол не употребляется.

Чтобы образовать вопросительное предложение, необходимо поставить глагол *to be* перед подлежащим:

Is he a student ?

Are you engineers ?

Отрицательные предложения со сказуемым, содержащим глагол *to be*, строятся при помощи частицы *not*, которая ставится после соответствующей формы глагола *to be*:

I am not a doctor. (I'm not a doctor).

He is not a student. (He isn't a student).

They are not teachers. (They aren't teachers).

She was not at home. (She wasn't at home).

They were not at the lecture. (They weren't at the lecture).

Примечание.

Для образования вопросительной формы в будущем времени вспомогательный глагол ставится перед подлежащим:

Will he be ... ?

Shall we be ... ?

Отрицательная форма в будущем времени образуется при помощи отрицательной частицы *not*, которая ставится непосредственно после вспомогательного глагола:

He will not (won't) be ...

I shall not (shan't) be ...

Глагол *to be* нередко входит в состав устойчивых сочетаний, которые воспринимаются и переводятся как единое целое.

Запомните устойчивые словосочетания с глаголом *to be*:

to be absent from	отсутствовать											
to be afraid of	бояться											
to be about	собираться что-либо сделать											
to be bad at	не иметь способности к чему-либо											
to be born	родиться											
to be busy with	быть занятым чем-либо											
to be famous for	быть известным, славиться											
to be fond of	нравиться, любить											
to be good at	иметь способности к чему-либо											
to be glad/happy...	быть довольным, счастливым											
to be hungry/thirsty	испытывать голод, жажду											
to be in	находится дома, внутри помещения											
to be interested in smth.	интересоваться чем-либо											
to be late for	опаздывать											
to be like	быть похожим											
to be of great	<table><tr><td><table><tr><td>value</td></tr><tr><td>importance</td></tr><tr><td>significance</td></tr><tr><td>interest</td></tr></table></td><td>иметь (представлять) большую (ой)</td><td><table><tr><td>ценность</td></tr><tr><td>важность</td></tr><tr><td>значимость</td></tr><tr><td>интерес</td></tr></table></td></tr></table>	<table><tr><td>value</td></tr><tr><td>importance</td></tr><tr><td>significance</td></tr><tr><td>interest</td></tr></table>	value	importance	significance	interest	иметь (представлять) большую (ой)	<table><tr><td>ценность</td></tr><tr><td>важность</td></tr><tr><td>значимость</td></tr><tr><td>интерес</td></tr></table>	ценность	важность	значимость	интерес
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value												
importance												
significance												
interest												
ценность												
важность												
значимость												
интерес												
to be on	идти (о фильме)											
to be on holiday	быть в отпуске, на каникулах											
to be out	находиться вне дома											
to be pleased with (at)	быть довольным											
to be present at	присутствовать на											
to be proud of	гордиться											

to be ready for	быть готовым к
-----------------	----------------

to be right	быть правым
to be sorry for (about)	сожалеть о
to be sure of	быть уверенным
to be surprised at	удивляться
to be through with smth.	завершить что-либо
to be welcome	быть желанным (званным гостем)
to be wrong	ошибаться, быть неправым

3. Глагол *to have* (*The Verb to have*)

Глагол *have* перед существительным является смысловым глаголом и означает *иметь*.

Примечание 1. По-русски вместо *Я имею ...*, *Я не имею ...*, мы говорим *У меня есть*, *У меня нет*.

I have a sister. У меня есть сестра.

I have no brother. У меня нет брата.

Спряжение глагола *to have*

Число	Лицо	Present Indefinite	Past Indefinite	Future Indefinite
Единств.	1	I have	I	I shall have
	2	you have	you	you will have
	3	he/she/it has	he/she/it } had	he/she/it will have
Множеств.	1	We } have	We } had	We shall have
	2	you } have	you } had	you will have
	3	they } have	they } had	they will have

Примечание 2. В разговорной речи для выражения обладания чем-либо в настоящем времени чаще всего употребляется выражение *have got* (*has got*):

I have got (I've got) a new dress.

У меня новое платье.

Запомните !



Отрицательная форма глагола *to have* в Present и Past Indefinite образуется путем употребления отрицательного

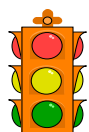
местоимения *no* перед существительным или *not* перед другими определителями существительного:

I have not a pen. (I have no pen.) У меня нет ручки.
 I have not 5 pens, I have only 3. У меня нет пяти ручек,
 у меня только три.

Вопросительная форма глагола *to have* образуется путем постановки глагола *have* перед подлежащим:

Have you many friends ? – Yes, I have.

Обратите внимание !



В современном английском языке наблюдается тенденция образовывать вопросительную и отрицательную формы глагола *to have* при помощи вспомогательного глагола:

Present	Past	Future
Вопросительная форма		
<div> <div> I you we they </div> Do </div> have...? <div> <div> he she it </div> Does </div> have...?	<div> <div> I you she he it we they </div> Did </div> have...?	<div> <div> I we </div> Shall </div> have...? <div> <div> you he she it they </div> Will </div> have...?
Отрицательная форма		
<div> <div> I you we they </div> do not have </div> <div> <div> he she it </div> does not have </div>	<div> <div> I you she it we they </div> did not have </div>	<div> <div> I we </div> shall not have </div> <div> <div> you he she it they </div> will not have </div>

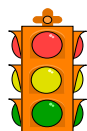
Запомните устойчивые словосочетания с глаголом *to have*:

to have breakfast

завтракать

to have lunch } to have dinner to have supper to have tea to have coffee to have a meal to have a drink to have a smoke to have a rest to have a wash to have a bath to have a shower to have a walk to have a holiday to have a party to have a good time to have a cold to have a headache to have a chat to have a look at	обедать ужинать пить чай пить кофе поесть выпить покурить отдохнуть постирать принять ванну принять душ погулять провести отпуск (каникулы) устроить вечер хорошо провести время простыть испытывать головную боль поболтать взглянуть на
--	---

Обратите внимание!



Вопросительная и отрицательная формы перечисленных выше словосочетаний образуется только с помощью вспомогательных глаголов:

What time *does* Ann *have* lunch ?
Did you *have* a swim this morning ?

4. Множественное число существительных (Plural of Nouns)

Множественное число большинства английских существительных образуется путем прибавления окончания *-s (-es)* к существительному в единственном числе.

Образование множественного числа

Единственное число	Множественное число	Фонетические особенности чтения окончаний
1. hand boy	hand <u>s</u> boy <u>s</u>	[z] – после согласных и гласных
2. book	book <u>s</u>	[s] – после глухих согласных
3. glass box brush match	glass <u>es</u> box <u>es</u> brush <u>es</u> match <u>es</u>	[iz] – после шипящих и свистящих звуков
Единственное число	Множественное число	Особенности орфографии существительных во мн. числе
4. knife	knives	У существительных с окончанием <i>-f/fe</i> буква <i>-f</i> меняется на букву <i>-v</i> и добавляется окончание <i>-es</i> .
5. key	keys	Если перед <i>-y</i> стоит гласная, то никаких изменений не происходит.
6. factory	factories	Если окончанию <i>-y</i> предшествует согласная, то буква <i>-y</i> меняется на букву <i>-i</i> и добавляется окончание <i>-es</i> .
7. hero	heroes	К существительным, оканчивающимся на букву <i>-o</i> , добавляется окончание <i>-es</i> .



Запомните особые случаи образования множественного числа существительных.

Единственное число	Множественное число
а) существительные, имеющие изменение в основе слова:	
man woman foot tooth child goose mouse ox	men women feet teeth children geese mice oxen
б) существительные, имеющие одинаковую форму в ед. и мн. ч.:	

sheep deer fish	sheep deer fish
в) существительные латинского и греческого происхождения:	
analysis axis basis criterion datum formula nucleus radius phenomenon thesis	analyses axes bases criteria data formulae nuclei radii phenomena theses

Запомните !



1. В английском языке следующие существительные не имеют формы множественного числа, всегда согласуются с глаголом в ед. ч. и могут иметь в качестве определения указательное местоимение только единственного числа (this/that):

advice	совет, советы
information	сведения
furniture	мебель
happiness	счастье
knowledge	знания
luggage	багаж
money	деньги
news	новость, новости
sugar	сахар

2. У следующих существительных форма единственного числа в русском языке соответствует форме множественного числа в английском языке:

goods	товар, товары
clothes	одежда
suburbs	пригород
wages	зарплата

3. У сложных существительных форму множественного числа принимает только последняя часть:
a classroom – classrooms

Исключение составляют слова, первой частью которых являются корни *man* - /*woman* - . В этом случае обе части принимают форму множественного числа:

a manservant – menservants

Если в составе сложного слова есть предлог, то форму множественного числа принимает первая часть:

a father-in-law fathers-in-law

a passer-by passers-by



У п р а ж н е н и я

- I. Заполните пропуски одним из местоимений, приведенным в скобках:
- 1) Does like ? (she, they, her, we)
 - 2) I'm sure I know (he, his, its, him)
 - 3) Is that car ? (you, yours, your, him)
 - 4) Is it their car ? – No, is yellow. (their, them, its, theirs)
 - 5) A few months ago I met an old friend of (my, me, mine, him)
 - 6) He rang Mary and invited to dinner. (she, it, her, hers)
 - 7) My father is fat, weighs over fifteen stone. (she, him, he, his)
 - 8) John showed the book. (his, it, its, him)
 - 9) Can you give some more cake ? (his, my, me, mine)
 - 10) If you see Tom and Jane, give my love. (they, their, it, them)
- II. Закончите предложения местоимениями *him/her/them*.
- 1) I don't know those girls. Do you know *them* ?
 - 2) I don't know that man. Do you know ?
 - 3) I don't know Bob's wife. Do you know ?
 - 4) I don't know his friends. Do you know ?
 - 5) I don't know Mr. Brown. Do you know ?
- III. а) Закончите предложения по образцу:
- She wants to see me but *I* don't want to see *her*.
- 1) I want to see him but doesn't want to see
 - 2) They want to see me but don't want to see
 - 3) We want to see them but don't want to see

- 4) She wants to see him but doesn't want to see
- 5) They want to see her but doesn't want to see
- 6) I want to see them but don't want to see
- 7) He wants to see us but don't want to see

б) Посмотрите на рисунки. Сделайте рассказ полным, добавив личные местоимения.

The other day when I was shopping a woman stopped and asked the way to the post office. gave her directions and thanked politely, then ran off quickly in the opposite direction. put my hand in my pocket and found that my wallet was missing. must have taken it while were talking. shouted and ran after but was no good. had disappeared in the crowd.



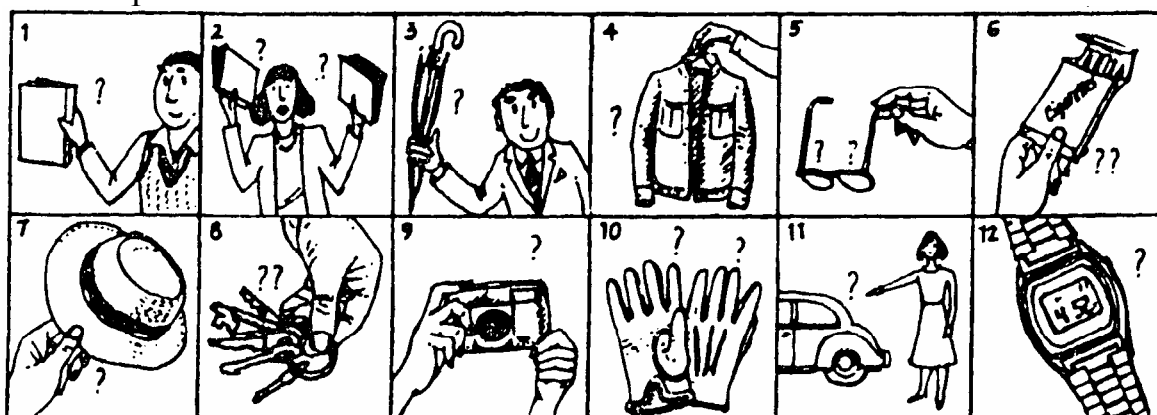
IV. Заполните пропуски подходящими по смыслу местоимениями.

- 1) I had many English books. I read every day.
- 2) Kate is my friend. I often meet in the office.
- 3) We are students. This is classroom.
- 4) Ben and Nick, open books at page 9.
- 5) Take this book and read at home.
- 6) Read these words and learn well.
- 7) With do you usually speak about your work ?
- 8) I don't know What's his name ?
- 9) Take the dictionary. – It's not my dictionary, it's
- 10) This is a photo of a modern shop. windows are wide and high.
- 11) magazine is over there ? – It's mine.
- 12) is your cousin ? – A journalist.

V. Закончите предложения:

- 1) I saw Mary with *her* husband Phil.
- 2) I saw Ann and Bob with children.
- 3) I saw Bob with wife Ann.
- 4) I saw Bill with brother George.
- 5) I saw Ann with parents.
- 6) I saw Mary and Philip with son Bill.

VI. Посмотрите внимательно на картинки. Напишите вопросы с вопросительным словом *Whose* ?



1. Whose book is this? 7. ?
2. Whose ? 8. ?
3. ? 9. ?
4. ? 10. ?
5. ? 11. ?
6. ? 12. ?

VII. Вставьте глагол *to be* в соответствующей форме. Переведите.

1. George a student.
2. We on duty today.
3. All students present today.
4. My grandparents pensioners.
5. This woman a housewife.
6. Yesterday the weather fine, but tomorrow it nasty.
7. Mr. Emmons blind. The neighbours glad to help him.
8. Tomorrow my husband at home.
9. We proud of our achievements.
10. The doctor busy with the patient.
11. It the worst weather anyone remembers.
12. I sure he will come in time.
13. She late for the lesson last Monday.
14. It kind of you to help this blind man.
15. These shoes just her size.
16. The lesson over soon and you free.

VIII. Сделайте следующие утвердительные предложения

отрицательными и вопросительными. Дайте краткие ответы на вопросы.

Образец: I was ill last week.

I was not ill last week.

Were you ill last week ? – Yes, I was. / No, I wasn't.

1. Pete is at work now. 2. My friend is good at geography. 3. It was wonderful at the party. 4. They were at the cinema yesterday. 5. The temperature will be above zero tomorrow. 6. I'm sure they will be late for the meeting. 7. They will be back tomorrow. 8. The teacher was pleased with the student's answer. 9. We'll be busy next Sunday. 10. The sportsmen are ready for the competition. 11. Bob is a famous football player. 12. Relationships within the family are different now. 13. Christmas is the traditional time for presents.

IX. Поставьте следующие предложения в *Past* и *Future Indefinite*.
Введите в предложение соответствующие обстоятельства:

yesterday	tomorrow
last year (month, week)	the day after tomorrow
the day before yesterday	next year (month, week)
a week (month, year) ago	in a month (week, year)

Образец: It is cold today.

It was cold yesterday.

It will be cold tomorrow.

1. We are on duty today. 2. They are students of Tula State University. 3. She is 20. 4. I am an engineer. 5. She is tired. 6. This computer is out of order. 7. You are very busy. 8. They are at home. 9. My friend is at the cinema.

X. Переведите предложения. Обратите внимание на устойчивые сочетания с глаголом *to be*.

1. I'm afraid of dogs. 2. What are you particularly interested in ? 3. I'm not hungry, I'm thirsty. 4. Are you ready for the lesson ? 5. A new film is on. Are you going to see it ? 6. He was about to leave London. 7. Is she in ? – No, she is out. 8. I'm afraid you are wrong. 9. Are you through with your work? 10. Mathematics is of great importance.

XI. Употребите глагол *to have* в нужном времени.

1. Yesterday we a lecture on history and group 1074 a lecture on mathematics. 2. Tomorrow I an English lesson, my friend an English lesson too. 3. In 1963 Tula Polytechnical Institute 11 faculties. Now our University 13 faculties. 4. At the end of each term students four or five exams. Last January we five exams. This summer our group five exams too. 5. My mother always much work to do. 6. My parents usually little free time. 7. Each faculty of

our University scientific laboratory. These laboratories modern equipment. 8. I hope all our graduates interesting work in the future.

XII. Составьте вопросы, используя глаголы *to be*, *to have* в нужной форме.

Образец: Your brother/young.

Is your brother young ?

- 1) Jane/brothers.
- 2) George/nine years old.
- 3) Mrs. Brown/a large family.
- 4) Your sister/pretty.
- 5) Why/they/absent.
- 6) Where/Betty/now.
- 7) They/relatives/here.
- 8) It / the right answer.
- 9) Your neighbour / any pets.
- 10) You / any problems / with your parents.
- 11) Why / it / great / to have a brother or a sister.
- 12) You / an only child / in the family.

XIII. Вставьте глагол *to have* в нужной форме. Переведите.

1. My friend not many children. He two sons. 2. I no paper to write a letter. 3. Jack not got that Spanish magazine. 4. We got an interesting article about Moscow. 5. you got enough time to discuss this question with me ? 6. How many English lessons you last week ? – We three lessons. 7. We much work to do at the office yesterday. 8. What time you usually breakfast ? – I usually breakfast at 9 o'clock in the morning. 9. I little money, but now I much. 10. The girl no cat, but soon she a black kitten. 11. They a house in the suburbs. 12. you got anything new to tell me ? 13. We a good time next weekend. 14. we a lecture tomorrow ? – No, we We no lectures tomorrow.

XIV. Напишите три собственных предложения по каждому образцу.

- | | |
|--|---|
| 1) She has a daughter. | У неё есть дочь. |
| 2) How many brothers has he ? | Сколько у него братьев? |
| 3) Has she a family ? – Yes, she has.
(No, she hasn't). | У неё есть семья ?–
Да. (Нет.) |
| 4) I have no family. | У меня нет семьи. |
| 5) I haven't (got) any arabic books
at home. | У меня нет дома книг
на арабском языке. |
| 6) I've got many interesting
Russian books. | У меня есть много инте-
ресных книг на русском
языке. |
| 7) Did you have a Russian lesson
yesterday ? | У вас был вчера урок
русского языка ? |
| 8) I didn't have much work to
do yesterday. | Вчера у меня было
немного работы. |
| 9) Shall we have an English lesson
tomorrow ? | У нас будет урок
английского языка
завтра ? |

XV. Напишите следующие слова

а) во множественном числе:

a house, a mouse, a potato, a piano, a dish, this baby, this valley, that knife, a roof, that woman, a tooth, that child, this box, my brother-in-law, this boy, a toothbrush, a workman, a classroom, an armchair, a matchbox, this bookshop, that woman-teacher, his secretary, a nurse, a stepmother, his wife, a grown-up, a formula;

б) в единственном числе:

feet, sheep, teeth, these boxes, these libraries, those babies, needs, our theses, those data, these heroes, kisses, families, sisters-in-law, his watches, actresses, those saleswomen, my boyfriends.

XVI. Напишите следующие предложения во множественном числе.

1. This device is very expensive. 2. This shop is not open today. 3. That house in our street is very old. 4. Our examination is not difficult. 5. This flower is very beautiful. 6. I am not interested in football. 7. This is a very old photograph. 8. She is an Italian.

XVII. Переведите.

1. Его рабочий день очень длинный. Он всегда занят. 2. У меня два брата, один – студент, другой – школьник. 3. Она хорошо разбирается в математике. 4. Нам очень нравится современная музыка. 5. Мы гордимся своими родителями. 6. Вы боитесь собак ? - Нет. 7. Никто не был готов к уроку. 8. Братья были очень похожи друг на друга. 9. У меня болит голова. 10. Не беспокойтесь, я сделаю это сама. 11. Вы нервничаете? Вы чувствуете себя хорошо ? 12. Сам фильм не был интересным, но музыка

была замечательная. 13. В следующем месяце ей будет 18 лет. 14. Кто самый старший в вашей семье ? 15. Что у вас обычно на завтрак ? 16. Он очень приятный человек. Как его зовут ?



РАБОТА С ТЕКСТОМ

Text A. Learning Foreign Languages

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and effort. Nowadays it is especially important to know foreign languages.

English is one of the most speaking languages in the world. Over 300 million people speak English as a mother tongue. It is the national language of Great Britain, the United States of America, Australia and New Zealand. It is also one of the official languages in Canada, the Irish Republic and the Republic of South Africa. As a second language it is spoken in India, Singapore, Pakistan and many other former British and US colonies in Africa and Asia.

Millions of people speak English as a foreign language. It is the major international language of communication in politics, science, business, education, mass entertainment and international tourism. Half of the world's scientific literature is in English. It is also the language of computer technology. English is one of the official languages of the United Nations Organization.

English is a wonderful language. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, Charles Dickens.

The great German poet Goethe said, "He, who knows no foreign language, does not know his own one". To know English today is absolutely necessary for every educated man, for every good specialist.

Vocabulary

a foreign language
the national language
a mother tongue
mass entertainment
science, *n*
scientific, *adj*
technology, *n*
important, *adj*
necessary, *adj*

иностранный язык
государственный язык
родной язык
массовая культура (развлечения)
наука
научный
техника
важный
необходимый

I. Read the text '*Learning Foreign Languages*' and answer the questions:

1. Is it easy for you to learn a foreign language ?
2. Why do people learn foreign languages ?
3. Why do you learn exactly English ?
4. Do many people in the world speak English as a mother tongue ?
5. What language is used by scientists ?
6. Do you like English ? (Are you fond of English ?)

II. Read the following selection without a dictionary. Try to understand it.

ENGLISH AROUND THE WORLD

"Do you speak English?" - this question is most frequently heard when people from different countries gather. Although there are almost three thousand languages, English is the most universal. It is the official language in over forty countries and the most used language in international business, science and medicine. Some people believe that English should be the international language, they think things would run more smoothly if everyone spoke the same language.

It is important to learn English to feel confident. English is everywhere. It is in signs, clothing, soft drinks and household products around the world. The names of pop groups, computer software and magazines are often presented in English. English words are also used as an element of magic to be included on T-shirts, sweat shirts, caps etc. Some think English is chic, English is stylish, even when the English on these designed items makes no sense. Sometimes we use English words for effect rather than as a language, for example adding "O.K!" or "No problem" to the end of our talk. I don't think whether it is good or not. It's our reality, and we live in it.

Learning English is important for you if you want to know what is going on in the world. With recent advances in technology, the world is changing rapidly in many fields, such as business, arts and medicine. These changes will affect you soon and it is important for you to read and keep up with these changes. In fact, learning English is the answer to a lot of things that you need and want.

III. Read the selection again. Identify the key-words and write them out.

IV. Find the key sentence in each paragraph of the text "English Around the world".

V. Suggest a headline to each paragraph.

VI. Make up the plan of the text '*English Around the world*'. Retell the text according to your plan.

VII. It's interesting to know...

"Hooligan"

Do you know the word "hooligan"? Yes, you know the word and you don't like hooligans, of course. But do you know that Hooligan was an English surname and not a word? In 1890 there lived in London a man whose surname was Hooligan. He was a very bad man and he behaved so badly, that soon everybody in London knew him and talked about him. When somebody began to behave badly, people said, "Oh, he behaves like Hooligan," and a new word was born. You can find this word not only in English but in some other languages too.

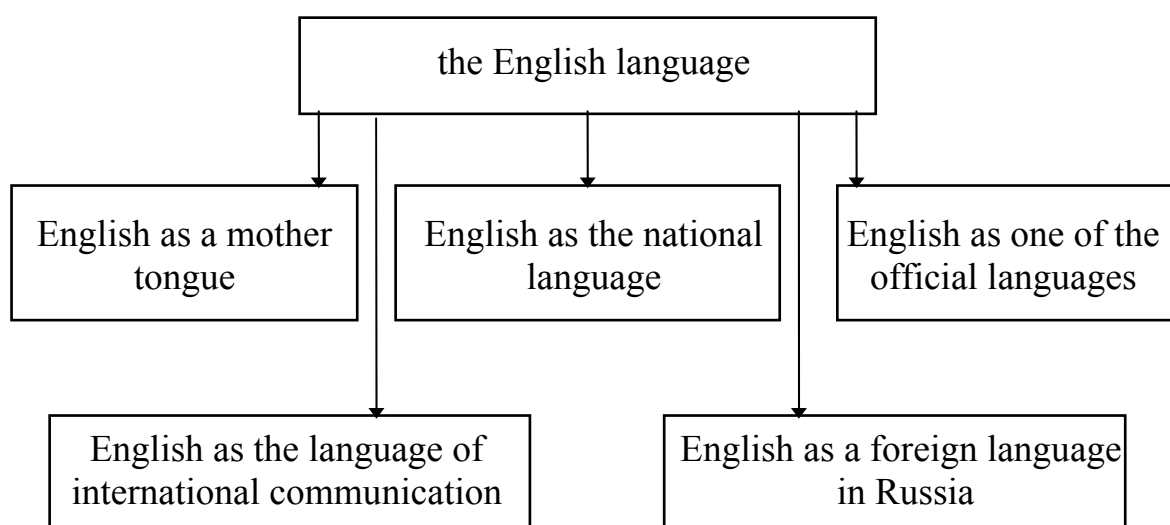
"Mackintosh"

Do you know what a mackintosh is? Of course, you do. But do you know that the word "Mackintosh" is a surname. In 1823 in Scotland lived a man whose name was Charles Mackintosh. It often rained in Great Britain, and Charles Mackintosh got wet quite often. One day he rubberized his coat and it became waterproof. Many of his friends liked his coat and asked him to rubberize their coats too. Soon many people began to rubberize their coats and called those coats "mackintosh".

VIII. Say what you think about the following:

1. What are the reasons for an increasing influence of English on our life?
2. Can you name any words from English that have entered the Russian language?
3. What is English to you?
4. How much has English influenced your thinking and your culture?
5. Is it possible to learn English without the culture of English-speaking countries?

IX. Make up a story about the English language. Use the following scheme:



Text B. Handicapped people do useful work

Joseph Emmons can't use his eyes. He's blind. He has a trained dog named Buster that leads him where he wants to go. Buster sees for Mr. Emmons. He's called a seeing-eye dog.

Although Mr. Emmons has a handicap, it isn't a big problem. He has a useful job and he earns his own money. Mr. Emmons sells brooms and mops to people in this part of the city. He has worked every day except Sunday for forty years.

Mr. Emmons gets up at 6:00 every morning and eats breakfast with his wife. Then he leaves the house at 7:00. He holds Buster and walks from house to house. He carries his mops and brooms with him. While he talks to people, the dog sits and waits. The people choose a broom, and then they pay him.

Buster doesn't let Mr. Emmons talk to people very long. He likes to keep moving. It takes four and one-half months to walk to every house in this part of the city. Mr. Emmons visits each house every four months, and by then the people are usually ready to buy new brooms.

Mr. Emmons likes his job. He's very healthy because he works outside every day. But these days he has a problem. His brooms last so long that sometimes they are still good after four months. Then nobody needs to buy a new one.

Mr. Emmons is proud of his brooms because blind people make them. He picks up a new supply of brooms every week. He says, "If you don't sell people something good, they're not going to buy from you the second time you come around".

	Vocabulary	
blind, <i>adj</i>	слепой	
lead (led, led), <i>v</i>	вести, приводить	
although, <i>conj</i>	хотя	
handicap, <i>v</i>	страдать от физического недостатка	
<i>n</i>	физический недостаток	
handicapped	страдающий от физического недостатка	
earn, <i>v</i>	зарабатывать	
choose (chose, chosen), <i>v</i>	выбирать	
health, <i>n</i>	здоровье	
healthy, <i>adj</i>	здоровый	
need, <i>v</i>	нуждаться в чём-либо	
<i>n</i>	нужда, потребность	
buy (bought, bought), <i>v</i>	покупать	
sell (sold, sold), <i>v</i>	продавать	
supply, <i>v</i>	снабжать, поставлять	
<i>n</i>	снабжение, поставка, запас	

I. Match the English and Russian words:

to lead	гордиться
health	хотя

to be proud of	зарабатывать
although	выбирать
a handicap	вести
to earn	вставать
to get up	уезжать
to leave	платить
to choose	здоровье
to pay	физический недостаток
except	за исключением

II. Find the English equivalents of the following Russian words:

<i>использовать</i>	to find, to catch, to use, to belong
<i>слепой</i>	old, handicapped, blind, complex
<i>хотя</i>	also, although, too, except
<i>держатъ</i>	to take, to give, to got, to hold
<i>нести</i>	to carry, to receive, to contain, to obtain
<i>ждать</i>	to follow, to wait, to store, to find
<i>обычно</i>	always, often, usually, sometimes
<i>посещать</i>	to come, to walk, to intend, to visit
<i>запас</i>	income, supply, need, broom
<i>восполнять</i>	to come around, to wait for, to be proud of, to pick up

III. Find the opposites to the first word in each line:

<i>useless</i>	each, essential, useful, busy
<i>to waste</i>	to work, to earn, to train, to buy
<i>to sell</i>	to give, to call, to get, to buy
<i>except</i>	including, although, then, since
<i>to leave</i>	to come, to walk, to live, to drive
<i>short</i>	big, small, long, wide
<i>ill</i>	wealthy, healthy, wise, proud
<i>to work</i>	to try, to pick, to last, to rest
<i>to like</i>	to hate, to admire, to adore, to want

IV. Find in the text '*Handicapped people do useful work*' the English equivalents of the following Russian phrases:

люди с физическими недостатками; специально обученная собака; зарабатывать деньги; разговаривать с кем-либо; быть в движении; необходимо некоторое время, чтобы что-нибудь сделать; к тому времени; быть здоровым; работать на улице; гордиться чем-либо; пополнять запас; покупать у кого-либо; приходить снова.

V. Read the text '*Handicapped people do useful work*'. Choose the right answer to the following questions:

1. How often does Mr. Emmons work ?
 - a) one day a week,
 - b) every day except Sunday,
 - c) every Sunday.
2. What does Mr. Emmons sell ?
 - a) brooms and mops,
 - b) vegetable,
 - c) newspapers.
3. What time does Mr. Emmons get up every day ?
 - a) at 12:00,
 - b) at 8:00,
 - c) at 6:00.
4. What does he do next ?
 - a) has breakfast,
 - b) does morning exercises,
 - c) takes a shower.
5. What time does he leave the house every day ?
 - a) at 8:00,
 - b) at 9:30,
 - c) at 7:00.
6. How often does Mr. Emmons visit each house ?
 - a) every three months,
 - b) every four months,
 - c) once a year.
7. How often do most people buy brooms ?
 - a) every 4 months,
 - b) once a year,
 - c) every 4 weeks.
8. How often does he get a new supply of brooms?
 - a) every month,
 - b) every week,
 - c) every 4 months.

VI. Complete the following sentences:

1. Mr. Emmons can't _____ .
2. He has a trained dog _____ .
3. Mr. Emmons earns _____ .
4. He gets up at _____ .
5. He holds Buster _____ .
6. While he talks to people _____ .
7. Buster doesn't let _____ .
8. It takes four and one-half months _____ .
9. His brooms last so long _____ .
10. Mr. Emmons is proud of _____ .

VII. Agree or disagree. Give your reasons.

1. Joseph Emmons can't use his eyes.
2. He has a trained dog to play with.
3. Although Mr. Emmons has a handicap, it's not a big problem.
4. Mr. Emmons works one day a week.
5. Mr. Emmons sells newspapers and magazines.
6. While he talks to people the dog sits and waits.
7. Mr. Emmons likes to talk to people for hours.
8. He visits each house every 6 months.
9. He likes his job.
10. He never has any problems.

VIII. Think and answer:

1. Why can't Joseph Emmons use his eyes ?
2. Why is Buster called a " seeing-eye dog " ?
3. Why isn't Mr. Emmons' handicap a big problem ?
4. Why doesn't Buster let Mr. Emmons talk very long ?
5. Why do the people usually buy new brooms every time that Mr. Emmons comes ?
6. Why does Mr. Emmons like his job ?
7. Why is he so healthy ?
8. Why does Mr. Emmons have a problem selling brooms ?
9. Why is he proud of his brooms ?
10. Why should you sell people something good ?

IX. Say what you have learned from the text about:

- a) Joseph Emmons' handicap;
- b) his dog;
- c) Mr. Emmons' workday;
- d) his job.

X. Retell the text:

- a) as it is;
- b) on the name of Mr. Emmons;
- c) on the name of Mrs. Emmons;
- d) on the name of Mr. Emmons' neighbour;
- e) on the name of Buster.

Text C. A person who happens to be blind

John Bailey is blind and has a guide dog named Elgar. John finds that many people don't know what to do or say when they meet someone like him who can't see. Here he explains how to behave towards blind people and their dogs.

- Remember I am an ordinary person, just blind. You don't need to shout or talk to me as if I cannot understand. If you are giving me a cup of tea or coffee, then I can tell you how I take it – you don't have to ask my wife.

- I can walk more easily with you than by myself, but please don't grab my arm; let me take yours. When I am with Elgar, I will drop the handle on his harness to tell him he is no longer working, and I will take your left arm with my right. I will keep half a step behind so that I can feel it when we are about to go up or down steps or a kerb. Going downstairs, I prefer to hold the handrail if there is one.

- It is always nice for me to know who is in the room with us, so please do introduce me – and to the cat and dog ! And if you come into a room where I am, please do speak so I know you're there.

- If I am somewhere new, you will have to guide me to a chair and tell me about things in my way or on the floor. Don't forget about lampshades – they often stick out into my path and I do hate breaking things!

- At mealtimes, I may ask for a little help, particularly with cutting up meat. And you can make my meal a lot more enjoyable by telling me where which food is on my plate - for example “ Chicken at 9 o'clock, peas at 3 o'clock and potatoes at 6 o'clock - and a glass of water at 2 o'clock ”.

- Words like “ see ” don't worry me, so you needn't be embarrassed about using them; I use them too. I am always glad to see people.

- Elgar loves attention, but remember never to distract him when he's working, as my safety depends on him. And, of course, please don't feed him titbits – he gets very properly fed at home and will get fat if you feed him too !

- The most important thing of all is not to think of me as a blind person; I am a person who happens to be blind.

(from *Forward* – the Journal of The Guide Dogs for the Blind Association)

Vocabulary

shout, <i>v</i>	кричать
grab, <i>v</i>	хватать
handle, <i>n</i>	поводок
harness, <i>n</i>	упряжь
kerb, <i>n</i>	бордюр, обочина
handrail, <i>n</i>	перила
lampshade, <i>n</i>	абажур, торшер
embarrass, <i>v</i>	смущаться
distract, <i>v</i>	отвлекать
titbit, <i>n</i>	лакомый кусок

I. Make sure you know the words given above.

II. Read the text '*A person who happens to be blind*'. Decide if the following statements are true (T) or false (F).

1. John likes people to help him walk.
2. He doesn't worry if he breaks things.
3. He has dinner at 9 o'clock.
4. He is blind but he can see people a little bit.
5. He doesn't like people to give his dog food.

III. Express the main idea of the text '*A person who happens to be blind*'.

Text D. About Poverty Level

Poverty is a family characteristic rather than an individual characteristic. That is, people are defined as poor or nonpoor depending on the economic status of the family with which they live. Two factors are particularly important in determining a family's economic status: (1) the total income of the family and (2) the ratio of dependents to earners (dependency ratio) in the family.

We focus on six demographic characteristics that are related to a person's family income and dependency obligations: age, education, employment status, marital status, parental status, and single parenthood (the interaction of marital status and parental status). The first three characteristics – age, education, and employment status – tell us something about a person's earnings capacity (experience and skills) and employment effort. Higher earning capacity and active employment increase total family income, all else being equal. Marital status tells us something about a person's family income as well as their dependency ratio. Marriage can increase income by increasing the number of potential earners in a family. Note that because poverty is a family characteristic rather than an individual characteristic, men and women who live in the same family have, by definition, identical poverty rates. Thus, if all men and women were married, there would be no gender difference in poverty. Parenthood and

single parenthood, on the other hand, increase poverty by increasing the dependency ratio.

(From American Sociological Review, 1994, vol. 59, August)

I. Translate the text '*About Poverty Level*' using a dictionary.

II. Answer the question:

How do demographic characteristics influence poverty level ?



CONVERSATION

About myself and my family

Vocabulary

RELATIONS: (by birth)

grandparents
grandmother
grandfather
parents
mother
father
son
daughter
brother
sister
twins
grandson
granddaughter
uncle
aunt
nephew
niece
cousin

(by marriage)

husband
wife
father-in-law
mother-in-law
son-in-law

РОДСТВЕННЫЕ ОТНОШЕНИЯ: (по крови)

дедушка с бабушкой
бабушка
дедушка
родители
мать
отец
сын
дочь
брат
сестра
близнецы
внук
внучка
дядя
тетя
племянник
племянница
двоюродный брат / сестра

(по супружеству)

муж
жена
свекор, тесть
свекровь, теща
зять

daughter-in-law
sister-in-law
brother-in-law
stepmother
stepfather
stepson
stepdaughter
stepsister / brother

AGE

adult, grown-up
teenager
youngster
baby
old
aged, elderly
middle-aged
young
elder brother / son / sister, etc.
at the age of
to be over 20

NATIONALITY

English (England)
American (America)
Canadian (Canada)
Australian (Australia)
French (France)
Italian (Italy)
Spanish (Spain)
Norwegian (Norway)
Swedish (Sweden)
Dutch (Holland or the Netherlands)
Dane (Denmark)
German (Germany)

JOBS

journalist
architect
doctor / physician
nurse
surgeon
dentist
secretary
teacher
waiter / waitress

невестка, сноха
золовка, невестка, свояченица
шурин, деверь
мачеха
отчим
пасынок
падчерица
сводная сестра / брат

ВОЗРАСТ

взрослый
подросток
юноша
младенец
старый
пожилой
средних лет
молодой
старший брат / сын / сестра и т.д.
в возрасте
за 20

НАЦИОНАЛЬНОСТЬ

англичанин
американец
канадец
австралиец
француз
итальянец
испанец
норвежец
швед
голландец
датчанин
немец

ПРОФЕССИИ

журналист
архитектор
врач / терапевт
медсестра
хирург
стоматолог
секретарь
учитель
официант / официантка

cook
engineer
driver
worker
shop-assistant
actor / actress
librarian
clerk
geologist
mathematician
musician
psychologist
lawyer
accountant / book-keeper
office workers

повар
инженер
водитель
рабочий
продавец
актер / актриса
библиотекарь
служащий
геолог
математик
музыкант
психолог
юрист, адвокат
бухгалтер
служащие

WHERE THEY WORK

office
hospital
school
restaurant
factory / plant / works
department store
theatre
library
bank

ГДЕ ОНИ РАБОТАЮТ

контора, учреждение
больница
школа
ресторан
завод
универмаг
театр
библиотека
банк

Text. About Myself and My Family

My name is Oleg Ivanov. I was born in Alexin. It's a nice old town, I like it very much as it's the place of my childhood. At the age of 7 I began to attend school. I studied very well and usually received only top marks. I finished school at the age of 17. The same year I went to Tula and entered Tula State University. I want to become a good specialist in the field of electronics.

I was born in the family of professional workers. My father is an engineer, he works at a big plant. Now he is 50. He graduated from Tula Polytechnical Institute. My mother is 45, she's a doctor and works at a hospital. I'm proud of my parents.

I have a brother and a sister. They live in Alexin. My brother is 22. He has a family of his own, they are three in all - my brother, his wife and their little son. My sister is not married, she is 17 and she is a student of Pedagogical College. She is going to be a teacher of English. She works hard and she is a good student.

We have a granny, she is a pensioner. She is well past 60, but looks young for her age. She is very kind to all of us. We also have many close and distant relatives and we are always glad to see each other.

I. Read the text '*About Myself and My Family*' and answer the questions.

1. Where was Oleg Ivanov born ?
When and where were you born ?
What is the place of your mother's birth ?
2. How did Oleg study at school ?
What subjects were you good at school ?
What subjects did you dislike ?
3. What are Oleg's parents ?
What are your parents ?
4. Where does his father (mother) work ?
Where do your parents work ?
5. How old is Oleg's mother ?
How old is your mother ?
How old are you ?
6. Does Oleg have a brother or a sister ?
Do you have a brother or a sister ?
Are you an only child ?
7. Oleg's brother is very young, isn't he ?
Are you very young ?
8. Is Oleg's sister married ?
Are you married ?
9. What college does Oleg's sister study at ?
What University do you study at ?
10. Why did Oleg enter the University ?
Why did you enter the University ?
11. How old is Oleg's granny ?
How old are your grandparents ?

D I A L O G U E S

a) Read the dialogues in pairs.

I.

- A. Is your family large ?
B. No, it isn't. We are only 3 in the family. (There are 3 of us in the family).
A. How old are your parents ?
B. My mother is 40. My father is 43.
A. Do they still work ?
B. Yes, they do.

II.

A. Are you married ?

B. Yes, I am.

A. Would you tell me about your family ? How many children do you have ?

B. I have two children, a son and a daughter.

A. How lucky you are !

III.

A. Are you married ?

B. No, I'm not. I'm single.

A. Do you live with your parents ?

B. No, I don't. They live in Rostov.

IV.

A. Hi ! My name is Tom Smith. I'm from Atlanta, Georgia. What's your name?

B. I'm Pedro.

A. And where are you from, Pedro?

B. I'm from Madrid, Spain.

A. Oh, really? Nice to meet you.

B. Nice to meet you too.

b) Reproduce the short dialogues in similar situations.

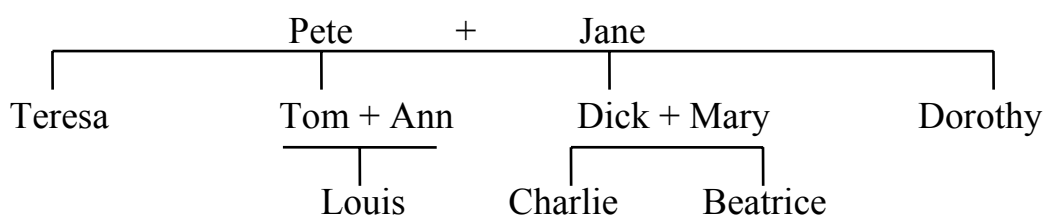
II. Make up short situations based on the model.

Model: It's Robert Brown. He's 26.
 He's a journalist. He's American.
 He comes from New York.

Substitutes:

<i>Name</i>	<i>Age</i>	<i>Job</i>	<i>Nationality</i>	<i>Residence</i>
Mary Smith	20	architect	English	London
Tom Stuart	18	secretary	Irish	Dublin
Jerry Brown	35	doctor	Canadian	Ottawa
Robert Grey	41	mechanic	Australian	Sydney
Clair Jones	45	actress	American	New York
Andrew Smith	33	lawyer	Scottish	Edinburgh

III. Study the Family Tree. Say whether the following statements are true (T) or false (F).



1. Jane is Dorothy's mother.
2. Pete is Ann's father.
3. Tom is Mary's husband.
4. Teresa is Tom's wife.
5. Louis is Charlie's brother.
6. Beatrice is Louis's cousin.
7. Dorothy is Beatrice's aunt.
8. Tom is Louis's uncle.
9. Charlie is Mary's nephew.
10. Beatrice is Teresa's niece.
11. Ann is Teresa's sister-in-law.
12. Tom is Dorothy's brother.
13. Dorothy is Pete's daughter.
14. Ann is Mary's sister.
15. Pete is Charlie's grandfather.
16. Beatrice is an only child.
17. Dorothy has two children.
18. Jane is Beatrice's grandmother.
19. Louis is Jane's grandson.
20. Dorothy is single.

IV. Work in pairs.

One student makes a sketch of his (her) family tree trying to remember all his (her) relatives, the other asks questions and draws the family tree. Then they compare the sketches.

V. Speak about your own family. The following questions will help you.

1. How large is your family ?
2. Are your family early risers ? Why ? What about you ?
3. Are you the eldest of the family ?
4. Do you have any special duties ?
5. Who do you most take after, your mother or your father ?
6. Who are you like in character ?
7. Who do you look like ?
8. Who is the head of your family ?
9. Do you think that older and younger generations should live together ?

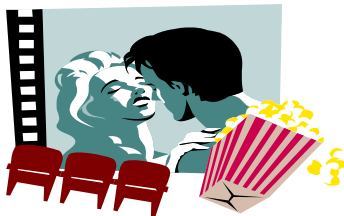
VI. Imagine that you are a small child lost in an unknown town. What will you tell a policeman about your father and mother to help him find them.

VII. Imagine that you are

- a) a film star;
- b) a 15-year-old girl (boy) who wants independence;
- c) a 18-year-old girl (boy).

What will you say about your family to

- a) a reporter;
- b) your new friend;
- c) a stranger.



JUST FOR FUN

1. Read the poem.

This is our dad, short and stout;
This is our mum, with children all about;
This is our sister, with a doll on her knee;
This is our brother, tall you see;
This is our baby, sure to grow;
And here is our family all in a row.

2. Read the jokes. Learn the funniest of them by heart.

- My mother-in-law is an angel.
- You lucky fellow ! Mine is still alive !

The meeting-places of love:
Their eyes meet, their hands meet,
Their lips meet, their lawyers meet.

Jane: Is the man your sister's going to marry rich ?
Dick: I think not. Every time mother talks about the wedding father says
"poor man !"

Ann: Why don't you marry, Jane ?
Jane: I will only marry a man who knows life and has learned its sorrows.
Ann: I see, a widower.

2. Here are some proverbs and sayings. Read them and find the Russian equivalents. Use the proverbs in a natural context.

He that has a wife has a master.
As the baker so the buns, as the father so the sons.
Necessity is a hard nurse, but she raises strong children.
To be born with a silver spoon in one's mouth.

3. Read the following passage and answer the questions after it:

Here are brief descriptions of the men of the first three months of the year.
The January Men do most things rather slowly. So if your man is one of these, do not expect a lightning courtship or a very speedy marriage - though if born before December 28th he will do a little faster. Let him do all the wooing himself, for he likes to be the leader and to make up his own mind.

Don't look for him to be a picturesque wooer. He won't often call you pet names or tell you he loves you. But to the right girl he shows a deep devotion, expressed in deeds of kindness rather than in words.

He is very ambitious. Nothing and nobody must stand in the way of his career. Take a real interest in his work if you want to win and keep him.

The girls who are happiest with January men are those born under the zodiac signs of Taurus, Virgo and his own sign of Capricorn.

The February Men are those with birthdays between January 21st and February 20th. You are quite likely to meet this man in a club or institution, for he is interested in all such things and will like you to be.

He is rather pessimistic. But he is fascinating, companionable, trustworthy and a very good father. Except financial ups and downs you may marry him, for his fortunes vary a good deal. The girl who weds him should preferably be born in his own sign or in those of Gemini or Libra.

The March Man makes an almost ideal lover, for he is romantic, deeply affectionate, unselfish and very generous. If he loves a girl he will adapt to her opinions, spend his last penny on her and do everything in the world to show his devotion. At the same time, such a blind love exacts constant attention in return.

He adores travel and often meets his future wife on a journey or staying abroad. He hates long engagements. As he is usually lucky with money when young, the wedding bells are likely to ring soon.

The ideal wife for him is one born under the signs of Cancer or Scorpio, or failing these, in his own sign of Pisces.

Signs of Zodiac.

♈	Aries - Овен (21.03. - 19.04.)
♉	Taurus - Телец (20.04. - 20.05.)
♊	Gemini - Близнецы (21.05. - 20.06.)
♋	Cancer - Рак (21.06. - 22.07.)
♌	Leo - Лев (23.07. - 22.08.)
♍	Virgo - Дева (23.08. - 22.09.)
♎	Libra - Весы (23.09. - 22.10.)
♏	Scorpio - Скорпион (23.10. - 21.11.)
♐	Sagittarius - Стрелец (22.11. - 21.12.)
♑	Capricorn - Козерог (22.12. - 19.01.)
♒	Aquarius - Водолей (20.01. - 18.02.)
♓	Pisces - Рыбы (19.02. - 20.03.)

Questions

1. Do you trust in the zodiac signs descriptions of people?
2. What zodiac sign were you born under? Do you know the name of your zodiac sign in English?
3. Have you a friend born under the zodiac sign of Taurus (Virgo or so on)? Do you appreciate her / his character? Is he / she a good friend?
4. What sign was your mother (father) born under?

Unit 2

Grammar:

1. Construction *there + be*
2. Indefinite and Negative Pronouns
3. Indefinite (Simple) Tenses
Present Indefinite Tense (Active)

Texts:

- A. Education in the Russian Federation
- B. Schooling in the United Kingdom
- C. University Education in Great Britain
- D. Oxford

Conversation:

Tula State University

Грамматический материал

1. Конструкция *there + be*

Конструкция *there + be* (быть, находиться, существовать) употребляется для выражения наличия (или отсутствия) в определенном месте какого-либо лица или предмета. Данный оборот стоит в начале предложения, за ним следует подлежащее, выраженное существительным, т.е. имеет место обратный порядок слов.

There is	a book	on the table.
There is	подлежащее	обстоятельство места.



Запомните !

1. При наличии нескольких подлежащих глагол *to be* согласуется с *первым* из них:

There **is** a table and five desks in the room.

There **are** five desks and a table in the room.

2. Если в предложении с оборотом *there + be* имеется обстоятельство, перевод начинают с *этого обстоятельства*:

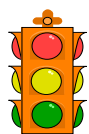
There is a book *on the table*.

На столе есть (лежит) книга.

3. При отсутствии обстоятельства перевод начинают с *самого оборота*:

There are different kinds of energy.

Существуют (имеются) различные виды энергии.



Обратите внимание !

1. Глагол *to be* в данном обороте может употребляться в различных временных формах:

There *has been* a meeting at our faculty this week. На этой неделе на нашем факультете было собрание.

There *was* a woman and two girls in the room. В комнате находились женщина и две девочки.

There *will be* 3 lectures tomorrow. Завтра будет 3 лекции.

2. В вопросительных предложениях глагол *to be* (или вспомогательный глагол, если глагол *to be* употреблен в сложной форме) ставится перед *there*:

Are there any students in the room ?

Were there many mistakes in the test ?

Will there be 2 lectures tomorrow ?

Для образования специальных вопросов следует поставить вопросительное местоимение перед глаголом *to be*:

What is there on the table ?

Who is there in the room ?

How many students are there at the lecture ?

What books were there in your bag ?

Whose copy-books are there on the desk ?

3. Отрицательные предложения с оборотом *there + be* могут образовываться двумя способами (см. таблицу).

	<i>PRESENT</i>	<i>PAST</i>	<i>FUTURE</i>
Утвердительная форма	there is a book there are books	there was a book there were books	there will be { a book books
Вопросительная форма	is there a book ? are there books ?	was there a book ? were there books ?	will there be { a book books
Отрицательная форма (два способа построения)	there is no book there isn't any book there are no books there aren't any books	there was no book there wasn't any book there were no books there weren't any books	there will be { book no books there won't { book be any books

Заметьте, отрицательная форма *there isn't / there aren't / there wasn't / there weren't / there won't be* используется

а) в кратких ответах на общие вопросы :

Is there a book on the table ?

No, there isn't.

б) в предложениях, если перед подлежащим стоит числительное или слова *many / much / enough*:

There isn't enough money here.

Для выражения полного отрицания наличия предмета или лица в данном месте перед подлежащим ставится отрицательное местоимение *no*:

There is *no* book on the table.

There are *no* students in the room.

There was *no* lecture yesterday.

Примечания:

1. Кроме глагола *to be*, после *there* могут употребляться и некоторые другие непереходные глаголы такие, как *to live жить*, *to exist существовать*, *to appear появляться*, *to arise возникать*, *to stand стоять* и т.д.

There *arose* a lot of questions
after his lecture.

После его лекции возникло
множество вопросов.

There *came* a knock at the door.

Раздался стук в дверь.

2. Любой из модальных глаголов может входить в конструкцию *there+be*.

There must be a mistake in this
text.

В этом тексте, должно быть,
есть ошибка.

There may have been a storm in
their region yesterday.

В их районе, возможно, был
вчера ураган.

3. При переводе с русского языка на английский язык предложений с глаголом *есть*, имеется оборот *there is* употребляется только при указании места; при указании лица (*у меня, у Пети есть...*) употребляется глагол *to have*.

У меня

На столе

есть (имеется) интересная английская книга.

I have an interesting English book.

There is an interesting English book *on the table*.

2. Неопределенные и отрицательные местоимения (Indefinite and Negative Pronouns)

	THING	BODY	ONE	WHERE	
SOME	<i>something</i> что-то что- нибудь	<i>somebody</i> кто-то кто- нибудь	<i>someone</i> кто-то кто- нибудь	<i>somewhere</i> где-то где-нибудь куда-то куда- нибудь	1. В утвердительных предложениях 2. В специальных вопросах и общих вопросах, выражающих просьбу, предложение
ANY	<i>anything</i> что- нибудь	<i>anybody</i> кто- нибудь	<i>anyone</i> кто- нибудь	<i>anywhere</i> где-нибудь куда- нибудь	1. В вопросительных предложениях
	что- нибудь	кто- нибудь	кто- нибудь	где-нибудь куда- нибудь	2. В условных придаточных предложениях
	всё что угод- но	всякий любой	всякий любой	всюду езде	3. В утвердительных предложениях
	ничто	никто	никто	нигде никуда	4. В отрицательных предложениях (при отрицательной форме глагола)
NO	<i>nothing</i> ничто	<i>nobody</i> никто	<i>no one</i> никто	<i>nowhere</i> нигде никуда	В отрицательных предложениях (при утвердительной форме глагола)
EVERY	<i>everything</i> всё	<i>everybody</i> все, каждый, всякий	<i>everyone</i> все, каждый, всякий	<i>everywhere</i> езде	В утвердительных, вопросительных и отрицательных предложениях

Примечание:

в английском языке *everybody*, *everyone* в функции подлежащего требуют после себя глагол в единственном числе 3-го лица.

Запомните !



1. Местоимение *some* и его производные употребляются в основном в утвердительных предложениях вместо артикля как определение к существительному. На русский язык часто не переводится.

I've bought *some* coffee.

Я купила кофе.

2. Местоимение *any* и его производные:

а) в утвердительных предложениях имеют значения: *всякий, любой, всё, везде, всюду*:

You may take *any* of these books.

Вы можете взять любую из этих книг.

б) в отрицательных и вопросительных предложениях заменяют *some* и его производные:

Did you make any mistakes in your work yesterday ?

Вы сделали ошибки в своей работе вчера ?

3. В отрицательных предложениях можно использовать:

а) *not + any / anything, anybody, anyone, anywhere*;

б) *no / nothing, nobody, no one, nowhere*.

He had *no* English books.

I have *no* paper to write on.

He didn't have *any* English books.

Примечание:

местоимение *some* может употребляться в специальных и общих вопросах, выражающих просьбу или предложение:

Do you have *some* envelopes ?

У вас не найдется сколько-нибудь конвертов ?

Would you like *some* coffee ?

Вы будете пить кофе ?

Much, many, little, few

Исчисляемые существительные	Неисчисляемые существительные
many - много	much - много
few - мало	little - мало
a few - несколько	a little - немного
a lot of, lots of, plenty of - много	

Местоимения *many* (много), *few* (мало), *a few* (несколько) употребляются перед **исчисляемыми** существительными и отвечают на вопрос *How many ? Сколько ?*

I have many (few) English books.

У меня много (мало) английских книг.

Местоимения *much* (много), *little* (мало), *a little* (немного) употребляется перед **неисчисляемыми** существительными и отвечают на вопрос *How much ? Сколько ?*

I have little (much) free time today.

У меня сегодня мало (много) свободного времени.

Примечание:

слова *much*, *little*, *a little* имеют значение наречий, когда они определяют глагол, а не существительное.

She works very much.

Она очень много работает.

She speaks English a little.

Она немного говорит по-английски.

3. Indefinite (Simple) Tenses

(Неопределенные времена)

Времена группы *Indefinite (Present, Past, Future)* употребляются для выражения обычных, постоянных или повторяющихся действий в настоящем, прошедшем или будущем времени без указания на их длительность или завершенность.

Present Indefinite Tense (Active)



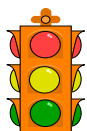
Запомните !

1. *Present Indefinite Tense* образуется от инфинитива глагола без частицы *to*;

2. В 3 л. ед. ч. глагол принимает окончание *-s*; если глагол оканчивается на гласную, шипящую или свистящую, окончание имеет форму *-es*.

ask + s = asks
go + es = goes
cross + es = crosses

3. Вопросительная и отрицательная формы образуются с помощью вспомогательного глагола *do(does)* и инфинитива смыслового глагола без частицы *to*.



Обратите внимание !

Вспомогательный глагол употребляется в форме *does* только в 3 лице ед. ч.

Утвердительная форма	Вопросительная форма	Отрицательная форма
I ask He asks	Do I ask ? Does he ask ?	I do not (don't) ask He does not (doesn't) ask

Present Indefinite Tense выражает:

а) факты, отдельные действия.

The Sun *rises* in the East.

Солнце восходит на востоке.

б) обычные, регулярно повторяющиеся действия.

I *go* to the Institute every day.

Я хожу в институт каждый день.

в) последовательность событий, действий.

I *get up*, *do my morning exercises* and *go to the bathroom*.

Я встаю, делаю зарядку и иду в ванную комнату.

г) будущее действие, связанное с расписанием транспорта, программы радио, телевидения и т.д.

The football match *starts* at 8 o'clock.

Футбольный матч начнется в 8 часов.



Запомните !

1. *Present Indefinite Tense* часто употребляется с обстоятельствами:

always	всегда
as a rule	как правило
every day (year, month, etc.)	каждый день (год, месяц и т.д.)
from time to time	время от времени
generally	обычно, как правило
often	часто
seldom	редко
sometimes	иногда
regularly	обычно
usually	обычно
never	никогда

2. Глаголы в *Present Indefinite Tense* переводятся на русский язык глаголами настоящего времени несовершенного вида.

They *live* in Moscow.

Они *живут* в Москве.

The computer *controls* the

ЭВМ *управляет* движением руки

motion of the robot arm.

робота.

Примечания:

1. Обстоятельства *as a rule, every day (week, month, year...)* могут стоять в начале или в конце предложения.

Every day we read newspapers.

We read newspapers *every day*.

As a rule I get up at 7 o'clock.

I get up at 7 o'clock *as a rule*.

2. Наречия *often, seldom, usually, always, sometimes*, как правило, стоят:

а) перед смысловым глаголом:

They *often* read English newspapers

They *seldom* go out in the evening.

б) после глагола *to be*, если сказуемое выражено глаголом *to be*:

His marks are *always* good.

She is *usually* on time.



У П Р А Ж Н Е Н И Я

I. Употребите *much, many, few, little* со следующими словами:

pens	mistakes	children
tables	furniture	women
water	news	work
students	people	mice
snow	time	bread
men	money	clothes

II. Вставьте *much, many, few, little, a few, a little, a lot of*:

1. I have ... questions to ask. 2. Is there ... furniture in your cottage ?
3. Has he ... or ... free time ? 4. There were so ... people in the room that we
couldn't move. 5. She is a quiet person. She doesn't say 6. Pat has got ...
work today. 7. Don't put ... salt into his soup. 8. Is there ... space in your room ?
- No, not very 9. I know ... English traditions. 10. She is so lonely. She has ...
friends.

III. Употребите *how much ?* или *how many ?* :

1. ... mistakes are there in your dictation ? 2. ... time is left ? 3. ... friends have you got ? 4. ... money do you need ? 5. ... times did I tell you this ? 6. ... feet is your room ? 7. ... sheep has this farmer got ? 8. ... have you read ?

IV. Выберите правильное слово:

1. Do you have (some, any) work to do ? 2. My son has (some, any) French books at home. 3. I haven't got (some, any) questions. 4. Please, bring me (some, any) chalk. 5. Give me the newspaper, please. I've got (some, any) time to read it now. 6. Please, take (some, any) magazine you like. 7. Do you learn (some, any) foreign languages ? 8. There isn't (some, any) paper on the desk. 9. There are (some, any) books on your desk. 10. Are there (any, some) students in the room ? 11. Does your friend have (any, some) English books at home ? 12. Were there (any, some) new films on TV yesterday ? 13. Do you write (any, some) dictations at your English lessons ? 14. Is there (nobody, somebody, anybody) in the room ? 15. They have (any, some) friends in Moscow. 16. You can take (some, any) book. 17. There are (any, some) new words in this text. 18. Do you know (nothing, anything, something) about England ? No, I don't know (anything, nothing, something). 19. Is there (nobody, somebody, anybody) at home ? Yes, there is (anybody, nobody, somebody).

V. Употребите *some, any, every, no* или их производные:

1. It is so dark here. I can't see 2. You can ask him ... question, he will answer it. 3. I want to tell you ... interesting. 4. The party was dull, there were ... interesting people. 5. Can you give me ... money ? 6. If ... happens let me know. 7. I need ... to help me with my English. 8. ... must be on time for classes. 9. Are you going ... for the weekend ? 10. Do we have ... milk ? - No, we don't have ..., go and buy 11. She felt unhappy, she had ... to speak to, ... to do. 12. Would you like ... to drink ? 13. Do you live ... near Nick ? 14. There's ... at the door. Can you go and see who it is ? 15. Can I have ... milk in my coffee, please ? 16. She doesn't want to eat 17. Can you give me ... information about places to see in your town ? 18. You can take ... book you like. 19. Does ... know Jim ? 20. Do you have ... to read ? 21. She is very secretive. She never tells ... (two words).

VI. Составьте предложения. Используйте подстановочные таблицы.

a)

There	is	a	desk blackboard picture door window student computer	in the room. in the corner. on the wall.
	are	some many few five two	desks windows pictures students computers lamps	

б)

Is	there	a	book copy book ball point pen pencil	on the desk ? on the table ? in your bag ?
Are	there	any	pencils pens books copy books	on the desk ? on the table ? in your bag ?
There	is	no	table computer pencil lamp	in the corner. on the desk. in the room. in the bag. at the table.
	are		chairs desks TV-sets cassette players tape-recorders	

В)

There	was	a / an	English lesson	on TV at the lesson in our town in the dictation in our group	yesterday. last week. a week ago. tomorrow. next month. in a week.
	were	one	nice film test dictation new student		
	will be	some many few five two	mistakes students lectures institutes libraries		

Г)

Was	there	be	a / an	English lesson	on TV at the lesson in our town in the dictation in our group	yesterday. last Monday. a week ago. in a week. next month. tomorrow.
Were			one	students		
Will			some many five two	mistakes lectures universities new student tests new film		

VII. Составьте предложения с оборотом *there is / there are*. Используйте приведенные ниже образцы:

а) образец:

a book	—————→	on the table
There is a book on the table.		

a girl	—————→	in the room
a cat	—————→	on the chair
some students	—————→	in the classroom
some books	—————→	on the desk
a pen	—————→	on the book
a picture	—————→	on the wall
a desk	—————→	near the window
ten students	—————→	in our group
two windows	—————→	in the classroom
many new words	—————→	in the text

б) образец:

a book	—————→	on the table
Is there a book on the table ?		

a table	—————→	in the room
a chair	—————→	in the corner
some pictures	—————→	on the wall
two students	—————→	at the blackboard
five lamps	—————→	in the room
a TV-set	—————→	on the table
a pen	—————→	on the desk
a sentence	—————→	on the blackboard
a cat	—————→	under the table

в) образец:

some books —————→ on the table
 There are no books on the table.
 There aren't any books on the table.

a door	—————→	in the room
two pictures	—————→	on the wall
a pen and a pencil	—————→	on the desk
one window	—————→	in the room
ten students	—————→	in the group
some desks	—————→	in the classroom
many new words	—————→	in the text
a cassette player	—————→	in the room

VIII. Завершите следующие вопросы обстоятельстами и ответьте на них:

1. Are there any desks ... ? 2. Was there a university ... ? 3. Is there a door ... ? 4. Will there be many people ... ? 5. Are there any words ... ? 6. Were there many students ... ? 7. Will there be an English lesson ... ? 8. Were there many mistakes ... ?

IX. Согласитесь со следующими утверждениями. Используйте в речи оборот *there is / there are*.

Образец:

You've got three members in your family. -
 Yes, there are three members in my family.

1. You can see a student in the picture. 2. You've got a book in front of you. 3. You've got no laboratory on the first floor. 4. You can see a TV-set in the hall. 5. You can see many difficult words in this text. 6. She's got three mistakes in her test.

X. Закончите следующие предложения в письменной форме:

1. In this country there 2. In our library there 3. In the street there 4. In the University there 5. On the table there 6. In Asia there 7. On the wall there 8. Under the window there

XI. Сделайте следующие предложения а) отрицательными; б) вопросительными:

1. There is a blackboard in our room. 2. There are English books on my desk. 3. There was a telegram on the table. 4. There will be five lessons tomorrow. 5. There were many mistakes in your dictation. 6. There are many new words in this text. 7. There is a picture on the wall. 8. There was a nice film on TV yesterday. 9. There will be many people at the concert on Sunday. 10. There are two universities in our town. 11. There are many photos in this album. 12. There are few people in the hall. 13. There are many students in the lab. 14. There is somebody at home.

XII. Употребите глагол *to be* в правильной форме:

1. There ... a pen and two pencils on the desk. 2. There ... two pencils and a pen on the desk. 3. There ... much snow in the streets. 4. There ... six chairs and a table in the room. 5. ... there any chalk on the blackboard ? 6. How many pages ... there in the book ? 7. There ... a nice film on TV yesterday. 8. There ... many students at the meeting next Monday. 9. There ... two institutes in our town 30 years ago. 10. There ... many people in the park last Sunday.

XIII. Вставьте *it* или *there*:

1. ... is winter. ... is a lot of snow. 2. ... was Christmas. ... were a lot of presents under the Christmas tree. 3. I think ... is high time to begin. 4. ... is a student from Britain in our group. 5. Where ... is life, ... is hope. 6. ... is no smoke without fire. 7. ... never rains but ... pours.

XIV. Задайте вопросы относительно того места, которое вам необходимо найти. Используйте образец.

Образец: I want to see a new film.
Is there a cinema near here ?

1. I want to buy a new dress. 2. I want to post a letter. 3. I want to buy some food. 4. I am hungry. 5. I want to buy a newspaper. 6. I want to consult a doctor. 7. I want to make a call home. 8. I want to get to the centre.

XV. Переведите письменно:

1. В комнате нет телевизора. 2. Сколько книг на парте ? 3. В этой комнате три окна. 4. Вчера по телевизору был хороший фильм. 5. Завтра будет диктант на уроке английского языка. 6. У тебя в диктанте было две

ошибки. 7. В нашей группе было 13 студентов, теперь будет 10. 8. У вас было много уроков вчера ? 9. Какие книги у тебя на парте ? 10. Сколько университетов у вас в городе ? 11. На парте есть несколько английских книг и две русские книги. 12. Вчера на уроке английского языка не было двух студентов. 13. На следующей неделе будет 3 урока английского языка.

XVI. Составьте предложения разных типов. Используйте подстановочные таблицы.



Помните !

Окончание *-s (-es)* добавляется только в 3-ем лице ед. числа (*he, she, it*):

а) утвердительные предложения:

I We You They	usually often seldom sometimes	read(s) listen(s) to write(s) go(es) come(s) watch(es) translate(s)	books texts the radio exercises the music TV to the University home	in the evening in the morning on weekends after classes
He She				

б) отрицательные предложения:

I We You They	do not	read write listen to watch come go translate	books exercises texts the music the radio TV to the University home	in the evening in the morning after classes on weekends
He She	does not			

в) вопросительные предложения:

Do	you we they		read write translate study	texts	in the morning in the evening on weekends every day after lunch before lunch before dinner
Does	he she				
What Where Why When How	do	you we they	get have come drink wash up wash	exercises books English breakfast to the University to the office home	
	Who		goes reads has writes studies comes drinks	some coffee some beer hands dishes	

XVII. Составьте предложения по образцу. Используйте глаголы, приведенные в скобках.

Образец: а) We ____ (to write) dictations in class.
We write dictations in class.
б) He ____ (to do) exercises at home.
He does exercises at home.

а) 1. We ____ (to read) English books every day. 2. They ____ (to speak) English at the lesson. 3. I ____ (to listen) to the music in the morning. 4. You ____ (to go) to the University on weekdays. 5. I ____ (to prepare) my homework in the evening. 6. We ____ (to have) breakfast at 7 o'clock.

б) 7. He ____ (to write) letters home every month. 8. She ____ (to arrive) at the University at 7.30. 9. My friend ____ (to like) music very much. 10. He ____ (to speak) English very well. 11. She ____ (to have) breakfast at 9. 12. He ____ (to go) to the University by tram.

XVIII. Напишите новые предложения со словами, приведенными в скобках.

Образец: I go to the University in the morning. (He)
He goes to the University in the morning.

We don't have lunch at home. (He)
He *doesn't have* lunch at home.

1. I have breakfast at 8. (My friend) 2. She studies at the University. (I)
3. We arrive at the office at 8.30. (She) 4. They don't go to the cinema every week. (He) 5. She doesn't like coffee. (I) 6. You live not far from the University. (She) 7. She doesn't speak English. (They) 8. They often visit their friends. (He) 9. He seldom reads English books. (We) 10. We don't take exams every month. (She)

XIX. Употребите глаголы, приведенные в скобках, в соответствующей форме.

1. She (to like) to listen to the music. 2. We (not, to study) Spanish at the University. 3. He (to translate) my English texts. 4. They (not, to speak) English. 5. I (to know) many English words. 6. You (to like) coffee and she (to like) tea. 7. She (to live) near her office. 8. We (to have) English lessons twice a week. 9. She (not, to watch) TV in the morning. 10. I (to have) breakfast at 7 and my mother (to have) breakfast at 9.

XX. Измените следующие предложения, добавив наречия *usually, often, seldom, sometimes*.

Образец: I get up at 7 o'clock.
I usually get up at 7 o'clock.

1. On Sundays we get up at 9. 2. He does his morning exercises. 3. We have coffee in the morning. 4. They play tennis on Saturdays. 5. She comes home late. 6. We write dictations. 7. She goes to bed at 12. 8. I have lunch at home. 9. My brother washes up after dinner. 10. My friend reads English newspapers.

XXI. Сделайте следующие предложения: а) отрицательными; б) вопросительными.

1. You write a lot of exercises at home. 2. He comes home late. 3. They live far from the University. 4. She speaks English well. 5. He listens to the news every day. 6. We read many English books. 7. I study at the University. 8. She has lunch at her office. 9. She helps her mother to wash up after dinner. 10. They go out of town for the weekend.

XXII. Задайте специальные вопросы с вопросительными словами, данными в скобках.

Образец: I have three English classes a day. (Who ?)
Who has three English classes a day ?

1. We study at the University. (Where ?) 2. They like to read English books. (What books ?) 3. She goes to the office on weekdays. (When ?) 4. They listen to the news in the morning. (Who ?) 5. She drinks a cup of coffee in the morning. (What ?) 6. We learn many new words to speak English well. (Why ?) 7. My friend speaks Italian very well. (How ?) 8. Our University trains specialists in many fields of science and engineering. (What ?) 9. We read, write and speak English at the lesson. (Who ?) 10. She comes home at 7. (When ?)

XXIII. Задайте разделительные вопросы к следующим предложениям:

а) *образец*: We live in Tula.
We live in Tula, don't we ?

1. You get up at 7. 2. She arrives at the office at 8.30. 3. We have breakfast at home. 4. He speaks English well. 5. They work hard.

б) *образец*: They don't live in Moscow.
They don't live in Moscow, do they ?

1. You don't speak Italian. 2. She doesn't read English magazines. 3. We don't study Spanish. 4. They don't come home on time. 5. He doesn't go to the University on foot.

XXIV. Напишите по-английски:

А.

1. У вас есть какие-нибудь книги на английском языке ? Да, есть несколько. 2. Он знает несколько иностранных языков. 3. Ты можешь идти куда угодно. 4. Я ничего не вижу. 5. Вы знаете что-нибудь о Лондоне ? 6. В этой комнате есть какие-нибудь картины ? Да. Там есть несколько хороших картин. 7. Вчера был кто-нибудь на собрании ? Да, были несколько человек. 8. Ты видишь кого-нибудь ? Нет, я никого не вижу. 9. Некоторые студенты читают английские газеты регулярно. 10. В моем диктанте есть ошибки ? Да, есть несколько. 11. Ваш друг говорит на каком-либо иностранном языке ? Нет, он не знает никакого иностранного языка. 12. Кто-нибудь знает этого человека ? Его никто не знает.

Б.

1. Она учится в университете, а я работаю на заводе. 2. Мы изучаем много предметов в институте. 3. Я знаю английский, но не знаю немецкий. 4. Ты хорошо говоришь по-английски ? 5. Когда ты приходишь домой ? 6. Я не люблю кофе, я люблю чай. 7. Он живет далеко от университета и добирается до него на автобусе. Я живу рядом с университетом и хожу пешком. 8. Где ты живешь ? 9. Мы много читаем и переводим на уроках английского языка. 10. Мой папа слушает новости утром и вечером, а я их

не слушаю. 11. Я обедаю дома, а где ты обедаешь ? 12. Он часто ходит в кино, а мы редко ходим. 13. Обычно я делаю уроки вечером. А ты когда их делаешь ?



РАБОТА С ТЕКСТОМ

Text A. Education in the Russian Federation

Russians have always shown a great concern for education. The right to education is stated in the Constitution of the Russian Federation. It is ensured by compulsory secondary schools, vocational schools, and higher education establishments. It is also ensured by the development of extramural and evening courses and the system of state scholarships and grants.

Education in Russia is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Russia are: primary education for ages 6-7 to 9-10 inclusive; secondary education including intermediate school for ages 10-11 to 12-13 inclusive, and senior school for ages 13-14 to 14-15 inclusive. If a pupil of a secondary school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 11 years of study. Every school has a “core curriculum” of academic subjects, such as Russian, Literature, Mathematics, History, a foreign language, PT. Lycees and gymnasiums offer programs giving profound knowledge in some field of study.

After finishing the 9th form one can go on to a vocational school which offers programmes of academic subjects and a programme of training in a technical field, or a profession.

After finishing the 11th form of a secondary school, a lycee or a gymnasium one can go on in higher education. All applicants must take competitive entrance examinations. Higher education institutions, that is, institutes or universities, offer a 5-year programme of academic subjects for undergraduates in a variety of fields, as well as a post graduate course. If one finishes a post graduate course and writes a thesis, he or she receives a candidate's degree or a doctoral degree.

Higher educational establishments are headed by Rectors. Prorectors are in charge of academic and scientific work. Each institute or university has a number of faculties, specializing in a certain field of study. The faculties are headed by the Deans. There are departments within the faculties.

The system of secondary and higher education in Russia is going through a transitional period. The main objectives of the reform are: to decentralize the

higher education system, to develop a new financial mechanism, to give more academic freedoms to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state. Now there is quite a number of private fee-paying primary and secondary schools; some universities have fee-paying departments.

In terms of the ratio of students to the total population Russia ranks among the top ten countries in the world.

The Russian educational policy is a combination of economic and social objectives. An educated person contributes more to the society, and education on the other hand gives a person the prospect for professional advance.

Vocabulary

concern, <i>n</i>	значение, важность
show a great concern for	придавать большое значение
right (to), <i>n</i>	право (на)
state, <i>v</i>	устанавливать, отмечать
ensure, <i>v</i>	гарантировать, обеспечивать
compulsory, <i>adj</i>	обязательный
school, <i>n</i>	школа
secondary school	средняя школа
primary school	начальная школа
vocational school	проф. тех. училище (ПТУ)
private school	частная школа
fee-paying school	платная школа
intermediate school	неполная средняя школа
senior school	старшие классы средней школы
schooling, <i>n</i>	школьное обучение
education, <i>n</i>	образование
higher education establishment (institution)	высшее учебное заведение (ВУЗ)
extramural courses	заочное обучение
state scholarships and grants	государственные стипендии
core curriculum	основная программа
PT (physical training)	физическая подготовка (физкультура)
profound knowledge	глубокие знания
train, <i>v</i>	готовить, обучать
applicant, <i>n</i>	абитуриент
examination, <i>n</i>	экзамен
competitive examinations	конкурсные экзамены
entrance examinations	вступительные экзамены
take examinations	сдавать экзамены
undergraduate, <i>n</i>	студент старшего курса

post graduate course	аспирантура
thesis, <i>n</i>	диссертация
be in charge of	быть ответственным за
graduate (from), <i>v</i>	окончить (ВУЗ)
graduate, <i>n</i>	выпускник
dean, <i>n</i>	декан
department, <i>n</i>	отдел, кафедра
develop, <i>v</i>	развивать, разрабатывать
in terms of	с точки зрения
rank (among), <i>v</i>	находиться (среди)
contribute, <i>v</i>	способствовать, вносить вклад
advance, <i>n</i>	продвижение вперед, рост
degree, <i>n</i>	степень
objective, <i>n</i>	цель

I. Read the international words. Guess their meaning. Consult a dictionary if necessary:

a) guarantee, constitution, course, student, university, faculty, lycee, gymnasium, mathematics, rector, prorector, organization, examination, policy, person, profession, specialization, combination, programme;

b) academic, professional, total, technical, social, economic, specialized.

II. Read and translate the following word combinations:

to guarantee the right to education; specialized secondary education; specialized course; academic work; educational policy; the combination of economic and social objectives; technical training schools.

III. Translate into English rapidly. If you can't, review the list of words again:

a) образование, обязательный, предмет, право, (проф)училище, знания, абитуриент, готовить, диссертация, выпускник, декан, кафедра, факультет, программа, степень;

b) право на образование, средняя школа, платная частная школа, высшее учебное заведение, заочное обучение, государственные стипендии, глубокие знания, вступительные экзамены, быть ответственным (за), вносить вклад.

IV. 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

V. 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.

VI. Read the text '*Education in the Russian Federation*'. 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.

VII. Find the answers to the following questions. The reading selection will help you:

1. What is the difference between secondary comprehensive schools and lycees and gymnasiums ? 2. Where can people get post school education ?

VIII. Discussing the reading.

A. Answer the questions:

1. Is the right to education guaranteed by the Constitution of Russia ? Prove it. 2. What subjects comprise a “core curriculum” ? 3. What are the main objectives of the Russian higher education system ? 4. What do Russian institutions of higher education include ?

B. Draw a scheme of the Russian education system. Discuss it with your partner.

C. Explain to your foreign friend:

- a) how the system of secondary education works in Russia;
- b) the possibility of getting post school education;

c) the privileges the state grants to the students of Russia.

D. The system of higher education in Russia is going through a transitional period. Give a presentation of this problem.

IX. Rearrange the key phrases given below and use them to speak about Moscow State University:

contacts with the leading Universities in other countries; the oldest in Russia; excellent facilities; laboratories, a system of observatories, museums; among better-known students; to be founded in 1755; famous writers; by M.V. Lomonosov; the centre of scientific research; to be named after M.V. Lomonosov; to become; Mikhail Lermontov, Ivan Turgenev, Anton Chekhov; such well-known scientists as; only 3 departments - philosophy, medicine and law; Zhukovsky, Vernadsky, Sechenov, Vavilov, Keldysh.

X. Translate into English in written form.

1. Право на образование в России гарантируется конституцией. 2. В средней школе ученики изучают академические предметы. 3. После окончания 9 класса средней школы молодые люди могут пойти в техникум или ПТУ. 4. Там они изучают академические предметы и получают специальное образование. 5. Молодые люди могут продолжить образование в 10 и 11 классе или колледже, дающем углубленные знания по одному или нескольким предметам. 6. Молодые люди, поступившие в институт или университет, учатся там 5 лет. 7. Студенты вечернего и заочного отделений могут получить образование, одновременно работая. 8. Начальное и среднее образование бесплатно в большинстве школ. 9. В частных школах и на некоторых отделениях институтов и университетов нужно платить за образование.

Text B. Schooling in the United Kingdom

The quality of a country's future life, commercially, industrially and intellectually, depends on the quality of its education system. From the end of the World War II the state in the United Kingdom provides a full range of free educational facilities. Those parents who prefer to send their children to private institutions, and could afford it, are free to do so.

The organization of state schooling is not as centralized as in most European countries. Firstly, there is no prescribed curriculum. Secondly, the types of school available and the age ranges for which they cater vary in different parts of the country. In each area Local Education Authority is responsible for education. At any publicly-maintained school no tuition fees are paid. State schooling in the United Kingdom is financed partly by the Government and partly by local rates.

Schooling is voluntary under the age of five, but there is some free nursery school education before that age. Primary education takes place in infant schools for pupils aged from five to seven and junior schools from eight to eleven. Some areas have a different system in which middle schools replace junior schools and take pupils aged from nine to twelve. Secondary education has been available in Britain since 1944. It is compulsory up to the age of sixteen, and pupils can stay at school voluntarily for up to three years longer.

Until 1964 children took an “eleven plus” exam at the age of eleven. At this exam they were selected, or “streamed” according to their current level of academic attainment, for training in different types of secondary schools. Grammar schools provided a mainly academic course for the top 20 percent; modern schools provided general education with a practical bias.

In 1965 non-selective comprehensive schools were introduced. Most local education authorities have now completely changed over to comprehensive schooling.

At the age of sixteen pupils take school-leaving examinations in several subjects at the Ordinary level. The exam was conducted by eight independent examining boards, most of them connected with the university. This exam was called the General Certificate of Education. Pupils of comprehensive school had taken the examination called the Certificate of Secondary Education either with or instead of the General Certificate of Education, Ordinary level.

The examination for the General Certificate of Education of Advanced (“A”) level was taken two years after the Ordinary level exam. It was the standard for entrance to University and to many forms of professional training. In 1988 both examinations were replaced by the more or less uniform General Certificate of Secondary Education.

The private sector is running parallel to the state system of education. There are about 2500 fee-charging independent schools in Great Britain. Most private schools are single-sex until the age of 16. More and more parents seem prepared to take on the formidable extra cost for education. The reason is the belief that social advantages are gained from attending a certain school. The most expensive day or boarding schools in Britain are exclusive public schools like Eton college for boys or St. James’ school for girls.

Vocabulary	
full range of free educational facilities	широкий спектр бесплатных образовательных учреждений
prescribed curriculum	обязательная программа
Local Education Authority	местный комитет по образованию
publicly-maintained school	государственная школа
tuition fee	плата за обучение
local rates	местные налоги

free nursery-school education	бесплатное дошкольное обучение
current level of academic attainment	текущий уровень успеваемости
practical bias	практический уклон
comprehensive school	общеобразовательная школа
to change over to smth.	перейти к чему-либо
Ordinary level	обычный уровень
Advanced level	продвинутый уровень
independent examining board	независимая экзаменационная комиссия
General Certificate of Education	аттестат об общем образовании
boarding school	школа-интернат
fee-charging independent school	платная независимая школа

- I. Make sure you know the words to *text B*.
- II. Read the text '*Schooling in the United Kingdom*'. Find out what information the following dates and figures deal with:
1944, 1964, 20, 1965, 2500, 16.
- III. Read the text again. Answer the questions:
 1. What is State schooling in the United Kingdom characterized by ?
 2. When do they start education in Britain ?
 3. What are the stages of schooling in the United Kingdom ?
 4. Is secondary education selective or non-selective in Britain ?
 5. According to what principles were children streamed until 1965 ?
 6. What are the recent government measures in the sphere of education ?
 7. What kind of school-leaving exams do children take at schools in Britain ?

Text C. University Education in Great Britain

According to the organization of work in the universities they can be divided into 3 groups:

- 1) London University;
- 2) Oxford and Cambridge;
- 3) Provincial universities.

London University consists of the federation of different institutes, schools and colleges run by one administration. They are situated in different parts of London and even outside it. The rules are the same for all the colleges and institutes of London University. It is comprised by 62 institutes, schools and colleges.

Oxford and Cambridge are also educational federations, but they unite only colleges, and if the students of London University live not only in the hostels but also at home, Oxford and Cambridge are as a rule residential, that is the students live in the colleges of these universities. Though now there are

students who live at home. They are obliged to come to the university twice or three times a week to have meals together with other students (the spirit of a collective). In each college there live students of different faculties, and in each college they are given lectures on humanitarian subjects. The attendance is not compulsory. The lectures are delivered by the lecturers who live in the college too. Independent work of students is supervised by tutors who live in the college, and deliver lectures on their subjects. If a student has money he may choose a tutor to his taste. These two universities still enjoy a great popularity, because they have the best teaching staff and better prepared students. To enter these universities is more difficult, that is why they have better chances to choose better prepared students. The composition of the student body here is peculiar. More than 2 / 3 are from upper-middle classes. Most state posts in the country are occupied by Oxford and Cambridge graduates. Oxford and Cambridge have always concentrated on humanities to train leaders, but recently they have opened some departments of science and technology.

Provincial universities have no elements of federation. All the students and the teaching staff are concentrated in one place. Their students live either at home or in hostels or rented rooms. These universities are more democratic than other universities. Universities are financed through a special government committee. The money comes from different sources:

- 1) state subsidies (about 70%),
- 2) from the students who pay for education (about 12%),
- 3) subsidies from local authorities (3 - 4%),
- 4) private investments and the university's own means.

The tuition fee in Britain is very high, higher than in other countries (300 pounds a term). It differs from university to university. In London - £600 per term. It is higher in Oxford and Cambridge than in the provinces. The tuition, lodging and food in London University is about 1000 pounds; in Oxford and Cambridge for the same 1000; in provincial universities 700 / 800 pounds. As the students from working class families can't afford to pay so much, 73% of all the students get scholarships. The total sum of it is 550 - 650 pounds per term.

All those who have finished Grammar school at an advanced level can enter a university. To enter it the school leavers don't have to take entrance exams except at Oxford and Cambridge and some colleges of London University.

At the university students attend lectures given by lecturers and professors. As soon as a student is enrolled in university or college he is given independent work which is checked by the tutor. The tutorial system is characteristic of the students' studies in English universities.

Every student is attached to a tutor who controls his independent work, supervises his discipline and prepares him for exams. Each tutor has 3-4 students, sometimes 10. Once or twice a week a student writes a kind of a composition. It is an account of student's independent work for the week. The

compositions are on the subjects students specialize in. Once or twice a week a student comes to his tutor, and for an hour or so, the teacher discusses with him the merits and demerits of his work. An English student studies from 9 a.m. till 1 p.m. He attends lectures, works in the laboratories and with tutors. The rest of his time is taken up by his independent work in the library, or by sports. Now, especially in provincial universities they lay greater stress on lectures.

Exams are taken in written form (papers). The main stress is laid on narrow specialization. If physics and mathematics are compulsory all the other subjects are optional.

The course of study at the university is three years, at the medical and some other faculties - 4 years. But lazy students may stay there for 5 years. They get no degree or diploma but a certificate, so they do not graduate from the university but finish it. They do the work at an ordinary level.

But if they want to graduate from the university they must do the work at an advanced level. The academic year begins in October and lasts till July. In three years if a student passes his exams successfully he gets a Bachelor's degree (Bachelor of Arts, B.A. or Bach. of Science, B.Sc.). He may have the Honours Degree or the Ordinary Degree. For the O.D. a student passes ordinary exams. For the H.D. he takes an intensive study, after it he may stay at the university for one or two more years. He does some more studies to get his Master of Science Degree (M.Sc.). To get this degree the student must pay for exams. To become a Doctor of Philosophy (Ph.D.) one must write a thesis. After it comes Doctor of Science Degree (D.Sc.).

All the establishments of higher education in Great Britain can be divided into the following groups: Universities, university colleges, technical colleges and other specialized colleges (teachers training colleges, commercial colleges, etc.).

I. Read the text '*University Education in Great Britain*' silently. Find the answers to the following questions in the text:

1. What are the three types of Universities in Great Britain ? 2. What are the main differences between the three groups of British Universities ? 3. How can young people gain admission to the University ? 4. What is the process of study in British Universities ? 5. What support have students from the state ?

II. Make up the plan of the text. Retell the text according to your plan.

III. Make up a summary of the text.

Text D. Oxford

What is so special about Oxford and Cambridge, the two oldest universities in England ? Why do so many students want to study there ?

Both of these university towns are very beautiful. They have some of the finest architecture in Britain. Some of their colleges, chapels and libraries are three, four and even five hundred years old, and are full of valuable books and precious paintings. Both towns have many lovely gardens, where the students can read and relax in the summer months.

Oxford is the older university of the two. The first of its colleges was founded in 1249. The university now has thirty-four colleges and about twelve thousand students, many of them from other countries. There were no women students at Oxford until 1878, when the first women's college, Lady Margaret Hall, opened. Now, women study at most colleges.

Oxford is, of course, famous for its first class education as well as its beautiful buildings. Some of the most intelligent men and women in the country live and work here. Oxford gives them what they need: a quiet atmosphere, friendly colleagues, and the four-hundred-year-old Bodleian library, which has about five million books.

It is not easy to get a place at Oxford University to study for a degree. But outside the university there are many smaller private colleges which offer less difficult courses and where it is easy to enrol. Most students in these private schools take business, secretarial or English language courses.

I. Read the text and find the answers to these questions:

1. What makes Oxford and Cambridge so special ? 2. When was one of the first colleges in Oxford founded ? 3. How many colleges does the University consist of ? 4. When did women begin to study at Oxford ? 5. What is Oxford famous for ? 6. Is it easy to get a place to study at Oxford ? 7. How old is Bodleian library ? 8. Which is older: Oxford University or Cambridge University ?

II. Draw a scheme of British post school education. Discuss it with your partner.

III. Compare British and Russian systems of higher education. Discuss merits and demerits of both systems.

IV. Make a written translation of the following passages:

a) *Britain's Universities*

There are about 90 universities in Britain. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities such as London and Manchester universities, and the new universities. Some years ago there were also polytechnics. After graduating

from a polytechnic a student got a degree, but it was not a university degree. 31 former polytechnics were given university status in 1992.

Full courses of study offer the degree of Bachelor of Arts or Science. Most degree courses at universities last 3 years, language courses - 4 years (including a year spent abroad). Medicine and dentistry courses are longer (5 - 7 years).

Students may receive grants from their Local Education Authority to help pay for books, accommodation, transport and food. This grant depends on the income of their parents.

Most students live away from home, in flats or halls of residence.

Students don't usually have a job during term time because the lessons, called lectures, seminars, classes or tutorials (small groups), are full time. However, many students now have to work in the evening.

University life is considered "an experience". The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, bars.

There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

b) Higher Education in Great Britain

Pupils going on to higher education or professional training usually take "A" level examinations in two or three subjects. Universities accept students mainly on the basis of their "A" level results, although they may interview them as well. In 1971 the Open University was started, where these formal qualifications are not necessary. Nearly a quarter of all adult part-time students follow its degree courses on radio and television.

There are forty-seven universities in Britain and thirty former polytechnics (now also universities), plus 350 colleges and institutes of higher education (some of which train teachers).

Undergraduate courses normally take three years of full-time study, although a number of subjects take longer, including medicine, architecture and foreign languages (where courses include a year abroad). They lead in most cases to a Bachelor's degree in Arts or Science. There are various postgraduate degrees, including Master and Doctor of Philosophy. The last two are awarded for research in arts or sciences.

Degrees are awarded either by the institution itself, or by the Council for National Academic Awards, particularly in vocational areas. Students of law, architecture and some other professions can take qualifications awarded by their own professional bodies instead of degrees.

At present, students who have been accepted by universities or other institutions of higher education receive a grant from their local authority, which

covers the cost of the course, and may cover living expenses. Parents with higher incomes are expected to make a contribution. Until 1990 the grant did not have to be paid back, but now a system of loans has been introduced.

The most famous universities are Oxford and Cambridge, called “Oxbridge”. They are famous for their academic excellence.

Notes:

to take “A” level examinations in	сдавать экзамены продвинутого уровня по ...
to interview <i>smb.</i>	провести собеседование с кем-либо
the Open University	открытый университет
formal qualifications	формальные результаты
a part-time student	студент-заочник или вечерник
full-time study	дневное обучение
a Bachelor’s degree in Arts or Science	степень бакалавра гуманитарных или естественных наук
a postgraduate degree	ученая степень (присуждается после обучения в аспирантуре или докторантуре)
Master of Philosophy	магистр гуманитарных наук
research in Arts or Sciences	исследования в области гуманитарных или естественных наук
the Council for National Academic Awards	Национальный совет по присуждению ученых степеней
a vocational area	область профессионального обучения
to take qualifications	сдавать экзамены



CONVERSATION

Tula State University

Vocabulary

to be founded	быть основанным
to increase, <i>v</i>	возрастать, увеличиваться
the enrolment of students	прием студентов
to be on the staff	быть в штате
science, <i>n</i>	наука

scientist, <i>n</i>	ученый
scientific, <i>adj</i>	научный
mathematics, <i>n</i>	математика
mathematician, <i>n</i>	математик
department, <i>n</i>	кафедра, отделение
day (time) department	дневное отделение
evening department	вечернее отделение
correspondence department	заочное отделение
research, <i>n</i>	исследовательская работа
to carry out research	проводить исследовательскую работу
engineering	техника
instrument engineering	приборостроение
civil engineering	гражданское строительство
to introduce new methods	внедрить новые методы
to present /to submit a thesis (pl. theses)	защищать диссертацию
post-graduate, <i>n</i>	аспирант
post-graduate courses	аспирантура
to take post-graduate courses	учиться в аспирантуре
to train, <i>v</i>	обучать, готовить
<i>e.g.</i> The University trains highly qualified specialists in various branches of science.	

to work hard at smth.	упорно работать над чем-либо
<i>e.g.</i> One has to work hard at a foreign language to know it well.	

to have a good command of the language	хорошо владеть языком
examination /exam (in)	экзамен
entrance exam	вступительный экзамен
final exam	выпускной экзамен
to prepare for an exam	готовиться к экзамену
to take an exam	держат экзамен
to pass an exam	сдать экзамен
to fail in an examination	провалиться на экзамене
to fail in literature	провалиться по литературе
to get profound knowledge	получать глубокие знания
to deliver lectures	читать лекции
to master, <i>v</i>	осваивать
term, <i>n</i>	семестр
to be a first year student	учиться на первом курсе
to attend (to miss) lectures	посещать (пропускать) лекции
to make progress in	делать успехи

to do one's best

сделать все возможное

Names of Faculties.

The Faculty of Mechanics and Control Systems	Факультет механики и систем управления
The Faculty of Cybernetics	Факультет кибернетики
The Faculty of Mining and Civil Engineering	Горно-строительный факультет
The Faculty of Natural Sciences	Естественно-научный факультет
The Faculty of Mathematics and Mechanics	Механико-математический факультет
The Faculty of Production Engineering	Технологический факультет
The Faculty of Economics	Экономический 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

Names of Subjects

history	descriptive geometry
a foreign language	drawing
physics	strength of materials
mathematics	theoretical mechanics
chemistry	theory of metals
electrical engineering	electronics

Text. Tula State University



Tula State University was founded in 1930. Since that time the number of faculties has increased from 4 to 13 and the enrolment of students from 240 to 2000. Now it is one of the largest education establishments in our country.

Well - known scientists were on the staff at different times: mathematician V.I. Zhivago, chemist F.K. Yerge, Honoured Scientists of the

RSFSR F.V. Sedikin and V.F. Bobrov, doctors of sciences D.I. Burtsev, L.N. Litvinov and others.

The University has 13 faculties, including the faculty for those who work and study. The University is housed in 13 blocks, situated in Lenin Avenue, the main street of Tula.

The student population is more than 12000: above 10 thousand students study at the day department and more than 2000 students - at the evening and correspondence departments.

The University has a splendid scientific library for reference and research. It contains more than 1.000.000 books and has 8 reading-rooms and 5 sections.

Graduates can get degrees in 34 specialities in machine-building, instrument-engineering, civil engineering, humanities, economics and medicine areas. Active research is being carried out at the University to find out and introduce new efficient teaching methods.

The University has a number of scientific schools which have got recognition both in our country and abroad.

Professors, Associate Professors and lecturers deliver lectures on various subjects.

At the University there are 10 specialized academic councils on awarding doctor's and candidate's degrees. 15 doctor's and 70 candidate's theses are annually submitted. Today 120 postgraduates are taking postgraduate courses at the University.

International relations of the University are expanding. Students from abroad have been trained at the University since 1962. They come from Poland, Bulgaria, Viet-Nam, China, India and other countries.

University students and its staff have their own polyclinic and sanatorium. A sports complex with play grounds and a gymnasium is available for students as well.

I. Read the text '*Tula State University*' and ask your fellow students:

1) when Tula State University was founded; 2) if the University is one of the largest education establishments in our country; 3) where the University is situated; 4) how many blocks the University is housed in; 5) how many faculties the University has; 6) what faculty he (she) studies at; 7) where the dean's office of his (her) faculty is situated; 8) who is the dean of his (her) faculty; 9) what year student he (she) is; 10) when he (she) entered the University; 11) if he (she) lives in a hostel; 12) how long the training course at the University lasts.

II. Name:

- a) the people who work and study at the University;
- b) the faculties of the University;
- c) the subjects studied at the University.

III. Give synonyms for the following word combinations:

to be present at lectures; to leave school; to be a first year student; to be absent from lectures; correspondence department; to be housed; education institution.

IV. Give antonyms for the following:

to attend lectures; to pass an examination; to be good at a subject; to miss lectures; part-time students; final examinations; to enter the University; a fresher.

V. Say in English:

учиться на втором курсе; быть высококвалифицированным специалистом; делать успехи по физике; читать лекции по математике; поступить в университет; хорошо успевать по иностранному языку; закончить университет; закончить школу; не выдержать экзамен; сделать все возможное; сдать экзамен.

VI. 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 various subjects.	3. Они читают лекции по 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.

VII. Correct the statements. Use the following:

Sorry, you are not right.

I'm afraid, you are wrong.

1. Students who are in the first year submit graduation papers. 2. Our University is housed in one block. 3. The University has no professors on its staff. 4. The course of study at the University lasts 2 years. 5. Students do not study drawing at our University. 6. Students take exams twice a term. 7. The academic year is divided into 3 terms. 8. The department of foreign languages is situated in the main block.

VIII. Give the definitions.

Example: *a fresher*

A fresher is a first year student.

A post-graduate, entrance exams, a full-time student, a part-time student, profound knowledge, final exams, a highly qualified specialist.

IX. What do you do if (when)

... you are a student on duty ?

... your classes are over ?

... the academic year is over ?

... the term is over ?

... you pass your exams successfully ?

... you fail in an examination ?

X. Make up as many sentences as you can:

Курс обучения в университете	to last	2 часа
Учебный год		8 часов
Семестр		4 месяца
Рабочий день		10 месяцев
Лекция		5 лет
Каникулы		2 недели
.....	
.....	
Декан нашего факультета	to deliver lectures on	физике
Профессор Левин		нашей специальности
Хороший лектор		химии
Аспирант		истории
.....	
.....	

- XI. Speak about the faculty you study at. Why have you chosen this particular faculty ?
- XII. Advertise your university to a group of foreign students. Explain why you've become a student of this university.

D I A L O G U E S

a) Read the dialogues in pairs.

I.

- A. Where do you study ?
B. I study at Tula State University.
A. Do you like the University ?
B. Yes, I do.

II.

- A. My brother is a third-year student.
B. Does he study at Tula State University?
A. Yes, he does. He studies at the Faculty of Economics. And what about you ?
B. I study at the Faculty of Cybernetics, I am a first-year student.

III.

- A. What is your future speciality ?
B. My speciality is robotics.
A. Where do industrial robots work ?
B. They work in dangerous environments, for example under extreme high or low temperatures.

IV.

- A. When did you finish school ?
B. In 1998.
A. And when did you enter the Institute?
B. I entered the Institute a year later.

V.

- A. Did you pass your winter exams successfully ?
B. Unfortunately, I didn't. I failed in mathematics. Mathematics was always my weak point.

VI.

- A. Hello, Peter. Glad to see you.
B. Hello, Bob. How did you spend your holidays?
A. Thanks, very well. I went skiing almost every day. The weather was fine !

b) Complete the following dialogues:

I.

A. Sorry, but where is the dean's office of your faculty located?

B. ...

A. By the way, who is the dean of your faculty?

B. ...

II.

A. ...

B. I am a first year student.

A. ...

B. I try to do my best.

III.

A. Oh, I see you are a student. What faculty are you at?

B. ...

A. What foreign language do you study?

B. ...

c) Say in English:

1. Я учусь в Тульском Государственном Университете на факультете кибернетики. 2. Мой брат учится на механико-математическом факультете. 3. Мы изучаем физику, математику, черчение и другие предметы. 4. Я учу иностранный язык, т.к. хочу стать высококвалифицированным специалистом. 5. Наши занятия начинаются обычно в 8 часов. 6. Студенты нашего университета слушают лекции, проводят эксперименты в лабораториях, пишут курсовые работы. 7. Мы сдаем экзамены 2 раза в год. 8. В прошлом семестре я не сдал физику. Физика всегда была моим слабым местом. 9. На каком факультете учится твой друг ? 10. Мой брат не принимает активного участия в научно-исследовательской работе. 11. Моя сестра не любит иностранный язык. 12. Мой друг хочет освоить компьютер.



JUST FOR FUN

I. Read the following sayings and explain them:

1. Knowledge is power.

2. A man is never too old to learn.

3. Where there is a will there is a way.

4. Live and learn.

II. How many English words do you know ?
(a game)

Each player must take a large sheet of paper. Write the word “education” on it vertically.

	Noun	Verb	Others
E D U C A T I O N			

Try to find words: nouns for the first column, verbs for the second column and other parts of speech for the third one. Mind, the words must begin with the letters that are in the word “education”.

After all the players finish their work, let them read the words in turn. The winner is the player with most words.

III. Read the jokes and retell them to your friend.

Prof.: “Before we begin the examination are there any questions ?”

Stud.: “What’s the name of this course ?”

Math. teacher: “Now we find that X is equal to zero”.

Stud.: “Gee ! All that work for nothing !”

Gee ! - восклицание удивления или недовольства

At a college examination a professor said: “Does the question embarrass you ?”

“Not at all, sir,” replied the student, “not at all. It is the answer that bothers me.”

embarrass, v - смущать, затруднять

bother, v - тревожить, беспокоить

“If the Dean doesn’t take back what he said to me this morning, I am going to leave college.”

“What did he say ?”

“He told me to leave college.”

The professor was delivering the final lecture of the term. He dwelt with much emphasis on the fact that each student should devote all the intervening time preparing for the final examinations.

“The examination papers are now in the hands of the printer. Are there any questions to be asked ?”

Silence prevailed. Suddenly a voice from the rear inquired: “Who is the printer ?”

In one of college classes the professor was unable to stay for the class, so he placed a sign on the door which read as follows: “Professor Blank will be unable to meet his classes to-day.”

Some college lad, seeing his chance to display his sense of humour after reading the notice, walked up and erased the “c” in the word “classes”. The professor noticing the laughter wheeled around, walked back, looked at the student, then at the sign with the “c” erased - calmly walked up and erased the “l” in “lasses”, looked at the flabbergasted student and proceeded on his way.

wheel around, v - повернуться, обернуться назад

lass, n - девушка

ass, n - осел

flabbergasted, adj - ошеломленный

proceeded on one’s way - продолжать свой путь

Unit 3

Grammar:	1. Past Indefinite (Past Simple) Tense. Active Voice 2. Future Indefinite (Future Simple) Tense. Active Voice 3. The Degrees of Comparison of Adjectives and Adverbs 4. Numerals
Texts:	A. American Teenagers and their Free Time B. Leisure-time Activities
Conversation:	My Working Day

Г р а м м а т и ч е с к и й м а т е р и а л

1. Past Indefinite (Past Simple) Tense. Active Voice



- Запомните!** 1. По способу образования *Past Indefinite Tense* все глаголы делятся на стандартные (правильные) и нестандартные (неправильные).
2. Стандартные глаголы образуют утвердительную форму *Past Indefinite* прибавлением к 1-й форме глагола окончания *-ed*.
3. Форма *Past Indefinite* нестандартных глаголов приводится в словаре или в специальной таблице нестандартных глаголов (2-я колонка).
4. Как стандартные, так и нестандартные глаголы в *Past Indefinite* имеют одинаковую форму для всех лиц единственного и множественного числа.
5. Вопросительная и отрицательная формы *Past Indefinite Tense (Active)* образуются с помощью вспомогательного глагола *did* для всех лиц и чисел и инфинитива смыслового глагола без частицы *to*.

Утвердительная форма	Вопросительная форма	Отрицательная форма
I asked	Did I ask?	I did not (didn't) ask
I went	Did I go?	I did not (didn't) go

Past Indefinite Tense выражает:

- а) факты, отдельные действия в прошлом;
He graduated from the Institute in 1980.
Он закончил институт в 1980 году.

b) обычные, регулярно повторяющиеся действия в прошлом:

I attended these lectures last term.

Я посещал эти лекции в прошлом семестре.

c) последовательность событий в прошлом:

That morning I got up early, had my breakfast and went to the office.

В то утро я встал рано, позавтракал и пошёл на работу.

d) *Past Indefinite Tense* употребляется в вопросах, начинающихся с вопросительного слова *when*.

When did you enter the Institute?

Когда ты поступил в институт?



Помните! 1. *Past Indefinite Tense* часто употребляется с обстоятельствами:

yesterday – вчера;

the day before yesterday – позавчера;

last week – (month, year, etc.) – на прошлой неделе (в прошлом месяце, году и т.д.);

2 days ago – 2 дня назад;

in 1985 – в 1985 году.

2. Глаголы в *Past Indefinite Tense* переводятся чаще всего глаголами прошедшего времени неопределённого вида. Могут переводиться также глаголами совершенного вида.

2. *Future Indefinite (Future Simple) Tense. Active Voice*



Запомните! *Future Indefinite Tense (Active)* образуется с помощью вспомогательных глаголов *shall* (для 1 л. ед. и мн. ч.), *will* (для 2 и 3 л. ед. и мн. ч.) и инфинитива смыслового глагола без частицы *to*.

Утвердительная форма	Вопросительная форма	Отрицательная форма
I shall ask He will ask	Shall I ask? Will he ask?	I shall not (shan't) ask. He will not (won't) ask.

Future Indefinite Tense выражает:

a) факты, отдельные действия в будущем:

We shall translate this article next week.

Мы будем переводить эту статью на следующей неделе.

b) обычные, регулярно повторяющиеся действия в будущем:
I shall attend these lectures twice a week next term.
Я буду посещать эти лекции 2 раза в неделю в следующем семестре.

c) последовательность событий в будущем:
Next Saturday she will visit the exhibition and in the evening she will go to the theatre.
В следующую субботу она посетит выставку, а вечером она пойдёт в театр.



Запомните!

1. *Future Indefinite Tense* обычно употребляется с обстоятельствами:

tomorrow – завтра;
the day after tomorrow – послезавтра;
next year (week, month, etc.) – в следующем году (на следующей неделе, в следующем месяце и т.д.);
in a day (a month) – через день (месяц);
in 2000 – в 2000 году.

2. Глаголы в *Future Indefinite Tense* переводятся на русский язык глаголами будущего времени как совершенного, так и несовершенного вида.

Примечание. 1. В современном английском языке имеется тенденция к употреблению вспомогательного глагола *will* со всеми лицами.

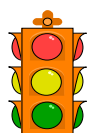
2. В придаточных предложениях времени и условия, относящихся к будущему времени, вместо будущего употребляется настоящее время. Характерными условными и временными союзами являются: *if* – если, *unless* – если не, *provided* – при условии что, *when* – когда, *after* – после того как, *before* – до того как, *till (until)* – до тех пор пока (не).

He will come if I ask. – Он придёт, если я попрошу.

We shall have dinner – Мы будем обедать, когда
when we get hungry. проголодаемся

3. Степени сравнения прилагательных и наречий (The Degrees of Comparison of Adjectives and Adverbs)

	Положительная степень	Сравнительная степень	Превосходная степень
Односложные прилагательные; двусложные прилагательные, оканчивающиеся на <i>-y; -ly; -er; -ow</i>	old big early clever low	older bigger earlier cleverer lower	the oldest the biggest the earliest the cleverest the lowest
Двусложные и многосложные прилагательные	careful interesting	{ more careful less careful { more interesting less interesting	{ the most careful the least careful { the most interesting the least interesting
Прилагательные и наречия с нестандартным образованием степеней сравнения	{ much many little { good well { bad badly late far	more less better worse later { farther further	the most the least the best the worst { the last the latest { the farthest the furthest



Обратите внимание! Орфография прилагательных в сравнительной и превосходной степенях может изменяться:

а) согласная перед суффиксами *-er, -est* удваивается, если ей предшествует краткая гласная:

fat – fatter – the fattest;

б) буква *u* меняется на *i*, если ей предшествует согласная:

pretty – prettier – the prettiest.



Запомните! Сравнительная и превосходная степени *наречий* образуются только при помощи слов *more/less* и *most/least* соответственно, поскольку, как правило, наречия уже имеют суффиксы:

often – more often – most often
actively – less actively – least actively

Сравнительные конструкции

1. *As...as* – такой же...как (так же...как) – в утвердительных и отрицательных предложениях.

This boy is as tall as that one.

Этот мальчик такой же высокий, как тот.

He drove as fast as he could.

Он вёл машину так быстро, как только мог.

She is not as nice as her sister.

Она не такая милостивая, как её сестра.

2. *Not so...as* – не такой...как (не так...как) – в отрицательных предложениях.

Your room is not so large as mine.

Ваша комната не такая большая, как моя.

3. *Than* – чем

She is older than me. (than I am)

Она старше меня.

4. *The...the* – чем...тем

The harder you work, the more you will achieve.

Чем упорнее вы работаете, тем большего вы добьётесь.

Примечание.

В предложениях такого типа может отсутствовать сказуемое:

The shorter the days, the longer the nights.

Чем короче дни, тем длиннее ночи.

4. Числительные (Numerals)

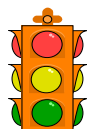
Числительные			
количественные			порядковые
1-12	13-19 (суффикс <i>-teen</i>)	20-90 (суффикс <i>-ty</i>)	
1 – one	13 – thirteen	20 – twenty	1 – the first
2 – two	14 – fourteen	30 – thirty	2 – the second
3 – three	15 – fifteen	40 – forty	3 – the third
4 – four	16 – sixteen	50 – fifty	4 – the fourth
5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

Обратите внимание! 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)	Десятичные дроби (Decimal Fractions)
$\frac{1}{2}$ - a (one) half $\frac{1}{3}$ - a (one) third $\frac{2}{3}$ - two thirds $\frac{3}{4}$ - three quarters <i>или</i> three fourths $1 \frac{1}{3}$ - one and a third $2 \frac{5}{6}$ - two and five sixths В простых дробях: 1) числитель выражается количественным числительным, а знаменатель – порядковым; 2) когда числитель больше единицы, знаменатель принимает окончание –s.	0.1 – nought point one <i>или</i> point one 0.01 - nought point nought one <i>или</i> point nought one 2.35 – two point three five 32.305 - three two (thirty-two) point three nought five 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 <i>point</i> ; 0 читается <i>nought</i> (в Америке 0 читается <i>zero</i>). Если целое число равно нулю, то оно часто не читается.

Хронологические даты

Годы, в отличие от русского языка, обозначаются количественными числительными, причём 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.

Даты обозначаются порядковыми числительными.

April 12, 1962 April 12th, 1962 читаются: 12th April, 1962	April the twelfth, nineteen sixty-two <i>или:</i> the twelfth of April, nineteen sixty-two
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У п р а ж н е н и я

I. Прочитайте следующие глаголы в *Past Indefinite (Simple) Active*.

Помните! Окончание *-ed* читается как:

[d] – после гласных и звонких согласных;

[t] – после глухих согласных;

[id] – после звуков [t, d].

[d]	[t]	[id]
used	placed	operated
described	produced	wanted
compared	developed	ended
called	danced	heated
answered	asked	depended
happened	cooked	started

II. Образуйте *Past Simple* и *Past Participle* от следующих стандартных глаголов. Заметьте, окончание *-ed* звучит как:

[d] – live, open, call, design, examine, change, happen, cover, compare, love, share, answer, wonder, follow;

[t] – dance, hope, develop, stretch, place, ask, watch, work, help, hope;

[id] – end, visit, rest, start, last, want, point, represent.

III. Напишите следующие глаголы в *Past Simple*. Обратите внимание на изменение орфографии:

try, occur, play, study, dry, vary, obey, say.

IV. Распределите следующие глаголы в три колонки в зависимости от чтения окончания *-ed* [d], [t], [id]:

dropped, represented, occupied, turned, improved, estimated, developed, returned, collected, devoted, varied, stretched, differed, agreed, impressed, stayed, answered, asked, lacked, wondered, watched, acted, passed, resulted, solved.

V. Напишите три глагольные формы (*Infinitive, Past Simple* и *Participle II*) следующих глаголов:

be, have, do, go, begin, come, eat, drink, know, read, write, sit, stand, understand, give, take, teach, put, cut, think, lie, lay, buy, bring, make, catch, fly, drive, draw, break, get, forget, hear, see, find, build, learn, meet, pay, say, speak, tell, show, spend, choose, grow, hold, keep, feel, fall, can, may, must, run, forgive, become, sell, sing, swim, cost, leave.

VI. Дополните предложения, выбрав соответствующие обстоятельства, приведённые в скобках:

1. I went to the library (as a rule, next week, yesterday).
2. This scientist published his new book (2 months ago, next year).
3. We were at the plant (next Friday, last week).
4. I had little free time (sometimes, last Sunday).
5. My friend and I visited the exhibition (the day before yesterday, next week).

VII. Употребите следующие предложения в *Past Simple (Past Indefinite)*. Добавьте соответствующие временные указатели.

1. He teaches us English. 2. It begins to rain. 3. I lie in my bed. 4. He sits at his desk and writes letters. 5. The dog eats its dinner. 6. We catch fish in the river. 7. Richard knows George. 8. Mary comes to the University early. 9. They like our house. 10. The plane flies very high.

VIII. Сделайте следующие предложения вопросительными. Дайте на них утвердительный и отрицательный ответ.

1. I made a mistake in my exercise. 2. The two boys fought in the street. 3. My roses grew very well last year. 4. She told me the secret a week ago. 5. The group understood the lesson. 6. The girls went to the party on Saturday. 7. The sun shone brightly yesterday morning. 8. I got out of bed at six o'clock.

IX. Употребите глаголы в скобках в *Past Indefinite Tense*.

1. He (to lose) his balance and (to fall). 2. Ann's grandfather (to build) his house in 1901. 3. Clearing out the form I (to find) these old letters. 4. I suddenly (to see) a face in the window. 5. The police (to open) fire and (to wound) two criminals. 6. We (to meet) last summer. 7. We (to go) for a walk every day before lunch. 8. It (to happen) a long time ago.

X. Раскройте скобки, употребив глаголы в *Past Indefinite Tense*. Перескажите текст:

John Ruggles (to like) anything which (to move) quickly on wheels. He (to know) the make of almost every car on the roads and most of his free time he (to spend) hanging around garages and filling stations. We also (to go) to the

large Car Park where drivers sometimes (to give) interesting information on the different cars in the park.

The Car Park (to be) a very interesting place and when the day of adventure (to come), John (to have) no difficulty to decide where to begin. It (to be) early when he (to arrive). There (to be) no tourists about, no cars at all except one in which (to sit) a large dog which (to show) such fine teeth as John (to come) near that he (to retreat) quickly to a seat under the Castle walls. From time to time he (to look) at the sky. He (to hope) it wasn't going to rain. The clock of the church (to strike) ten and a few cars (to begin) to arrive. Soon a large car (to come in). John (to put) both his hands into his pockets and (to stand) looking at the car at a distance. A tall young man followed by a lady (to get out). John (to hear) the young man calling him. He (to run) up to the man and the man (to give) him a coin and (to ask) him to look after the car.

XI. Перепишите следующие тексты в прошедшем времени:

a) что рассказала мама

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

b) Boris wakes up when it is already quite light. He looks at his watch. It is a quarter to seven. Quick! Boris jumps out of bed and runs to the bathroom. He has just time to take a cold shower and drink a glass of tea with bread and butter. He is in a hurry to catch the eight o'clock train.

At the railway station he meets three other boys from his group. They all have small backpacks and fishing-rods.

In less than an hour they get off the train at a small station near a wood. They walk very quickly and soon find themselves on the shore of a large lake. The boys spend the whole day there fishing, boating and swimming.

They return home late at night, tired but happy.

XII. Ответьте на следующие вопросы письменно.

1. When did you get up yesterday?
2. Did you cook your breakfast yourself?

3. How long did it take you to have breakfast?
4. Did you leave home at half past 7?
5. When did you come to the University?
6. How long did it take you to get to the University?
7. Yesterday you had one lecture and 2 practical classes, didn't you?
8. When did you leave the University yesterday?
9. Did you go home straight?
10. How long did it take you to get home?
11. What did you do when you came home?
12. Did you watch TV last night?

XIII. Скажите, чем вы занимались на прошлых занятиях, лекциях, семинарах. Используйте данные ниже сочетания слов.

At the English lessons:

to read the texts, to ask and answer questions, to write dictations, to learn new English words, to translate from Russian into English, to listen to the tape, to repeat after the speaker, to imitate, to listen to the teacher, to write tests.

At the Lecture:

to listen to the lecturer, to take notes, to write down, to put down, to ask questions.

At the seminar:

to make a report, to ask questions, to take part in the discussion, to clear up, to ask the teacher, to explain something, to write tests.

XIV. Выберите правильную форму вспомогательного глагола. Переведите.

1. They (shall, will) be good specialists in 4 years. 2. My friend (shall, will) graduate from the university soon. 3. The students (shall, will) take field training at the machine-building plant. 4. Engineering students (shall, will) study modern scientific and technological achievements, research methods and field training. 5. The advanced students (shall, will) take part in students scientific conferences. 6. Automation (shall, will) save millions of rubles.

XV. Напишите следующие предложения в *Future Indefinite Active*, добавив соответствующие обстоятельства.

1. They gained their knowledge of the language through practice. 2. The scientist achieved good results in his work. 3. This professor lectures on the strength of materials. 4. My brother enjoys driving a car. 5. Teenagers went out a lot.

XVI. Напишите следующие предложения в вопросительной и отрицательной формах. Обратите внимание на порядок слов.

1. He will continue his work. 2. She will graduate from the institute next

year. 3. I shall take part in the discussion. 4. Tomorrow we shall go to the library. 5. They will take their exams in 2 days.

XVII. Раскройте скобки, употребив глаголы в *Future Indefinite (Active)*.

1. He (to go) to the theatre tomorrow. 2. You (to help) your mother tomorrow? 3. They (not to take) care of the garden next summer. 4. Your brother (to go) to the exhibition next Sunday. 5. We (not to go) to the Zoo tomorrow. 6. What he (to read) tomorrow? 7. You (to give) me this book tomorrow?

XVIII. Переведите предложения. Обратите внимание! В придаточных предложениях времени и условия, относящихся к будущему и начинающихся с союзов *if, when, provided, while, till, before, after, as soon as* вместо *Future Indefinite* употребляется *Present Indefinite Tense*.

1. I shall see the dean when I come to the University. 2. My friend will go to the exhibition if he is free. 3. You will know the English language well provided you listen to taped lessons. 4. If anything happens you will know about it. 5. We shall have lunch when we get hungry. 6. He will finish the work before we return. 7. If he wins the competition it will be wonderful. 8. He will work at a foreign company after he graduates. 9. She will sing till she is exhausted. 10. You won't achieve much unless you work hard.

XIX. Поставьте глаголы в нужной форме:

1. If you (to make) a mistake, they will find you. If they (to find) you they will catch you. – If they (to catch) me, I shall confess. – If you (to confess) they will put you into prison. If you (to be) lucky, they won't catch you.
2. If you (to go) to Rome, you'll see the Coliseum. If you (to visit) London, probably you'll see the Queen. If you (to stay) with me you won't see anything, but I'll be happy.
3. When he (to propose) to her, she'll marry him. But she won't be happy when she (to marry) him.
4. I shall visit you as soon as I (to feel) better.
5. We shall stay here as long as our money (to last).
6. They won't send us a telegram unless there (to be) something urgent.
7. You'll phone me before you (to go) away, won't you?
8. I'll come to London after they (to find) some place for us to stay at.
9. We'll work till it (to get) absolutely dark.
10. Students won't get financial rewards unless they (to get) high grades.
11. What will you do when summer (to come)?
12. If he not (to come) we'll have a problem.

XX. Употребите союзы “if”, “when”, “before”, “after”, “while”, “till”, “until”, “as soon as”, “as long as”, “unless”:

1. ...he gets the money now, he will spend it all at once. 2. We'll start...it stops raining. 3. ...it rains hard, we'll find shelter somewhere. 4. I am sure you'll like the melody...you hear it. 5. ...you drive so fast, I'll get out of your car. 6. Make sure you put the house in order...I come back. 7. We're going to be late...we take a taxi. 8. The children will go to bed only...they have a glass of milk. 9. Make hay...the sun shines. 10. We'll speak about it...the lecture is over. 11. Don't look at me...I speak,...you do it, I'll feel nervous. 12. ... you offer him the job, I'm sure he'll take it. 13. You can interrupt me...you feel like it. 14. ...he tries to pull my leg, I'll understand it. 15. We'll feel safe...you stay with us. 16. ...the dinner is cooked, we'll sit down and eat. 17. ...her mother knows the truth she'll be angry. 18. Don't forget to lock the door...you go to bed. 19. They'll arrive on time...something unexpected happens. 20. I'll never give up my job,...I find a better one.

XXI. Дополните предложения. Употребите сравнительную степень как показано в первом предложении.

1. Sue's car isn't very big. She wants a *bigger* car.
2. This house isn't very modern. I prefer _____ houses.
3. You're not very tall. Your brother is _____.
4. Bill doesn't work very hard. I work _____.
5. My chair isn't very comfortable. Yours is _____.
6. Jill's idea wasn't very good. My idea was _____.
7. These flowers aren't very nice. The blue ones are _____.
8. It isn't very warm today. It was _____ yesterday.
9. London isn't very beautiful. Paris is _____.
10. The wind isn't very strong today. It will be _____ tomorrow.

XXII. Изучите информацию и сравните данные о Лиз и Бене. Используйте союз *than* как показано в образце.



Liz	Ben
1. I'm 26	1. I'm 24.
2. I'm not a very good swimmer.	2. I'm a very good swimmer.
3. I'm 1 meter 68 tall.	3. I'm 1 meter 66 tall.
4. I start work at 8 o'clock.	4. I start work at 8.30.
5. I don't work very hard.	5. I work very hard.

6. I haven't got much money.	6. I've got a lot of money.
7. I'm a very good driver.	7. I'm not a very good driver.
8. I'm very clever.	8. I'm not very clever.
9. I speak French very well.	9. I don't speak French very well.
10. I don't go to the cinema very often.	10. I go to the cinema a lot.

Образец: Liz is older than Ben.

XXIII. Раскройте скобки, употребляя нужную форму прилагательного.

1. Which is (large): the United States or Canada?
2. What is the name of the (big) port in the United States?
3. Moscow is the (large) city in Russia.
4. The London underground is the (old) in the world.
5. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia.
6. St. Petersburg is one of the (beautiful) cities in the world.
7. The rivers in America are much (big) than those in England.
8. The island of Great Britain is (small) than Greenland.
9. What is the name of the (high) mountain in Asia?
10. The English Channel is (wide) than the Straits of Gibraltar.
11. Russia is a very (large) country.

XXIV. Вставьте *as...as* или *so...as*. **Запомните!** *as...as* – такой же...как; *not so...as* – не такой...как.

1. Mike is...tall...Pete.
2. Kate is not...nice...Ann.
3. My room is...light...this one.
4. This book is not...thin...that one.
5. Sergei is...old...Michael.
6. She is...young...Tom's brother.
7. This woman is...good...that one.
8. Nick's English is not...good...his friend's.
9. I am not...tall...Pete.
10. This woman is...young...that one.
11. I am...thin...you.
12. Kate is...lazy...her brother.
13. This child is not...small...that one.

XXV. Переведите следующие предложения на русский язык:

1. What is your height? You are taller than me.
2. She felt as strong as her brother.
3. We started earlier than you.
4. He was more careful than I.
5. This student is the most attentive in our group.
6. I need a warmer coat.
7. He is as tired as you.
8. He was one of the most experienced workers at the factory.
9. Better late than never.
10. She was not so attractive as her mother.
11. His work is not so difficult as mine.
12. He was the eldest in the family.
13. It is easier to swim in the sea than in the river.
14. This is the smallest room in our flat.

XXVI. Вставьте *as...as*, *so...as* или *than*:

1. Our house is not...big...yours.
2. The new cinema in our district is much bigger...the old one.

3. We are...proud of our district...you are of yours.
4. The house I live in is...old...the one my sister lives in.
5. Exercise № 2 is easier...exercise № 3.
6. Nevsky Prospect is more beautiful...our street.
7. My composition is not...long...yours.

XXVII. Раскройте скобки, употребляя нужную форму прилагательного:

1. This man is (tall) than that one. 2. Asia is (large) than Australia. 3. The Volga is (short) than the Mississippi. 4. Which building is the (high) in Moscow? 5. Mary is a (good) student than Lucy. 6. The Alps are (high) than the Urals. 7. This garden is the (beautiful) in our town. 8. She speaks Italian (good) than English. 9. Is the word "newspaper" (long) than the word "book"? 10. The Thames is (short) than the Volga. 11. The Arctic Ocean is (cold) than the Indian Ocean. 12. Chinese is (difficult) than English. 13. Spanish is (easy) than German. 14. She is not so (busy) as I am. 15. It is as (cold) today as it was yesterday. 16. She is not so (fond) of sports as my brother is. 17. Today the weather is (cold) than it was yesterday. 18. This book is (interesting) of all I have read this year. 19. January is the (cold) month of the year. 20. My sister speaks English (bad) than I do. 21. Which is the (hot) month of the year? 22. Which is the (beautiful) place in this part of the country? 23. This nice-looking girl is the (good) student in our group.

XXVIII. Скажите по-английски:

1. Я знаю интересную историю.
Он знает более интересную историю.
Она знает самую интересную историю.
2. Это длинный путь.
Это более длинный путь.
Это самый длинный путь.
3. Её работа очень важна.
Его работа важнее.
Моя работа самая важная.
4. Это плохая песня.
Это ещё более плохая песня.
Это самая плохая песня.
5. Он хороший инженер.
Он более хороший инженер.
Он самый лучший инженер.
6. Он принёс ей красивый цветок.
Он принёс ей более красивый цветок.
Он принёс ей самый красивый цветок.

XXIX. Закончите предложения. Употребите прилагательные в превосходной степени.

1. This building is very old. It's _____ in the town.
2. It was a very happy day. It was _____ of my life.
3. It's a very good film. It's _____ I've ever seen.
4. She's a very popular singer. She's _____ in our country.
5. It's a very bad mistake. It was _____ I've ever made.
6. It's a very cold day. It was _____ of the year.
7. He's a very interesting person. He's _____ I've ever met.

XXX. Ответьте на следующие вопросы:

Which profession (hobby, sports) do you think is:

1. the most dangerous? 2. the most difficult? 3. the easiest? 4. the most exciting? 5. the most boring? 6. the most expensive? 7. the cheapest? 8. the most interesting?

XXXI. Посмотрите на оценки и скажите, что у Боба получается лучше (хуже), чем у Мэри:

	Math's	Reading	Essays	Cooking	Swimming	Running	Chess	Tennis
Bob	10	9	7	5	9	10	10	8
Mary	7	10	9	10	8	9	7	10

XXXII. Образуйте порядковые числительные:

one	eighteen	one hundred
two	twenty-four	nine hundred and nine
three	fifty-five	two thousand
six	seventy-one	twenty-three

XXXIII. Прочитайте по-английски:

- a) numbers: 6; 73; 38; 17; 13; 12; 0; 101; 152; 1,045; 6,671; 9,854; 87,432; 80,400; 329,645; 110,536; 13,614,200;
- b) dates: June 1, 1905; May 9, 1945; July 2, 1800; March 30, 2000; 300 AD; 45 BC;
- c) time: 3:10; 4:15; 5:45; 12:00; 1:30; 7:40; 2:05; 8:15; 4:00;
- d) titles: Henry VII, Elizabeth II, James I, Charles V, Louis XII, Edward VII, Peter I, Catherine II;

e) telephone numbers: 213-66-01; 421-57-83; 221-00-74; 971-24-50; 426-11-44; 157-18-20; 322-35-04;

f) phrases: exercise 5, page 312, bus 102, room 203, text 6, tram 17, lecture room 9, chapter 12, line 13, box 481.

XXXIV. Прочитайте даты и назовите соответствующий век:

Образец: 1147 – the twelfth century;

56 BC, 844 AD, 1066, 1156, 1342, 1560, 1748, 1812, 1917, 2015.

XXXV. Переведите:

1. В этой школе 700 учеников. 2. В спортивных соревнованиях приняли участие сотни учащихся. 3. Тысячи людей пришли на митинг. 4. На этом предприятии работает 2000 рабочих. 5. Эту программу смотрели миллионы телезрителей. 6. Население Москвы – более десяти миллионов человек. 7. Георг V был двоюродным братом Николая II. 8. Ты можешь позвонить мне по телефону 246-00-17 с десяти до пяти. 9. Платье стоит 245 рублей. 10. Дом был построен в XIX веке.

XXXVI. Познакомьтесь с некоторыми интересными фактами. Прочитайте их вслух своему товарищу:

Here are some interesting facts about the world's

...highest mountains

<i>Peak</i>	<i>Height above sea level</i>
Everest	8,848
Goodwin Austen	8,611
Kanchenjunga	8,586

...biggest continents

<i>Continent</i>	<i>Area (in square kilometers)</i>
Asia	44,426,000
Africa	30,233,000
North America	24,955,000

...largest islands

<i>Island</i>	<i>Area (in square kilometers)</i>
Greenland	2,175,592
New Guinea	821,324
Borneo	746,543

...largest lakes

<i>Lake</i>	<i>Continent</i>	<i>Area (in square km)</i>
Caspian Sea	Europe/Asia	423,400
Lake Superior	North America	82,300
Lake Victoria	Africa	74,664

...longest rivers

<i>River</i>	<i>Continent</i>	<i>Length (in km)</i>
Nile	Africa	6,700
Amazon	South America	6,300
Yangise	Asia	5,000
Zaire	Africa	4,400
Missouri	North America	4,370

...weather

The hottest place on earth is Azizia, a town in a hilly farming area of Libya. The world's record temperature was recorded there in 1922 – 57.7 °C (135.83 °F). But several other places have a higher average temperature, including Death Valley in California, and of Western Australia. The coldest place in Antarctica, where a temperature of –88.3 °C (-126.94 °F) has been recorded. The wettest place is on Kauai Island, Hawaii, which has more than 330 rainy days a year. Reunion Island in the Indian Ocean had the heaviest downpour ever recorded – 1.870 mm in 24 hours. The driest place is part of the Atacama Desert in Chile where little rain falls.



P A B O T A C T E K C T O M

Text A. American teenagers and their free time

American teenagers spend their free time doing a lot of different things. They love to watch television or rent videos. Often young people meet at a friend's house to watch videos together. They might call out for a pizza or make popcorn at home and eat in front of the television.

Young Americans also enjoy going to the movie theatre, both to watch movies but also to “hang out” and flirt with people of the opposite sex. Before going out teenagers usually spend a long time getting ready. They try to wear their most fashionable clothes and they make sure their hair looks perfect.

In America, it is against the law for people under 21 years of age to drink alcohol, so often they can't go to the local concerts at bars, but they do go to the large concerts wherever their favourite band or pop singer comes to town.

Teenage girls like to read fashion magazines and magazines about handsome, famous actors and singers. They also like to go shopping. They might not buy anything but some girls might spend hours trying on clothes, jewelry and shoes.

Teenage boys like to play sports, baseball, basketball, football or soccer. Many boys read magazines about rock groups or cars and trucks. It is often the dream of many teenage boys to own their own car. If they do, they spend most of their free time and extra money making their cars look beautiful and run perfectly.

Stereotypically young Americans don't like to spend time alone. They don't read books unless it is absolutely necessary. And when they do read, or do their homework, they do it in front of the television or with the stereo on.

Like most Americans, young Americans like to work because they like to have money. It's difficult to find free entertainment in America. Young people spend a lot of money. In general, they spend a great portion of their free time buying things to make themselves look better than their friends or to have better music, clothes, etc. than their friends.

Vocabulary	
teenager, <i>n</i>	подросток
call out (for), <i>v</i>	заказать
enjoy, <i>v</i>	наслаждаться
'hang out', <i>v</i>	'слоняться'
try on, <i>v</i>	примерять
jewelry, <i>n</i>	ювелирные изделия
soccer, <i>n</i>	футбол
extra, <i>adj</i>	дополнительный, излишний
free (of charge), <i>adj</i>	бесплатный
entertainment, <i>n</i>	развлечение

I. Read the text '*American teenagers and their free time*'. Find the English equivalents to the following word combinations:

проводить много времени; в доме друга; смотреть видеофильмы вместе; заказать пиццу; приготовить кукурузные хлопья; "слоняться"; флиртовать с людьми противоположного пола; выглядеть безупречно; противозаконно; популярный певец; журналы мод; ходить в магазины; примерять; ювелирные изделия; иметь свою собственную машину; в одиночестве; несмотря на; с включённым стереомагнитофоном; бесплатное развлечение.

- II. Write 10 questions on the text. Let your fellow students answer them.
- III. Retell the text '*American teenagers and their free time*'.
- IV. Speak about your free time.
- V. Get ready for the discussion "Problems of Youth". The following questions will help you:
 1. At what age can a young person take the responsibilities of adulthood?
 2. What kinds of difficulties do some young people have in their relationship with parents?
 3. Can the young people always discuss their physical, social or emotional problems with their parents?
 4. What role does the mass-media (newspapers, television, magazines, etc.) play in the development of the values of the teenagers?
 5. Do they read much? How long do they watch TV a day? What are their favourite TV programs?
 6. What can be the ideals of the young people? What ideals do you follow?
 7. Why do the young people often need idols?
 8. Who do they usually choose their idols among? What are their favourite sportsmen or sports teams? What fan-clubs do you know in your country and abroad?
 9. What do young people do in search for self-identity? What kind of clothes do they wear? What colours do they prefer? How do they do their hair? Why do they speak slang?
 10. What economical problems do some young people face? What can you tell about unemployment, shortage of money and accommodation among the young?
 11. Which of these problems may lead the young to use alcohol or drugs or even to crime? Does it often happen nowadays?
 12. Where can the young earn the pocket money? What do they usually spend it on?
 13. What can you tell about student activities such as sports, drama clubs, debate teams, student newspapers, dancing groups and bands?
 14. Are the young people interested in politics?
 15. Why is St. Tatiana's day the favourite holiday for all the students in Russia?
- VI. Discuss the problems of youth in your group.

Text B. Leisure-time activities

Schools provide American students with much more than academic education. Students learn about the world through various school-related activities. More than 80 per cent of all students participate in student activities, such as sports, student newspapers, drama clubs, debate teams, choral groups and bands.

What are the favourite sports of American young people? According to the survey "The Mood of American Youth", they prefer football, basketball, baseball, wrestling, tennis, soccer, boxing, hockey, track and golf.

During their leisure time, students spend much time watching television. They also listen to music on the radio and tape players. The average American teenager listens to music on the radio about three hours every day. Without a doubt, rock-and-roll music is the favourite of teenagers in the United States. American young people are mostly hardworking. Many have after-school jobs. One poll indicated that nine out of 10 teenagers either had a job or would like one.

Child labor laws set restrictions on the types of work that youths under 16 years old can do. Many youths work part-time on weekends or after school at fast-food restaurants, babysit for neighbour, hold delivery jobs or work in stores.

Many youths are involved in community service organizations. Some are active in church and religious-groups as Girl Scouts and Boy Scouts. About three million girls aged six to 17 years old belong to Girl Scouts, for example. They learn about citizenship, crafts, arts, camping and other outdoor activities.

Thousands of people volunteer to help take care of the elderly, the handicapped and hospital patients. Many help clean up the natural environment.

Vocabulary	
provide (with), <i>v</i>	обеспечивать, предоставлять
participate, <i>v</i>	участвовать
survey, <i>n</i>	обзор, исследование
leisure, <i>n</i>	досуг
average, <i>adj</i>	средний
law, <i>n</i>	закон
restriction, <i>n</i>	ограничение
delivery, <i>n</i>	доставка
involve, <i>v</i>	вовлекать
church, <i>n</i>	церковь

- I. Learn the words to *text B*. Make sure you can translate them both: from English into Russian and from Russian into English.

II. Read the text '*Leisure-time activities*'. Answer the following questions:

1. How do the students learn about the world?
2. What sports do Americans prefer?
3. Are American young people hard-working?
4. What do child labor laws restrict?
5. What organizations are many young people involved in?



CONVERSATION

My working day

Vocabulary	
get up (got), <i>v</i>	вставать (с постели)
alarm-clock, <i>n</i>	будильник
wake up (woke, woken), <i>v</i>	будить, просыпаться
jump out, <i>v</i>	выпрыгивать, вскакивать
leave (left), <i>v</i>	покидать, оставлять, уезжать, уходить
bury, <i>v</i>	зарывать (ся)
pretend, <i>v</i>	притворяться
get ready for smth.	быть готовым к чему-либо
make one's bed	заправлять кровать
hear (heard), <i>v</i>	слышать
have a shower (a bath)	принимать душ (ванну)
brush teeth	чистить зубы
turn on (off), <i>v</i>	включать (выключать)
get to, <i>v</i>	добираться до
feel (felt) tired, <i>v</i>	чувствовать усталость
go for a walk	пойти погулять
go to bed	ложиться спать
go on foot	идти пешком
go by bus/tram...	ехать автобусом/трамваем...
it takes me 10 minutes	мне требуется 10 минут
to keep late hours	засиживаться допоздна
a lark (an owl) by nature	жаворонок (сова) по характеру

My working day

On week-days the alarm-clock wakes me up and my working day begins. It is six o'clock. If it is spring or summer I jump out of bed, run to the window

and open it wide to let the fresh morning air in. In winter I am not so quick to leave my bed, and I bury my head under the pillows pretending not to hear the alarm-clock. But all the same, it is time to get up and I start getting ready for my work.

I make my bed and go to the bathroom where I brush my teeth and have a shower. While I am having breakfast, I turn on my tape-recorder and listen to pop-music. Breakfast, as my parents say, must be the most substantial meal of the day. But usually neither my mother nor me have any time to cook it, so I just have a cup of tea or coffee and some sandwiches. I leave my house at ten minutes past 7, and, as I live quite near the bus stop, I am there in five minutes. It takes me about twenty minutes to get to the University. Our classes start at a quarter to eight. We usually have 3 or even 4 classes a day. They last six or eight hours. It is not easy to study at the University.

My working day is not over even when the classes come to an end, because I have a lot of work to do at home. It usually takes me about three hours to get ready for the next working day. But when at last my working day is over I feel both tired and satisfied.

Sometimes in the evening my friends come to my place and we talk or play; sometimes we go for a walk, but not very often. I go to bed at about eleven o'clock.

I. Fill in the blanks with the following words and word combinations: *to start, to feel tired, to get, to do, to make, to get up, substantial, to brush, as a rule, a shower, to go for a walk.*

1. I usually...at 7 o'clock. 2. Before going to bed I usually.... 3. Our classes...at 8. 4. In the morning I...my teeth and have.... 5. ...I take a cup of tea and some sandwiches for breakfast. 6. I...both...and satisfied. 7. It takes me 15 minutes...to the University. 8. I have a lot of work...at home. 9. In the morning you must...your bed. 10. Breakfast must be the most...meal of the day.

II. Answer the questions. Use the model.

Model: Who knows English well in your group?

Nick does (I do).

1. Who wakes you up? 2. Who makes your bed? 3. Who does the flat in your family? 4. Who cleans the floor in your flat? 5. Who cooks dinner for you? 6. Who does shopping in your family?

III. Disagree with the following.

Model: You live in England. — Oh no, I don't. I live in Russia.

1. On week days you get up at 12. 2. You have breakfast at 11. 3. You usually have dinner in the canteen. 4. It takes you 5 minutes to get to the University. 5. Your mother has a bath in the morning. 6. You often miss classes. 7. You go to bed at 9. 8. Your mother has little work to do at home.

IV. Replace the underlined words with the following:

to be fond of, to prepare, to switch on, to go on foot, to brush, morning exercises.

1. I get up and turn on the radio.
2. In the morning I do my gymnastics.
3. As I live near the University I walk there.
4. He likes music and often goes to the opera.
5. I clean my teeth with a tooth-brush and tooth paste.
6. He usually does his homework at home.

V. Complete the sentences:

1. I wash and clean my teeth....
2. As I live far from the University....
3. During the break we may have....
4. It takes me 20 minutes....
5. When I need some books....
6. In the evening when I have time....
7. Our classes last....
8. As a rule my brother takes a cup of tea and some....
9. I was tired but....

VI. a) Make up as many sentences as you can. Use the table.

It takes	me	an hour	to do the homework
	you	an hour and half	to learn the new words
It took	him	half an hour	to clean the flat
	her	a quarter of an hour	to cook dinner
It will take	us	10 minutes	to wash up
	them	two hours	to get to the University
	my friend		to water flowers
	my mother		to write a letter
	etc.		to go shopping
			to have breakfast
			to make a report

b) Make up questions. Let your fellow-students answer them.

How long	does it take	me	to make your bed?
		you	to take a bath?
	did it take	him	to brush teeth?
		her	to have dinner?
How much time	will it take	us	to brush hair?
		them	to shave?
		your friend	to put the room in order?
		your mother	to do morning exercises?
		your father	to get to the University?
		etc.	to translate a one-page text?
			etc.

VII. Make up sentences.

Мои родители		6:30
Я		7:15
Моя сестра	to get up at	7:30
Моя мама		7:45
Мы		8:00
Мой племянник		8:30

Мой рабочий день		8 часов
Наши лекции		6 или 8 часов
Урок английского языка	to last	1,5 часа
Рабочий день моего папы		7 часов
Собрание студентов		0,5 часа
Фильм "Титаник"		3,5 часа

VIII. Translate from Russian into English. Use the following word combinations:

to be	fond of over satisfied with ready sure tired able to
-------	--

1. Моя сестра любит популярную музыку. 2. Наши занятия заканчиваются в 15:30. 3. Преподаватель был доволен моей работой. 4. Я буду готов через 5 минут. 5. Он уверен, что закончит эту работу. 6. Я очень устал вчера. 7. Мы можем выполнить это упражнение.

to go	on foot home to the University by bus (tram) for a walk to bed
-------	---

1. Я люблю ходить пешком. 2. Через 2 часа мы пойдём домой. 3. Я обычно ложусь спать в 11. 4. Вечером мы не пойдём гулять. 5. Он иногда ездит трамваем. 6. Его брат ездит в университет на автобусе.

IX. Fill in the blanks with prepositions.

1. My elder brother usually gets up...7.15.
2. K. E. Tsiolkovsky was born...September, 5th.
3. As a rule he goes to the Institute...foot.
4. My sister is fond...reading, she always reads before going...bed.
5. It will take us 3 hours to go...Moscow...train.
6. On week-days the alarm-clock wakes me....
7. Turn...the tape-recorder. I'm not going to listen...pop-music.
8. It takes me about 3 hours to get ready...the next working day.

X. Ask your friend if...

- ...he/she gets up at 8;
- ...his/her father gets up at 8;
- ...his/her sister feels sleepy in the morning;
- ...he/she cleans teeth at night;
- ...the alarm-clock wakes his/her parents up;
- ...he/she switches on the electric light in the morning;
- ...he/she washes his/her face with cold water;
- ...he/she airs the room when he/she gets up;
- ...he/she does his/her morning exercises;
- ...he/she makes his/her bed before or after his/her morning exercises;
- ...he/she has breakfast before or after he/she gets dressed;
- ...he/she has dinner at home.

XI. Answer the following questions:

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 pyjamas? 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?

XII. Speak about

1. Your mother's morning;
2. Your father's (mother's) working day;
3. Your plans for the next week-end;
4. Your last evening.

D I A L O G U E S

a) Read the dialogues in pairs:

I

A. Hi! How are you?

B. Fine. Thank you. How are things with you?

A. Not bad. I was thinking of going to the cinema this evening. Would you like to come?

B. That'd be lovely! But I am busy tonight. Perhaps some other time.

A. What about tomorrow? I'll try to buy tickets and give you a ring.

B. That's a good idea.

A. Settled then. Bye-bye.

B. Bye.

II

A. You look so tired. You don't feel well, do you?

B. It's not that. I am really tired. I need a rest.

A. Take a holiday.

B. I can't do it now. We've got a lot of work to do.

III

A. Excuse my curiosity, what do you usually do at your office?

B. As soon as I come to my office I have to answer telephone calls, sign documents, participate in the talks, send letters and telegrams and do many other things.

A. When do you start work in your office?

B. We start at 9.00 a.m. We have two 15-minute coffee breaks.

A. I see. I suppose, you've got a break for lunch.

B. Sure. At 1 p.m. we've got a break for lunch which lasts for an hour.

b) Learn the dialogues by heart.

c) Helen and Peter are friends. They often spend their free time together. Now they are discussing their plans for the next week. Make up a dialogue. Mind Helen's diary for next week.

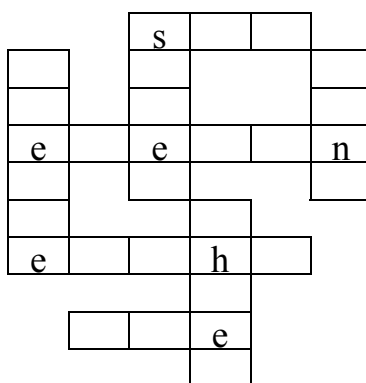
Monday	9 a.m. – 2 p.m. – classes 7 p.m. – aerobics
Tuesday	9 a.m. – 3 p.m. – classes
Wednesday	9 a.m. – 3 p.m. – classes 5 p.m. – English speaking club
Thursday	9 a.m. – 3 p.m. – classes 7 p.m. – aerobics
Friday	9 a.m. – 2 p.m. – classes

	shopping
Saturday	9 a.m. – 2 p.m. – classes
Sunday	



JUST FOR FUN

Guess the crossword. Write numbers 0-12.



1. Read the jokes. Learn the funniest of them by heart.

Prof.: “Wake up that fellow next to you.”

Stud.: “You do it, prof, you put him to sleep.”

Prof.: “You can’t sleep in my class.”

Stud.: “If you didn’t talk so loud I could.”

Prof.: “A fool can ask more questions than a wise man can answer.”

Stud.: “No wonder so many of us flunk in our exams!”

2. Read and translate.

The more we study, the more we know.

The more we know, the more we forget.

The more we forget, the less we know.

The less we know, the less we forget.

The less we forget, the more we know.

So why study?

Unit 4

Grammar:

1. Imperative Mood
2. The pronoun *it*
3. Word-Building (Prefixes *dis-*, *un-*, *in-*)
4. Indefinite Tenses (revision)

Texts:

- A. The Use of Leisure
- B. Culture, Leisure, Entertainment, Sports
- C. Holidays and Festivals
- D. What are young people doing at Christmas

Conversation:

My Day-off. Hobby

Грамматический материал

1. Повелительное наклонение (*Imperative Mood*)

Повелительное наклонение выражает просьбу или приказание, обращенное к подразумеваемому второму лицу (единственного и множественного числа).



Запомните!

Утвердительная форма повелительного наклонения образуется от инфинитива глагола без частицы *to*. Отрицательная форма повелительного наклонения образуется при помощи глагола *do* с отрицательной частицей *not* (*don't*).

Утвердительная форма	Отрицательная форма
Read ! Читайте !	Don't read ! Не читайте !
Go to the blackboard !	Don't go to the blackboard !
Идите (иди) к доске !	Не выходите к доске !

Заметьте!

При обращении к другим лицам употребляется глагол *let*, за которым следует соответствующее местоимение в объектном падеже (или существительное в общем падеже) и инфинитив без частицы *to*.

Let $\left[\begin{array}{l} \text{him} \\ \text{this student} \end{array} \right]$ come in.

Пусть $\left[\begin{array}{c} \text{он} \\ \text{этот студент} \end{array} \right]$ войдет.

Let us read this book. (Let's read ...).
Давайте прочитаем эту книгу.

Отрицательная форма в данном случае также образуется при помощи глагола *do* с отрицательной частицей *not*.

Don't let him take my books.
Пусть он не берет мои книги.

Примечание.

Наряду с вышеуказанной формой употребляется форма:

Let us not talk about it.
Давайте не будем говорить об этом.

2. Местоимение *it* (The Pronoun *it*)



Запомните пять функций местоимения *it*:

1) личное местоимение - *он, она, оно* (о неодушевленных предметах):

Where is the bread? - *It* is on the table.
Где хлеб? - *Он* на столе.
Where is the book? - *It* is on the shelf.
Где книга? - *Она* на полке.

2) указательное местоимение - *это*:

What is *it*? - *It* is a computer.
Что *это*? - *Это* компьютер.

3) формальное подлежащее в безличных предложениях (не переводится):

It is hot. Жарко.
It is necessary to learn a foreign language.
Необходимо изучать иностранный язык.

4) формальное дополнение:

This method makes *it* possible to obtain better results.
Этот метод дает возможность получить лучшие результаты.

5) эмфатическое, усилительное слово. Употребляется для подчеркивания значения одного из членов предложения. На русский язык не переводится:

It is my father who knows economics well.
Именно (как раз) мой отец и знает экономику хорошо.

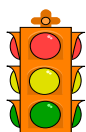
3. Словообразование. Приставки dis-, un-, in- (Word-building. Prefixes dis-, un-, in-)

Приставки *dis-*, *un-*, *in-* имеют отрицательное (противительное) значение.

Приставка *dis-* может выражать также противоположное действие.

Например:

to connect – соединять;	to disconnect - разъединять
happy – счастливый;	unhappy - несчастный
capable – способный;	incapable - неспособный



Обратите внимание на орфографию!

Приставка *in-*:
 перед буквой *l* превращается в *il-*;
 перед буквой *r* превращается в *ir-*;
 перед буквами *m, p* превращается в *im-*.

Например:

logical – логичный;	illogical - нелогичный
regular – регулярный;	irregular - нерегулярный
possible – возможный;	impossible - невозможный

4. Времена группы *Indefinite* (повторение) (*Indefinite Tenses. Revision*)

Утвердительная форма		
Present Indefinite	Past Indefinite	Future Indefinite
1. I ask 2. You ask 3. He She > asks It > 1. We ask 2. You ask 3. They ask	1. I asked 2. You asked 3. He She > asked It > 1. We asked 2. You asked 3. They asked	1. I shall ask 2. You will ask 3. He She > will ask It > 1. We shall ask 2. You will ask 3. They will ask
Вопросительная форма		
<div style="display: flex; align-items: center;"> <div style="text-align: right;">Do</div> <div style="margin: 0 10px;"> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;">I</div> <div style="display: flex; justify-content: space-between; width: 100%;">you</div> <div style="display: flex; justify-content: space-between; width: 100%;">we</div> <div style="display: flex; justify-content: space-between; width: 100%;">they</div> </div> </div> <div style="text-align: left;">ask?</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="text-align: right;">Does</div> <div style="margin: 0 10px;"> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;">he</div> <div style="display: flex; justify-content: space-between; width: 100%;">she</div> <div style="display: flex; justify-content: space-between; width: 100%;">it</div> </div> </div> <div style="text-align: left;">ask?</div> </div>	<div style="display: flex; align-items: center;"> <div style="text-align: right;">Did</div> <div style="margin: 0 10px;"> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;">I</div> <div style="display: flex; justify-content: space-between; width: 100%;">you</div> <div style="display: flex; justify-content: space-between; width: 100%;">we</div> <div style="display: flex; justify-content: space-between; width: 100%;">they</div> </div> </div> <div style="text-align: left;">ask?</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="text-align: right;">Did</div> <div style="margin: 0 10px;"> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;">he</div> <div style="display: flex; justify-content: space-between; width: 100%;">she</div> <div style="display: flex; justify-content: space-between; width: 100%;">it</div> </div> </div> <div style="text-align: left;">ask?</div> </div>	<div style="display: flex; align-items: center;"> <div style="text-align: right;">Shall</div> <div style="margin: 0 10px;"> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;">I</div> <div style="display: flex; justify-content: space-between; width: 100%;">we</div> </div> </div> <div style="text-align: left;">ask?</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="text-align: right;">Will</div> <div style="margin: 0 10px;"> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;">you</div> <div style="display: flex; justify-content: space-between; width: 100%;">he, she</div> <div style="display: flex; justify-content: space-between; width: 100%;">it</div> <div style="display: flex; justify-content: space-between; width: 100%;">they</div> </div> </div> <div style="text-align: left;">ask?</div> </div>

Отрицательная форма		
I You → do not ask We → (don't) They He → does not ask She → (doesn't) It	I You He She → did not ask It → (didn't) We They	I → shall not ask We → (shan't) You He She → will not ask It → (won't) They



EXERCISES

I. Express requests using the models:

- A. *Model:* Ask (tell) your friend to shut the door.
- John, shut the door, please.

Ask your friend ...

- ... to give you a call after five;
- ... to buy a birthday present;
- ... to take the book to the library;
- ... to lay the table for supper;
- ... to buy some bread on his way home.

- B. *Model:* Ask (tell) your friend not to shut the door.
- John, don't shut the door, please.

Ask your friend ...

- ... not to speak so loudly;
- ... not to read at lunch;
- ... not to send him a telegram;
- ... not to come home so late;
- ... not to waste money on sweets.

II. Make the following imperative sentences negative:

1. Give this letter to your boss.
2. Invite your boyfriend to the party.
3. Read the text aloud.
4. Smile when you are talking to me.
5. Take her to your parent's place.
6. Wait for him for an hour.
7. See this film.
8. Take a taxi.
9. Get up!
10. Forget about it.

III. Express polite requests instead of commands:

Model: Come here!

- Will (would) you come here, please?

1. Make me a call at three! 2. Go shopping after classes! 3. Meet me at the station! 4. Wash up the dishes! 5. Speak to your teacher at school! 6. Turn on the light! 7. Explain it to me! 8. Stay at home on Saturday! 9. Tell me the truth! 10. Move out of the way! 11. Remember to post the letter! 12. Go to bed at once!

IV. Recommend your friend not to do what he does.

Model: You smoke too much.

- Don't smoke too much.

Use the following phrases:

to talk on the phone too much;
to read too late at night;
to come home too late;
to work on Sunday too much;
to play tennis too much;
to go to the pictures too often;
to eat and sleep too much.

V. Change the sentences according to the model. Express disagreement and give a better idea.

Model: St₁: What about going to the pictures?

St₂: Don't go to the pictures. Let's go to the theatre.

A.

1. What about going skiing on Sunday? 2. What about going to the country at the week-end? 3. What about going for a walk after dinner? 4. What about listening to the radio now? 5. What about watching TV after tea? 6. What about reading a book?

B. Discuss the plans for the week-end according to the model given above.

VI. A. Make up rules for hotel guests. Start with:

Keep the room clean.

Put out the light when you go out.

Don't forget to leave the key with the receptionist...

B. Tell your friend how to bake an apple pie. Start with:

Take 400 gr. of flour...

VII. A. Read the following:

How to Be Fit

- Don't stay in bed in the morning too long.
- Don't forget to do morning exercises.
- Don't eat your breakfast.
- Don't be late for classes.
- Don't take lunch to the University.
- Don't eat sandwiches in class.
- Don't sit in one place during the breaks.
- Don't drink too much water and other drinks.
- Don't say you are hungry when you are.
- Don't eat chocolates or cakes.
- Don't take a bus when you can walk.
- Don't go to parties where they serve good food.
- Don't smoke or drink alcohol.
- Don't use drugs.
- Don't visit doctors unnecessarily.
- Don't lie on the sofa when you watch TV.
- Don't go to bed during the day.

B. Give similar recommendations to your friend about:

- a) how to make a good career;
- b) how to become a famous scientist;
- c) how to marry successfully.

VIII. A. Your mother is away on a business trip. When you come home after classes you find a note with her instructions which are as follows:

- Don't miss classes.
- Come straight home after classes.
- Wash up after every meal.
- On Monday go to the dry cleaners' to fetch our things.
- Go to the greengrocer's and buy some vegetables.
- Invite your grandparents to stay with you for the weekend.
- Don't waste money on candies and ice cream.
- Don't bring home too many friends.
- Don't disturb neighbours by loud music.
- Stay at home in the evenings, I may call.

B. Imagine that you are in your mother's place. What recommendations would you like to write to a teenage daughter?

IX. A. Imagine you are a teacher having a class in physical training. Give commands to your pupils.

B. Imagine your friend is a dog and you are its master. Give commands to your dog.

X. Translate into English:

1. Перестаньте разговаривать. 2. Снимай пальто и проходи в комнату. 3. Положи сахар и молоко в кофе. 4. Не ешь столько мороженого. 5. Не выходи на улицу. 6. Останься посмотреть телепрограмму с нами. 7. Попроси Ника принести словарь. 8. Пригласи их в гости. 9. Переходите улицу только на перекрестке. 10. Проводи меня домой. 11. Не ссорься с родителями. 12. Не перебивай меня. 13. Вели ей подать кофе. 14. Попроси ее перевести письмо. 15. Спроси полицейского, где почта. 16. Подумайте, прежде чем ответить. 17. Не ешь много на ночь. 18. Не откладывай на завтра то, что можно сделать сегодня.

XI. Translate the sentences:

1. It is 3 o'clock. 2. It was cold in the laboratory yesterday. 3. It is said that he is an experienced engineer. 4. It is difficult to explain this phenomenon. 5. It seems this substance has desirable properties. 6. It is A.S. Popov who invented the radio. 7. It was stuffy in the room. 8. Was it Thursday yesterday?

XII. Complete the following:

1. It is necessary 2. It is difficult 3. It is important 4. It is interesting 5. It is hard 6. It is pleasant 7. It is impossible

XIII. Translate the sentences with emphatic construction:

1. It was Mendeleyev who established the periodic table of elements. 2. It is our country that launched the first man into outer space. 3. It was at the end of the 19-th century when scientists discovered most of the chemical elements. 4. It is quality that every car maker strives for. 5. It is the force of attraction which holds the atoms together. 6. It was Lomonosov who founded Moscow University.

XIV. A. Form the new words:

a) with the prefix *un-*:

equal, happy, important, pleasant, known, official;

b) with the prefix *dis-*:

to like, to appear, to connect, honest, armament;

c) with the prefix *in-*. Mind the spelling:

ability, mobile, possible, regular, logical, direct, patient, complete.

B. Translate the words you've got. Consult the dictionary if necessary.

XV. Insert the words given in brackets in the proper places:

1. I look through English magazines (sometimes). 2. He is free at this time (always). 3. He is at home on Sundays (never). 4. I am busy on week-days (often). 5. He is late (always). 6. She comes on time (seldom). 7. I come home at 10 o'clock (usually). 8. This clock keeps good time (never). 9. After classes we go to the library (often). 10. Do you air your room in the morning (usually)? 11. Before and after classes our English language laboratory is full of students (always). 12. She is ill (seldom). 13. Our lectures take place in this hall (usually). 14. She uses my telephone (never). 15. He tries to help us (often).

XVI. Use the correct form of the verbs to complete the sentences below:

1. At our University the lessons usually (to begin) at a quarter to eight. 2. Yesterday we (to have) four lessons. 3. My brother (to enter) the University last year. 4. We (to be) engineers in five years. 5. The whole course of studies at a higher school (to last) four or five years. 6. She (to have) many relatives. 7. He always (to come) on time. 8. We (to do) this work tomorrow. 8. It usually (to take) me half an hour to get to the University, but yesterday it (to take) me more than an hour. 9. Sometimes he (to go) home on foot and from time to time he (to take) a bus. 10. You (to like) to read books? 11. What foreign language your friend (to study)? 12. When and where you (to be born)? 13. What your parents (to be)? 14. Who (to be) on duty next week? 15. You (to live) in Tula or in Moscow?

XVII. Answer the following questions:

1. Where did you go last summer? 2. What did you eat last night? 3. When did you get up yesterday? 4. How did you feel this morning? 5. What did you do at the last lesson? 6. Did you watch TV last night? 7. What did your mother cook for dinner last Sunday? 8. How long did it take you to get to the University yesterday? 9. Did it rain or snow the day before yesterday? 10. When did your lessons begin last Monday?

XVIII. Make the sentences a) negative; b) interrogative. Put different types of questions:

1. My friend wants to enter the medical faculty of our university. 2. My brother entered the university two years ago. 3. They will be highly qualified engineers in five years.

XIX. Respond the following using the models:

Models: I went home after classes.
- So did I.
She wasn't here on Friday.
- Neither was I.

1. I studied Psychology last year. 2. We didn't like the TV show. 3. I went to the country for the weekend. 4. I didn't have lunch today. 5. I understood the task. 6. We didn't hear the knock at the door. 7. I was busy the whole day yesterday. 8. We had a very good time last Saturday. 9. I didn't learn English last year. 10. She had a lot of dolls in childhood. 11. They were at home in the evening. 12. I wasn't angry.

XX. Use the correct tense form:

1. If you (to see) this film, we (to discuss) it later. 2. If she (to have) a problem, I (to help) her. 3. If we (to travel) by car, we (to save) a lot of money. 4. If he not (to give) her flowers once a week she (to be) offended. 5. If they (to blame) him, it (to serve) him right. 6. When the children (to come) home for Christmas, the parents (to be) happy. 7. When the summer season (to come), there (to be) a lot of tourists here. 8. When you (to go) shopping, use your credit card. 9. You (to feel) better, after you (to take) the tablet. 10. We (to buy) their car after father (to get) his salary. 11. I not (to try on) this dress before I (to know) how much it (to be). 12. I (to wake) you up as soon as I (get up). 13. They (to make) an announcement about the plane as soon as it (to land). 14. As soon as Tom (to fix) the engine we (to continue) our journey. 15. As soon as he (to write) to me I (to let) you know. 16. We (to lie) in the sun and (to swim) in the warm sea unless the weather (to change) for the worse. 17. She not (to marry) him unless he (to give up) his bad habits. 18. You not (to lose) weight unless you (to eat) less. 19. We (to have) a good time while our holiday (to last). 20. I (to keep) you here, until you (to tell) the truth.

XXI. Use the correct tense forms of the verbs in brackets:

1. I (to go) to bed at ten o'clock every day. 2. I (to go) to bed at ten o'clock yesterday. 3. I (to go) to bed at ten o'clock tomorrow. 4. I (not to go) to the cinema every day. 5. I (not to go) to the cinema yesterday. 6. I (not to go) to the cinema tomorrow. 7. You (to watch) TV every day? 8. You (to watch) TV yesterday? 9. You (to watch) TV tomorrow? 10. When you (to leave) home for the University every day? 11. When you (to leave) home for the University yesterday? 12. When you (to leave) home for the University tomorrow? 13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock. 14. You (to have) a PT lesson yesterday? No, I 15. What you (to buy) at the shop yesterday? - I (to buy) a book. 16. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

XXII. Use the verbs in the *Past Indefinite*. Render the extract. Think of the end of the story.

The castle (to stand) high on the rocky hill above the village. It (to cast) a cold shadow over the houses and fields. None of the villagers ever (to go) near the castle. At night they (to stay) close to their fires and (to keep) their doors locked.

The castle (to be) nearly in ruin. It (to be) a rotting jumble of stone and timber. But someone (to live) there. One man. He (to live) there alone.

Who (to be) this man? Nobody really (to know). Some people (to say), he was half man, half wolf. Most people (to think) he (to be) a vampire. Everyone (to fear) him.

Late one night a stranger (to come) to the village inn. He (to say) the vampire in the castle (to be) dead. The villagers (not to believe) him. They (to think) vampires (to live) forever.

That night there (to be) a violent storm. Lightning (to flash) across the howling sky, thunder (to shake) the roofs of the houses. The storm (to stop) quite suddenly. At that moment the lid of the big coffin of the vampire (to begin) to open. As the coffin (to open), the storm (to die) to a whisper. The body in the coffin (to take) the violent energy of the night. The vampire (to be) back.

The next day (to be) bright and sunny. Birds (to sing) in the trees. The castle (to look) beautiful in the dawn light. People (to get up) early and (to clear) away the debris from the storm. There (to be) many cracked slates and broken windows. The villagers (to put) back the chimney pots and (to mend) their fences. Life (to go on).

But the next night another terrible thing (to happen), an awful cry (to ring) round the village. "Murder! ..."

(After Chris Culshaw)

XXIII. Render the story in *Past Indefinite*:

James wants to have adventures and see the world but there seems little hope at present. Every day he goes to the Public Library and brings home books about boys who go whale hunting or fly round the world in home-made aeroplanes or who are wrecked on a deserted island, live for a year on fruits and return home on a raft bringing with them treasures they find on the island. However, nothing happens to James. He gets up, eats, goes to school, is good or bad, hopes for adventures, reads more books from the Public Library, comes back home, goes to bed, and gets up and begins all over again, still nothing happens. No strange-looking men speak mysteriously to him in deserted streets, no old women die and leave him a hundred pounds. Life is so dull!

XXIV. Use *Present* or *Past Indefinite*. Retell the story in English.

Dickens (to begin) to write when he (to be) very young. "The Pickwick Papers" (to be) his first novel. The history of the novel (to be) very interesting. One day they (to ask) him to write a text to some funny pictures. The pictures

(to show) some Englishmen who (to belong) to a sports club. They (to like) to travel and (to go) in for different kinds of sports.

Dickens (to begin) to write. In the beginning it (to be) just a funny story, but very soon the readers (to see) how it (to grow) into a fine novel. When the first part of the novel (to be) ready, the artist suddenly (to die). The man who (to finish) the pictures (to be) H. Brown. "The Pickwick Papers" (to make) Dickens famous. People (to praise) both the author and the artist, the book (to be) a great success.

Readers (to find) the book very interesting and always (to laugh) when they (to think) of Mr. Pickwick's adventures.

"The Pickwick Papers" (to be) one of the best works in the history of English literature. Everybody who (to be) older than six (to enjoy) Mr. Pickwick's story.



РАБОТА С ТЕКСТОМ

Text A. The Use of Leisure

By the way in which a man uses his leisure his character can be told - more surely, in all probability, than the way he does his work. For most men, work is necessity in order to gain a living. Vast numbers of men have not been able to choose what work they would do, but have been forced by economic necessity to take the first job that came their way. But in their leisure time, they do what they really want to do and their real selves are reflected in their actions.

Some people are completely passive during leisure hours. If such people go out they go to some place of entertainment where no effort is required by them, a cinema or a dance-hall, and if the latter, they do not dance but simply sit and watch other dancing.

A different type of person hurries home from work full of eagerness to begin on some scheme which he has been planning for his leisure time. Perhaps his hobby is carpentry or model engineering or gardening. This is the creative type of character. For him, his leisure hours are full of promise and he can look back on them with satisfaction when he reviews what he has achieved in them.

Millions of people all over the world like to travel during their holidays. They travel to see other countries and continents, modern cities and the ruins of ancient towns, they enjoy picturesque places, or just for a change of scene. It is always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen to different musical rhythms.

Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City-dwellers usually like a quiet holiday by the sea or in the mountains, with nothing to do but walk and bathe and laze in the sun.

Most people enjoy sports - both playing sports themselves and watching their favourite sports and teams. Major professional sports events - baseball, football, basketball, and hockey, as well as golf and tennis - are witnessed by tens of thousands of fans, and by millions more on TV.

The whole virtue of leisure which brings a change of scene or occupation is that it is only temporary. Sooner or later leisure time comes to an end, and one should go back to his normal life. If he has used his leisure time well, he ought to feel a very deep regret that it is over, and it ought to have refreshed him and filled him with vigour for the true work of his life to which he is now returning.

Leisure should be refreshment; it should send a man out with fresh spirits to battle with the problems of life. Sometimes this freshness comes not from doing anything, but by filling one's mind with fresh springs of beauty. A man gets full value from his leisure by watching nature, listening to music, or reading noble books. By this sort of occupation he makes his own mind a richer and fuller treasure house. This is the true use of leisure.

Vocabulary

leisure, <i>n</i>	досуг, свободное время
in all probability	по всей вероятности
necessity, <i>n</i>	необходимость
to gain a living	зарабатывать на жизнь
vast, <i>adj</i>	огромный
choose (chose, chosen), <i>v</i>	выбирать
force, <i>n</i>	сила
<i>v</i>	заставлять, принуждать
entertainment, <i>n</i>	развлечения, увеселения
effort, <i>n</i>	усилие, попытка
require, <i>v</i>	требовать
eagerness, <i>n</i>	пыл, рвение, желание
hurry, <i>v</i>	торопиться, спешить
carpentry, <i>n</i>	плотничные работы
model engineering	техническое моделирование
gardening, <i>n</i>	садоводство
satisfy, <i>v</i>	удовлетворять
creative, <i>adj</i>	творческий, созидательный
review, <i>v</i>	обозревать, осматривать
achieve, <i>v</i>	достигать
travel, <i>v</i>	путешествовать

ancient, <i>adj</i>	древний
discover, <i>v</i>	открывать, обнаруживать
quiet, <i>adj</i>	тихий, спокойный
bathe, <i>v</i>	купаться
laze, <i>v</i>	бездельничать, лентяйничать
regret, <i>v</i>	сожалеть, горевать
refresh, <i>v</i>	освежать, подкреплять(ся)
vigour, <i>n</i>	сила, энергия
promise, <i>n</i>	обещание
temporary, <i>adj</i>	временный
virtue, <i>n</i>	добродетель, достоинство, целомудрие
spring, <i>n</i>	источник, родник
the former ...the latter	первый ... последний (из ряда перечисленных)

I. Read and transcribe the following words. Consult the dictionary:
leisure, scheme, ancient, picturesque, restaurant, quite, quiet, sea, bathe, rhythm, virtue, museum.

II. Guess the meaning of the following international words. Consult the dictionary.

Nouns: character, action, scheme, plan, hobby, model, type, million, continent, ruins, music, gallery, restaurant, sports, visit, baseball, football, basketball, hockey, golf, tennis, occupation, nature, sort.

Adjectives: economic, passive, modern, interesting, exotic, professional, normal.

III. Read the verbs and the nouns derived from them. Translate the nouns:

achieve	-	достигать	achievement	-	...
refresh	-	освежать	refreshment	-	...
		подкреплять			
entertain	-	развлекать	entertainment	-	...
satisfy	-	удовлетворять	satisfaction	-	...
occupy	-	занимать	occupation	-	...
		овладевать			
create	-	создавать	creativity	-	...

IV. Match the English and Russian words:

entertainment	пыл, рвение
eagerness	торопиться
necessity	усилие, попытка
hurry	заставлять, принуждать

ancient	древний
effort	необходимость
force	развлечения
gardening	достижение
satisfy	открытие
achievement	источник, родник
discovery	удовлетворять
spring	садоводство

V. Find the opposites to the first word in each line:

to rest / to try, to last, to get, to work;
to leave / to walk, to come, to live, to die;
passive / creative, interesting, professional, active;
rich / poor, pure, full, beautiful;
to laze / to live, to lie, to work, to look;
ancient / old, typical, different, modern.

VI. Read the text '*The Use of Leisure*'. Find the English equivalents for the following Russian phrases:

для большинства людей работа - необходимость; по всей вероятности; делать то, что действительно хочется; их подлинное "Я" отражается в поступках; полные стремления начать какое-нибудь дело; творческий тип личности; развалины древних городов; наслаждаться живописными местами; открывать новое; горожане любят тихо проводить отдых у моря; десятки тысяч болельщиков смотрят крупные спортивные состязания; испытывать глубокое чувство сожаления; источники прекрасного.

VII. Read the text '*The Use of Leisure*' again. Answer the following questions:

1. Can the character of a man be told by the way of using his leisure?
 2. What is work for most people? And what about leisure time?
 3. What can you say about people who are passive during leisure time?
 4. How does a creative type of person use his leisure hours?
 5. Do most people like travelling? What is the purpose of travelling?
 6. Where do those who live in the country like to go? What about town-dwellers?
 7. Do you like sports? Do you prefer going in for sports or watching sports events?
 8. What does one feel when he has used his leisure time well?
 9. What should leisure be?
 10. How does a man get full value from his leisure?
 11. How do you prefer to use leisure time?

VIII. Express disagreement with the following utterances. Prove your statements by the facts from the text. Begin your sentences with the following:

I don't agree with you ... You are mistaken ... As far as I know ...

1. All people are passive during their leisure time. 2. In their leisure time people can't do what they really want. 3. It's not interesting to travel. 4. People can't enjoy sports. 5. Everyone is glad when leisure time is over. 6. The true use of leisure is sleeping or watching TV.

IX. Complete the following sentences:

1. By the way in which a man uses his leisure his character can be told more surely than 2. For most men, work is necessity 3. In leisure time people do 4. Those who live in the country like 5. City-dwellers usually like 6. The whole virtue of leisure time is that 7. Sooner or later leisure time comes to an end and 8. A man gets full value from his leisure by

X. Speak about your own way of using leisure time.

Text B. Culture, Leisure, Entertainment, Sports

Usually major cities regularly host many concerts, art exhibitions, lectures, and theatrical performances. And on a smaller scale, the same is true of smaller cities. Performances and exhibitions are usually very well attended. Tickets can be hard to get, despite their high prices! Many cities have large communities of artists, actors, dancers, and musicians.

The national and state governments, as well as private organizations, have traditionally supported the arts with money.

Though art and "high" culture are important, the most popular sources of entertainment and information are television, movies, radio and recorded music. With cable TV, a lot more programs are available, but many people still complain about the low intellectual level of TV. They also feel that the emphasis on youth, sex, and money teaches children (and adults) the wrong values and goals. These criticisms are often made about American movies too. But despite the "bad" movies, many wonderful and internationally successful movies are produced in the U.S. The rapid spread of videotaped movies, watched nightly by millions of people in their homes, has made movies an even more popular and influential form of entertainment in recent years.

People like car trips, but they don't usually just drive and sightsee. They like to have a destination. Amusement parks, beaches, and other special attractions are always crowded when the weather is good.

Airplane travel is also common in many countries. At holiday time, many people fly to other cities to visit friends and relatives. During the winter, many people take short vacations to places with warm climates, like Florida and the islands of the Caribbean.

I. Read *text B* without a dictionary.

II. Find in *text B* the English equivalents for the following Russian phrases:

художественная выставка, высокая цена, театральный спектакль, в меньшем масштабе, трудно достать, несмотря на, музыкант, частные организации, источник информации, кабельное телевидение, быть в наличии, жаловаться (на), низкий интеллектуальный уровень, взрослый, распространение видеофильмов, осматривать достопримечательности.

III. Find in *text B* the answers to the following questions:

1. Where are some of the world's greatest museums, orchestras, theatres, and concert halls located? 2. Are performances and exhibitions well attended? 3. Tickets can be hard to get despite their high prices, can't they? 4. Who usually supports the arts with money? 5. What are the most popular sources of entertainment and information? 6. What do many people complain about? 7. What can you say about American movies? 8. People like to travel, don't they? 9. What are the most common ways of travelling?

Text C. Holidays and Festivals

There are eight holidays a year in Great Britain. On these days people don't go to work. They are: Christmas Day, Boxing Day, New Year's Day, Good Friday, Easter, May Day, Spring Bank Holiday, Late Summer Bank Holiday.

Most of these holidays are of religious origin. But nowadays they have lost their religious significance and are simply days on which people relax, visit their friends. All the public holidays (except New Year's Day, Christmas and Boxing Day) are movable. They don't fall on the same date each year.

Besides public holidays, there are other festivals, anniversaries, on which certain traditions are observed. But if they don't fall on Sunday, they're ordinary working days.

Lent

Lent is the period before Easter during which Christians practice various forms of fasting or abstinence. Easter itself is a movable feast, and Lent covers the forty weekdays before Easter, starting on a Wednesday. This Wednesday is known as Ash Wednesday. It is clear that if during Lent people abstained from eating certain forbidden foods, they did not relish throwing away any they had left. And hence, on the eve of Ash Wednesday there is a traditional jollification when eggs and butter are used up; the obvious ingredients for making pancakes. The eve of Ash Wednesday is known as Shrove Tuesday, the day of pancakes and gay social gatherings. There are still a number of ritual celebrations connected with Shrove Tuesday. At Westminster Public School the boys scramble for pieces of the hot pancake tossed among them, and in certain places, such as Olney in Buckinghamshire, there are pancake races to mark the last day of plenty - Shrove Tuesday - before life once more starts in sober earnest on Ash Wednesday.

Make Love, Not War

The 14th of February is St Valentine's Day, the day when, according to ancient tradition, the birds choose their mates for the year. It was once the custom in England to draw lots for lovers on this day, the person drawn being the drawer's valentine, and given a present, sometimes of an expensive kind, but more often a pair of gloves. The valentine is now represented by a greeting card of a sentimental, humorous, or merely vulgar character.

The Winter is Past

Easter, the feast of the Christian Church commemorating the Resurrection of Christ, is derived from Eostre, a goddess of spring honoured by the pagan Anglo-Saxons in the month of April. When Christianity was introduced into England it was natural for the name of the heathen festival to be transferred to the Christian, the two falling about the same time.

Easter has been from ancient times the most important feast in the Christian year. Many popular customs, which probably go back to pagan times, are also associated with it throughout Europe, for example the giving of Easter eggs. Eggs are a symbol of life and fertility or recreation of spring. It was not, however, until the nineteenth century that the practice of presenting eggs of Easter was introduced into England.

Mothering Sunday

The 8th of March is Mid-Lent Sunday or Mothering Sunday. It is claimed that the name Mothering Sunday came from the ancient custom of visiting the "mother church" at this time; but to schoolchildren it always meant a holiday, when they went home to spend the day with their mother or parents. At one time in Britain, especially in Lancashire, it was the custom to eat *simnel* cakes on this day. The word *simnel* is derived from a Latin word meaning fine bread.

Mothering Sunday is not the same as Mother's Day. The latter is an American festival celebrated on the second Sunday in May as an occasion for each person to remember his mother by some act of grateful affection.

I. Read and translate text C '*Holidays and Festivals*' in writing. Use the dictionary.

II. Fill in the gaps:

1. Most of the holidays in Great Britain are of ... origin. 2. All the public holidays are 3. There are a lot of festivals on which ... are observed. 4. St. Valentine's Day is celebrated on

III. Decide if the following statements are true (T) or false (F).

1. All the public holidays are movable. 2. Easter eggs haven't been used before the middle of the last century. 3. On St. Valentine's Day boys and girls,

sweethearts, husbands and wives, friends and neighbours exchange greetings of affection and love. 4. Lent is the period after Easter.

Text D. What are young people doing at Christmas ?

Christmas Day is observed on the 25th of December. It is the most colourful and merry holiday.

Christmas is a time for rejoicing, for parties, dances and celebrations. It is also a time for thinking of other people, for giving presents - and doing holiday jobs.

At Christmas, London, like all big cities, has a special atmosphere. There are coloured lights and decorations in Regent Street and Oxford Street. There is a big Christmas tree in Trafalgar Square, sent by the people of Norway to the people of Britain. There are Christmas trees, too, in all the big shops and railway stations. There is carol-singing in the streets and people wish each other "Happy Christmas!"

Most big offices in Britain have a dance or a party at Christmas; so do the schools, colleges and universities.

Christmas is an exciting time, but it can also be a very expensive time. You need money to buy Christmas presents for your family and friends; you need money to buy clothes for Christmas parties; you need money, perhaps, to give to OXFAM and other charities.

A lot of young people in London, therefore, have a Christmas holiday job. One of the most popular jobs is working for the Post Office: you can sort parcels and letters or you can deliver them.

Other young people have Christmas holiday jobs in shops, cafes and restaurants. Christmas is the busiest time of the year for the shops, and shopkeepers need extra assistants.

Carol-singing at Christmas is a very old custom. All over the country, groups of people (young and old) sing in the streets and outside people's houses.

Trafalgar Square is the centre for carol-singing in London. Every night, during the week before Christmas, it is full of people. Everybody joins in the singing. Sometimes a band accompanies the singers, sometimes an accordion and sometimes a guitar.

Note:

"OXFAM" is a charity which collects money for the hungry all over the world. It has its headquarters at Oxford; OX = Oxford; FAM = Famine: OXFAM.

From "Club" (Adapted)

- I. Read the text '*What are young people doing at Christmas*' without a dictionary.

II. Tell how people celebrate Christmas.



CONVERSATION

My Day-off. Hobby

Vocabulary

a day-off	выходной день
to have a rest	отдыхать
to go to the country for the week-end	ездить за город на выходные
to have a good time	хорошо провести время
to enjoy the fresh air	наслаждаться свежим воздухом
to walk in the forest	гулять в лесу
to feel rested	чувствовать себя отдохнувшим
to return to town by late train	возвращаться в город поздним поездом
hobby, <i>n</i>	любимое занятие
stamp collecting	собираание марок
view card	открытка с видом
match-box top	спичечные этикетки
badge, <i>n</i>	значок
shell, <i>n</i>	ракушка, раковина
coin, <i>n</i>	монета
common, <i>adj</i>	обычный, распространенный
take photos	фотографировать
palace, <i>n</i>	дворец
castle, <i>n</i>	замок
church, <i>n</i>	церковь
broaden one's outlook	расширить кругозор
folk music	народная музыка

Leisure activities and skills

fishing	рыбная ловля
cooking	приготовление еды
swimming	плавание
painting	рисование
pottery	гончарное дело, керамика
photography	фотография

riding	езда
yoga	йога
mountain climbing	альпинизм
water-skiing	катание на водных лыжах
dress-making	шитье одежды
jogging	бег трусцой
watching TV or videos	просмотр телепередач или видеокассет
knitting	вязание
sewing	шитье
cycling	езда на велосипеде
roller skating	катание на роликовых коньках

- I. Read the text '*The Weekend*'. Answer the questions after it.

The Weekend

Most people in Britain work five days a week from Monday to Friday. Schools, colleges and universities are closed on Saturday and Sunday.

Weekend starts on Friday evening when people leave work and wish each other a nice weekend.

Those who work away from home may go home. Some people go away for the weekend. They stay in a hotel or boarding house in the country or at the sea.

People who stay at home at the weekend try to relax, enjoy themselves. On Friday night people like to go to a bar for the happy hour, or the theatre. Nowadays it is not "in" to go to all-night parties, they get up early on Saturday morning. Saturday morning is the time for cleaning the house, washing the car, doing the laundry. Women usually do housework, sewing and gardening.

Saturday morning is a busy time for shopping. On weekdays shops close between 5.30 and 6 p.m. (They're closed on Sundays.) The shops in the centre of big cities usually close at one in the afternoon.

At about one o'clock people go out for lunch. After lunch they go for a walk or do some sports. On Saturday afternoon sporting events take place - football, horse-racing, rugby, cricket and other sports. People either go and watch or sit and watch the sports programmes on television.

Saturday evening is the favourite time for going out: parties, dances or theatre, maybe pictures. Some people like to go to watch a band.

Church bells are a typical feature of an English Sunday morning. On Sunday morning most people stay in bed till 9 o'clock. Then they have a cup of tea or coffee. They look through the newspapers. Reading Sunday papers is one of numerous traditions in Britain. There are quite a number of papers which are published weekly on Sundays.

After breakfast most people go for a walk or to the local pub. Usually men go to the pubs alone and their wives and children prepare for brunch.

At one or 1.30 people have brunch. It is a good time for all the family, when grandparents, parents and children go out to some restaurant and spend an hour or two over brunch. Brunch is a huge meal. They have all sorts of salads, vegetables, chicken, cold meat, pies, fruit, coffee, pudding.

Sunday evenings are rather quiet. Most people prefer to stay at home and watch television or just get ready for Monday. So they usually have an early night.

Questions to be answered:

1. How long is a week in Britain? 2. When does the weekend start in Britain? 3. When do the shops close on Saturday in Britain? 4. What do people usually do on Saturday afternoon? 5. What is the favourite time for going out? 6. What does brunch mean? 7. What do people usually have for brunch?

II. Match the two halves.

- | | |
|---|---|
| 1. People work ... | a) the weekend. |
| 2. Weekend starts on ... | b) because they get up early on Saturday. |
| 3. Some people go away for ... | c) cleaning the house and doing shopping. |
| 4. Those who stay at home try to ... | d) at 9 o'clock. |
| 5. People don't go to all-night parties ... | e) an English Sunday morning. |
| 6. Saturday morning is the time for ... | f) 5 days a week. |
| 7. Saturday evenings is the time for ... | g) a huge meal. |
| 8. On Sundays people get up ... | h) going out. |
| 9. Church bells are a typical feature of... | i) Friday evening. |
| 10. Brunch is ... | j) relax and enjoy themselves. |
| 11. On Sundays people have ... | k) an early night. |

III. Decide if the following is true (T) or false (F).

1. People work 6 days a week. 2. Weekend starts on Saturday. 3. Women do housework on Sunday. 4. On weekdays shops close at 2 o'clock. 5. Saturday morning is a busy time for shopping. 6. On Sunday afternoon sporting events take place. 7. Saturday evening is the favourite time for going out. 8. On Sunday morning people stay in bed till 9 o'clock. 9. People have brunch at 5 p.m. 10. Brunch is a snack between meals. 11. People have tea or coffee for brunch. 12. On Sunday evenings people watch television.

IV. Arrange the sentences in the proper order. Consult the text.

1. On Sunday people get up at 9 o'clock. 2. At 1 p.m. people go out for lunch. 3. Most men go to the pubs alone. 4. Weekend starts on Friday night.

5. On Friday people like to go to a bar. 6. After lunch they do some sports. 7. On Saturday afternoon people either go and watch or sit and watch the sports programmes. 8. On Saturday people usually do housework. 9. On weekdays shops close at 5.30 or 6 p.m. 10. After breakfast most people go to the local pub. 11. Sunday evenings are usually quiet. 12. On Sunday people have brunch in a restaurant. 13. They have an early night. 14. All the family spend an hour or two over brunch. 15. People get ready for Monday. 16. Over a cup of tea or coffee people read Sunday papers.

V. Tell how people in Britain spend their weekends.

VI. Speak about your day-off. The questions below will help you.

1. When do you have your day-off, on Saturday or on Sunday? 2. Do you have a good rest? 3. When do you get up? 4. Do you go to the country for the weekend? 5. Do you always have a good time in the country? 6. What do you do in the country? 7. What do you do if you stay at home? 8. Do you feel rested after the day-off?

VII. Read the text '*Hobbies*'.

Hobbies

A hobby is a favourite occupation of a person in his free time.

There are more than 1000 personal interests and ways to spend one's free time. The most popular hobbies are stamp-collecting, collecting view cards, match-box tops, badges, stones, flowers, shells, coins and books.

Gardening and cultivation of flowers, especially roses, is the most common hobby of all among Englishmen.

Some people are interested in photography. They like taking off old buildings: palaces, castles, churches and old houses of historical interest. And some of people like to take photos of friends when they don't know they are being photographed. Others are interested in video films and they record family events there.

Playing a musical instrument, watching TV, swimming, fishing and watching birds are also popular leisure activity in Britain.

A useful hobby is collecting tape recordings. You may have recordings of operas, light music, folk music and concerts.

It's impossible to describe all these 1000 hobbies known in the world. The main thing is that they increase your knowledge in some particular field and broaden your outlook.

VIII. Find in the text '*Hobbies*' the English equivalents for the following Russian sentences.

1. Наиболее популярные виды любимых занятий - коллекционирование марок, открыток, этикеток со спичечных коробков, значков, камешков, цветов, ракушек, монет и книг. 2. Одним из полезных хобби является коллекционирование аудиозаписей. 3. Некоторые увлекаются фотографированием. 4. Некоторым нравятся видеофильмы, и они запечатлевают на видеокассетах интересные случаи семейной жизни. 5. Можно собирать записи опер, легкой музыки, народных песен и концертов.

IX. Answer the questions:

1. What is your hobby? Say a few words about it. 2. When did you first become interested in it? 3. Have you got any interesting collections at home? 4. What collections have you (your parents, your friends, your sisters and brothers) got? 5. What kinds of hobbies do you know? 6. What is the most popular hobby in our country? 7. What is the most popular hobby among Englishmen? 8. Do you belong to any hobby group (club)? 9. What is your favourite pastime? 10. Do you take much interest in sports? 11. Do you happen to take interest in making things? 12. Do you often take photos?

X. Many English verbs and some nouns and adjectives are used with certain prepositions. Sometimes the verbs and prepositions have special idiomatic meanings, e.g. "John tried to get out of doing his homework." (avoid); and at other times they keep their usual meanings. Remember that the gerund form of a verb must be used after a preposition. Read the story carefully and look for examples of verbs, adjectives and nouns used with prepositions.

Peter's hobby

Peter is fond of listening to the short-wave bands on his radio. He likes to search for interesting foreign radio stations. When he discovers a new station he writes down the details in a notebook and marks the place on a large map of the world. Peter's cousin, Alan, is also keen on finding foreign radio stations. In fact, Alan and Peter are having a competition to see who can find the largest number of different stations.

Peter's mother occasionally complains about the noise he makes, and the other day his father turned off his radio because he was tired of the peculiar sounds that came from it.

However, Peter's hobby helped save someone's life last week. He was looking for new stations between the 19 and 16 metre bands when he came across a very faint signal in Morse Code, "SOS... SOS... SOS... Mary Jane... Position latitude 40°N, longitude 14°W. ... Sinking fast... SOS..." A yacht, the Mary Jane, was in trouble in the Atlantic. Peter wrote down the details, then rang up the police and gave them the information. The police told the Navy and

the Air Force about the message, and they were able to save the man. Apparently his boat had been damaged by a large piece of wood.

The man decided to reward Peter for helping to save his life. Several days later he received a new radio, larger and more powerful than his old one.

a) Put the correct preposition in the spaces. Don't look at the story until you have finished, then check to see if they are correct.

1. Peter is fond ... listening to the short-wave bands.
2. He likes to search ... interesting foreign radio stations.
3. He writes ... the details in a notebook.
4. Alan is keen ... finding foreign radio stations.
5. Peter's mother often complains ... the noise.
6. His father turned ... the radio.
7. He was tired ... hearing the peculiar sounds that came ... the radio.
8. Peter was looking ... new stations.
9. He came ... a very faint signal.
10. A yacht was ... trouble.
11. Peter rang ... the police.
12. The police told the Navy and Air Force ... the message.
13. His boat had been damaged ... a large piece of wood.
14. The man rewarded Peter ... helping to save his life.

b) Complete these sentences by putting in the correct prepositions.

The other day Mary came 1) ... an interesting old book in a second-hand bookshop. As she didn't have enough money, she wrote 2) ... the title and author so she would remember them. She is fond 3) ... old books but her husband, Bill, is tired 4) ... them. Every time she buys a new one he complains 5) ... it.

Bill is keen 6) ... collecting antique furniture, however, and he loves searching 7) ... unusual pieces in London's antique markets. A friend rang him 8) ... last night to tell him 9) ... an interesting chair he had seen. The chair came 10) ... Japan originally. Bill has been looking 11) ... such a chair for a long time, but has not been successful. Bill told his friend he would take him to lunch to reward him 12) ... this information. Then he realised he couldn't buy the chair as he was already 13) ... trouble with his bank for writing too many cheques.

Answers: 1. across; 2. down; 3. of; 4. of; 5. about; 6. on; 7. for; 8. up; 9. about; 10. from; 11. for; 12. for; 13. in.

c) Now choose the best answer to each question. They are all about the story. The first five are to check that you understand it; the rest concern the vocabulary.

1. Peter listens to the short-wave bands on his radio ...
 - a) to save people's lives;
 - b) as a hobby;
 - c) to earn money;
 - d) because he is interesting.
2. Alan listens to the short-wave bands because ...

- a) he wants to annoy Peter;
 - b) Peter has a large map of the world;
 - c) he has a foreign radio;
 - d) he likes looking for foreign radio stations.
3. Peter's hobby ... annoys his parents.
- a) sometimes;
 - b) never;
 - c) rarely;
 - d) always.
4. When Peter heard the message from the yacht he ...
- a) looked at his map;
 - b) sent a signal to the police;
 - c) wrote a message to the man on the yacht;
 - d) made a note of the important information.
5. The police told both the Navy and the Air Force because ...
- a) the Army was busy;
 - b) they work together when there are accidents at sea;
 - c) the police didn't know what to do;
 - d) the Air Force has more boats, than the police.
6. While Peter is looking for new stations his radio sometimes makes *peculiar* noises.
- a) strange;
 - b) pleasant;
 - c) horrible;
 - d) loud.
7. Peter's father turned off the radio because he was ... the noise.
- a) annoyed by;
 - b) happy about;
 - c) furious about;
 - d) used to.
8. While Peter was playing with his radio last week he ... a very urgent signal.
- a) saw;
 - b) noticed;
 - c) found;
 - d) turned off.
9. He heard a *faint* signal in Morse code.
- a) Peter couldn't understand Morse code;
 - b) Morse code is difficult to understand;
 - c) The signal was difficult to hear;
 - d) Peter could hear the signal easily.
10. The man *rewarded* Peter for helping to save his life.
- a) He sold Peter a new radio;
 - b) He bought a yacht from Peter;

c) He gave radios to Peter's parents;

d) He gave Peter a present.

Answers: 1. b; 2. d; 3. a; 4. d; 5. b; 6. a; 7. a; 8. c; 9. c; 10. d.

XI. Speak about Peter's hobby.

XII. Speak about your favourite pastime.

XIII. Make sure you can translate the following text both ways: from English into Russian and vice versa.

Leisure in Britain

Watching television is certainly the most popular adult leisure activity in Britain. 97% of the people asked in the survey say they watch television at least once a month. More creative activities have much lower figures. Playing a musical instrument, for example, has only 7%. Taking part in sporting activities like swimming (22%) and fishing (8%) comes much lower in the survey than the figures for those who say they watch sport on television.

After television, the next most popular leisure activity is gardening - 64% say they do this at least once monthly. Then comes playing with children 62%, doing jobs around the house 53%.

The most popular things to do outside the home are going out for a drive in the car (58%), for a walk (47%) and for a meal (32%).

ДОСУГ В БРИТАНИИ

Просмотр телевизора, конечно, самый популярный вид отдыха среди взрослых в Британии. 97% опрошенных говорят, что они смотрят телевизор по крайней мере раз в месяц. Более творческие виды деятельности имеют более низкие цифры. Всего 7% людей, например, играет на музыкальных инструментах. Число принимающих участие в спортивных соревнованиях, таких, как плавание (22%) и рыбная ловля (8%), среди опрошенных значительно ниже числа тех, кто смотрит спортивные передачи по телевизору.

После просмотра телевизора самым популярным видом отдыха является садоводство - 64% опрошенных говорят, что занимаются этим по крайней мере раз в месяц. 62% любят играть с детьми, 53% - убираться в доме.

Наиболее популярные занятия вне дома - выехать куда-нибудь на машине (58%),

сходить на прогулку (47%) или
сходить куда-нибудь поесть
(32%).

XIV. Answer the questions:

1. What is the most popular leisure activity in Britain? And in Russia?
2. How many people watch television? 3. What do people like better: watching sport TV or taking part in it? 4. Do most of people like playing musical instruments? 5. What are the most popular things to do outside the house?

XV. Nowadays there are a lot of debates about advantages and disadvantages of TV. Is TV doing more harm or good? Read the following arguments. Think of some more.

TV is doing more good	TV is doing more harm
1. We can be very well informed.	1. Watching TV takes a lot of time.
2. We can enjoy ourselves without leaving our homes.	2. We get very lazy and passive in our free time.
3. We can study with the help of TV courses.	3. We prefer TV to reading books.
4. A TVset is a friend of lonely people.	4. A TVset creates harmful electromagnetic radiation.

XVI. Discuss the problem of TV with your fellow-students in order to make a decision.

D I A L O G U E S

a) Read the dialogues in pairs

I.

A. What is your hobby, Henry?

B. It's collecting old books. There are already six hundred of them in my library.

A. Do you read them?

B. Yes, ... but reading is not important. It is the process of collecting them that interests me.

II.

A. Do you think Jill will come to the party tonight?

B. Certainly. She is crazy about dancing.

- A. Do you mean to say dancing is her hobby?
 B. Oh, yes. She dances well and she would dance day and night.

III.

- A. What a fine collection of old coins you have! Why are you so keen on collecting old coins?
 B. Old coins tell much of the history of human society.
 A. You want to become a historian, don't you?
 B. Oh, no! It is only my hobby.

IV.

- A. What hobby group or club would you like to join?
 B. I'd like to attend the English-speaking club.
 A. Why?
 B. I take much interest in the English language.

b) Learn the dialogues by heart. Reproduce them in the group.



JUST FOR FUN

At the Supermarket

T	I	C	E	M	T
M	E	A	C	E	A
B	U	T	R	I	C
S	E	T	E	R	E
U	G	G	S	A	M
G	A	R	B	L	T

Is going shopping your hobby?

Start at the top left-hand letter and, moving in any direction, see if you can spell the names of eight things you can buy at the supermarket

Discover the secret You

What sort of person are you? Are you active, energetic, and athletic? Or is an evening in front of the television your idea of an exciting night? Try this personality test. Answer the questions below, then check your scores in the answer box - and find out about the secret you ...

Personality Test

1. What kind of holiday do you prefer?
 - a) a luxury cruise
 - b) holiday on a tropical island
 - c) climbing a mountain
 - d) an archaeological expedition
2. What's most important when you go on holiday?
 - a) the nightlife
 - b) the food
 - c) the accommodation
 - d) the historical interest in the area
3. Which keep-fit idea most appeals to you?
 - a) a ballet lessons
 - b) sports
 - c) health farm
 - d) physical exercise
4. Which present would you most like to receive?
 - a) a case of champagne
 - b) a book token
 - c) a metal detector
 - d) a real leather sofa
5. What's your favourite colour?
 - a) red
 - b) black
 - c) yellow
 - d) green
6. Which evening class would you like to join?
 - a) advanced cookery
 - b) boat-building
 - c) philosophy
 - d) pottery
7. How do you prefer to relax?
 - a) enjoying a good meal
 - b) reading a favourite book
 - c) lying in the sun
 - d) going for a walk

8. What do you most enjoy on television?

- a) the news
- b) sports programmes
- c) quiz programmes
- d) films

9. Which car would you prefer?

- a) a Rolls-Royce
- b) a Mercedes
- c) a Land Rover
- d) a Mini Metro

Check Your Score

Check your score in the box. If you answered "A" for question 1, give yourself four points, "B" - three points, etc.

- | | |
|-----------------------|-----------------------|
| 1. a-4; b-3; c-2; d-1 | 5. a-4; b-3; c-2; d-1 |
| 2. a-2; b-3; c-4; d-1 | 6. a-4; b-1; c-3; d-1 |
| 3. a-3; b-2; c-4; d-1 | 7. a-4; b-1; c-3; d-4 |
| 4. a-4; b-1; c-2; d-3 | 8. a-1; b-2; c-3; d-4 |
| 9. a-4; b-3; c-2; d-1 | |

Over 30: You have a taste for luxury. You love to be rich and extravagant. If you were sure it was doing to make you rich, you'd be prepared to work 24 hours a day.

Over 20: You enjoy sensual experiences - exotic tastes and scents, and travelling to foreign places. Personal relationships are also important to you. Having the right partner compensates for what you can't afford.

Over 10: You are an adventurer. Perhaps you have security and a steady job, but you'd love to travel and visit new places if you had the chance.

Under 10: You're one of life's students. It may be too late to be a professor, but you can still have fun learning for its own sake. Why not enrol for an evening class? It could bring a lot of satisfaction to your life.



Unit 5

Grammar:	1. Perfect Tenses. Present Perfect Tense (Active)
	2. The functions of <i>that</i>
	3. Word-building. The suffixes of nouns
Texts:	A. Your visit to England
	B. Travelling
Conversation:	Time off

Г р а м м а т и ч е с к и й м а т е р и а л

1. *Perfect Tenses. Present Perfect Tense (Active)*

Времена группы *Perfect (Present, Past, Future)* выражают действие, которое уже совершилось к определенному моменту в настоящем, прошедшем и будущем.

Времена группы *Perfect* образуются при помощи вспомогательного глагола *to have* в соответствующем времени, лице и числе и причастия прошедшего времени (*Past Participle*) смыслового глагола.

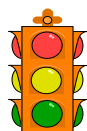
Запомните : 1. Причастие прошедшего времени (*Past Participle*) от **стандартных** глаголов совпадает по форме с глаголами в *Past Indefinite Tense* и имеет **окончание - ed**.
2. Причастие прошедшего времени (*Past Participle*) от **нестандартных** глаголов можно найти в словаре (так называемая 3 форма глагола) или в специальной таблице нестандартных глаголов (3 колонка).

<i>Present</i>	<i>Past</i>	<i>Future</i>
have asked has asked	had asked	shall have asked will have asked

Present Perfect Tense

The Present Perfect Tense употребляется для обозначения действия, которое только что (недавно) закончилось или еще продолжается в настоящем.

Утвердительная форма	Вопросительная форма	Отрицательная форма
I have asked He has asked	Have I asked? Has he asked?	I have not asked He has not asked



Обратите внимание !

- а) При образовании *вопросительной* формы вспомогательный глагол *to have* ставится перед подлежащим.
- б) При образовании *отрицательной* формы отрицательная частица *not* ставится после вспомогательного глагола.

Запомните основные случаи употребления *Present Perfect Tense*:

1. Действие совершилось, и результат его связан с настоящим; время не указано.

Science and education have become inseparable.

Наука и образование стали неразрывны.

2. Действие совершилось, в предложениях употребляются наречия неопределенного времени: *already* – уже, *just* – только что, *ever* – когда-либо, *never* – никогда, *lately* – недавно, *recently* – в последнее время, *(not) yet* – еще не.

Обратите внимание: наречия неопределенного времени ставятся между вспомогательным и смысловым глаголами, наречие *yet* – в конце предложения.

They have *already* translated this article, you may take it.

Они уже перевели эту статью, вы можете взять ее.

He has not published the results of his work *yet*.

Он еще не опубликовал результаты своей работы.

Заметьте, наречие *yet* употребляется только в отрицательных и вопросительных предложениях.

3. Действие совершилось, а указанный период времени не истек. В предложениях используются обстоятельства типа: *this week (month, year, summer)* – на этой неделе (в этом месяце, в этом году, летом); *today* – сегодня.

She has entered the institute *this year*.

Она поступила в институт в этом году.

4. Действие началось в прошлом и продолжается в момент речи. В предложениях употреблены предлоги *since* – с, *for* – в течение.

I haven't seen you *for* ages.
Я не видел тебя целую вечность.

I have known him *since* childhood.
Я знаю его с детства.



Запомните! Предлог *for* употребляется, когда речь идет о периоде времени:

for two days – два дня (в течении двух дней);
for a week – неделю;

предлог *since* употребляется, когда обозначается начало периода времени:

since Monday – с понедельника;
since childhood – с детства.

5. После превосходной степени прилагательных.

What a boring film! It is *the most boring* film I've seen.

6. С выражениями:

This is the first (the second) time ...
It is the first (the second) time ... etc.

This is the first time I have driven a car.
Я веду машину в первый раз.

Правила перевода.



Помните!

1. Если в предложении говорится о действии, которое только что (уже или недавно) закончилось, сказуемое переводится глаголом прошедшего времени совершенного вида:

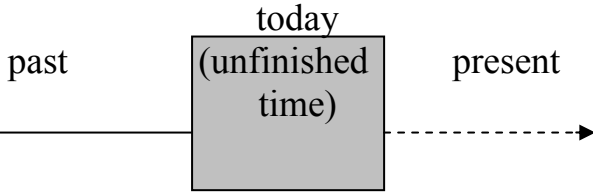
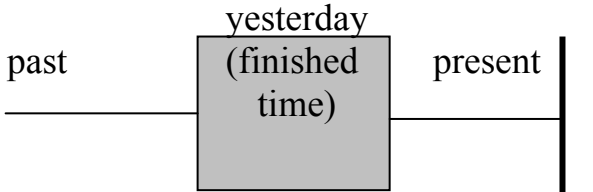
I have already posted the letter.
Я уже отправил письмо.

She has been to England twice.
Она была в Англии дважды.

2. Если в предложении говорится о действии, которое еще продолжается в настоящий момент, сказуемое следует перевести глаголом в настоящем времени:

We have been married for 20 years.
Мы женаты 20 лет.

Сравните употребление двух времен:

Present Perfect	Past Indefinite
<p>Всегда связано с настоящим: today, this week, recently, lately, ever, never, just, yet.</p>  <p>She has been to London <u>this year</u>. (this year is not finished yet).</p> <p>He has <u>never</u> played golf. (in his life; this period continues up to the present).</p> <p>Have you seen Nick <u>this morning</u>? (It is still morning)</p> <p>Tom hasn't written to me <u>recently</u>. (a period of time between a short time ago and now).</p> <p>I have seen a new film. (new information is announced).</p>	<p>Всегда связано с законченным моментом в прошлом: yesterday, two years ago, last week, in 1981, when I was a child.</p>  <p>She was in London in 1995. (now it is not 1995, it is a finished time in the past).</p> <p>He didn't play golf when he was in England <u>last summer</u>. (a finished time in the past).</p> <p>Did you see Nick this morning? (It is now afternoon)</p> <p>Tom didn't write to me <u>last year</u>. (a finished time in the past).</p> <p>I saw a new film <u>last week</u>. (an action in the past, not connected with the present).</p>

2. Функции *that* (*The Functions of that*)

Указательное местоимение	Союз	Союзное слово	Слово-заместитель (заменяет существительное во избежании повтора)
<p>He visited <i>that</i> country twice.</p> <p>Он посетил <i>эту</i> страну дважды.</p>	<p>1. She says <i>that</i> the plane has already landed. Она говорит, <i>что</i> самолет уже приземлился.</p> <p>2. <i>That</i> London is the capital of the UK is known to everybody. <i>То, что</i> Лондон столица Соединенного Королевства, всем известно.</p>	<p>Water is one of the few substances <i>that</i> man knows well.</p> <p>Вода – одно из немногих веществ, <i>которые</i> человеку хорошо известны.</p>	<p>The density of the liquid air is only a little less than <i>that</i> of water.</p> <p>Плотность жидкого воздуха лишь немного меньше <i>плотности</i> воды.</p>

3. Словообразование. Суффиксы существительных (Word-building. The suffixes of nouns)

а) Суффиксы **-er, -or** образуют имена существительные, обозначающие действующее лицо:

to teach – обучать; teacher – учитель
to listen – слушать; listener – слушатель

б) Суффикс **-ian** указывает на национальную принадлежность или профессию:

Russian – русский
historian – историк

в) Суффикс **-ist** обозначает принадлежность к политическому или научному направлению, а также профессию:

artist – художник
specialist – специалист
physicist – физик

г) Суффиксы, образующие существительные, обозначающие отвлеченные понятия:

-ion, -tion, -ation, -sion, -ssion.

organization – организация
compression – сжатие
explosion – взрыв

-ment

government – правительство
achievement – достижение

-ure

lecture – лекция
pressure – давление

-ance, -ence

dependence – зависимость
resistance – сопротивление

-ness (образует существительные от прилагательных)

kindness – доброта

-hood

childhood – детство

-ship

friendship – дружба

-th

long – длинный; length – длина
wide – широкий; width – ширина

-dom

kingdom – королевство

freedom – свобода

-ism

capitalism – капитализм



Exercises

I. Write three forms of the verbs:

to be, to become, to begin, to break, to bring, to buy, to come, to catch, to choose, to do, to drink, to drive, to draw, to eat, to fall, to feel, to forget, to give, to go, to grow, to hear, to keep, to know, to leave, to lose, to make, to pay, to read, to rise, to run, to see, to send, to show, to sit, to sleep, to stand, to strike, to take, to teach, to think, to wake, to write.

II. Practise all possible combinations by using the tables.

a)

he she my sister Tom her friend	has (not)	written read come seen been	a letter this book the test home a new film
I you they our friends	have (not)	bought booked travelled visited	by plane to England the USA tickets by phone a TV set

6)

Has	he she Tom Mary	visited been travelled	to England? Egypt? by ship?
Have	I we you they	booked seen translated	tickets by phone? a new film? a lot? this poem?

III. Make up sentences. Use the Present Perfect Tense.

Model: He - /to send/ a telegram.

He has just sent a telegram.

1. John - /to come/ home.
2. Jim - /to go/ to Canada.
3. We - /to arrive/.
4. I - /to see/ him.
5. They - /to have/ lunch.
6. She - /to book/ tickets.
7. Ann - /to phone/.

IV. Make the following sentences a) interrogative; b) negative.

Model: We have been to Greece.

Have you been to England?

No, we haven't been to England.

We've been to Greece.

1. They have travelled a lot. 2. I have never been to London. 3. She has visited China twice. 4. This is the first time he has driven a car. 5. Tom has met many interesting people. 6. She has already translated this article. 7. Nick has just seen him.

V. Complete these questions. Let your fellow students answer them.

1. Have you seen ...? 2. Have you been to ...? 3. Have you written ...? 4. Have you visited ...? 5. Has he booked ...? 6. Has she travelled by ...? 7. Has Tom done ...?

VI. Put **who**-questions.

Model: They have sent a letter.

Who has sent a letter?

1. I have written a letter to my friend. 2. They have eaten at a new English restaurant. 3. I have been to Italy this year. 4. We have had our lunch. 5. He has already booked tickets. 6. We have met a lot of interesting people. 7. She has studied very much this term.

VII. Put all possible questions to the following sentences:

1. Nora has traveled a lot. 2. She has already booked tickets. 3. She has visited China twice. 4. I have known him since my childhood. 5. They have seen this film. 6. We have just seen him. 7. He has read a lot of English books.

VIII. Fill in the blanks with "for" or "since".

1. He has forgotten his Spanish ... he left Cuba. 2. What have you done ... I last saw you? 3. I haven't seen him ... ages. 4. It has rained ... Monday. 5. I have known him ... childhood. 6. I've known him ... years. 7. How long have

you been here? – I've been here ... two months, ... last May. 8. How long have you studied Chinese? - ... five years, ... I was eighteen. 9. How long have you been in the library? – I've been here ... ten o'clock, ... three hours. 10. Peter is hungry because he has had nothing to eat ... five hours, ... morning. 11. They have been here ... an hour. 12. It's been foggy ... a fortnight. 13. ... when has he been in love?

IX. Put the adverbs in the right place.

1. (ever) Have you travelled? 2. (always) She has been a bright student. 3. (never) We have seen a flying saucer. 4. (just) They have had a walk in the park. 5. (yet) Have you finished your homework? 6. (always) I have wanted to meet your parents. 7. (yet) She hasn't sent a telegram. 8. (lately) Have you heard from Mary? 9. (long) He has studied the subject. 10. (ever) Has your sister had any troubles with her son?

X. Mary has had a day off today. Say what she has done. Use the following word combinations:

to clean the windows, to sweep the floor, to dust the furniture, to water the flowers, to wash up the dishes, to go shopping, to buy some food, to pick up the linen from the laundry, to iron clothes, to sew some buttons on the kids' jackets, to cook dinner, to bake a cake, to make coffee, to take the dog for a walk, to meet the children from school, to have a busy day.

XI. Make up sentences using Present Perfect:

Model: I am very tired. (to work) – I have worked hard.

1. She can speak English. (to learn) 2. He can share his impressions about the film. (to see) 3. I know the contents of the letter. (to read) 4. I like her husband. (to meet) 5. They may come to the party. (to return) 6. Ann isn't here. (to leave) 7. I am going to wear a new blouse tonight. (to buy) 8. She knows the truth. (to tell) 9. They can tell us a lot about London. (to visit) 10. I know how to get there. (to be) 11. She looks fresh. (to have a rest) 12. I have no money. (to spend) 13. Sue is looking for her gloves. (to lose) 14. Bill can't play football. (to break)

XII. Make up questions. Use the model.

Model: you ever /be/ to Italy?

Have you ever been to Italy?

1. you ever /be/ to South America?
2. you / read/ any English books?
3. you /live/ in this town all your life?
4. how many times / you/ be / to England?
5. What's the most beautiful country you /ever/ visit?
6. you ever /speak/ to a famous person?

XIII. Complete the sentences:

- | | |
|--------------------------|---|
| 1. <i>I've just</i> | умылся
накрыл на стол
добрался до института
пообедал
совершил ошибку
опоздал на поезд
включил телевизор
поссорился с ней
обсудил этот вопрос |
| 2. <i>He's (already)</i> | посмотрел этот фильм
перевел третий текст
встретил их на станции
проводил ее
нашел книгу
прибыл в город
потратил деньги
ушел |
| 3. <i>She's never</i> | работала на фирме
читала книги в оригинале
спорила с ним
переходила улицу на красный свет
готовила обед мужу
вставала рано
путешествовала вокруг света
получала любовные письма
видела достопримечательности Рима
брала чужие вещи |
| 4. <i>They've always</i> | покупали только дешевые вещи
обедали на кухне
платили наличными
жили в самых роскошных отелях
приглашали гостей на Рождество
делали работу по дому сами
читали «Таймс»
гуляли в дождливую погоду
сдавали экзамены успешно
любили петь громко |

5. *Have you ever* гуляли под дождем без зонта?
 видели семь чудес света?
 наблюдали сильный снегопад?
 слышали эту песню?
 влюбились с первого взгляда?
 купались в реке зимой?
 пробовали манго?
 обижали своих родителей?
6. *I haven't* сказала ему правду
 путешествовала по Европе
 видела достопримечательности Лондона
 видела спектакль
 послала ей письмо
 нашла свое кольцо
 пробовала пирог
 написала книгу
 говорила с ним
 звонила ей
 кончила читать книгу
 купила билеты

XIV. Use Present Perfect or Present Indefinite:

1. Helen (to be) sick since last week. She (to miss) her grammar test. 2. He (to read) a lot and (to know) a lot. 3. Bob's parents usually (to stay) in the country the whole summer. 4. We (to stay) here for a month, and it (to rain) almost every day. 5. You (to be) at home in the evening? 6. I (to be) here ever since morning. 7. He (to receive) letters from her every week. 8. He (to receive) letters from her since last year. 9. Is it the first time he (to see) a tiger? 10. That's the third time I (to phone) her today. 11. How long you (to know) each other? 12. I hardly (to hear) anything from her since that time. 13. It long (to be) my dream to visit Canada. 14. She (to dream) of becoming an actress. 15. Normally I (to have) breakfast at 8 in the morning. 16. I (to have) just my breakfast.

XV. Translate the first part of the sentences using Present Indefinite or Present Perfect:

- | | |
|-------------------------|-------------------|
| 1. Мы живем в Москве | now |
| | since 1960 |
| 2. Я изучаю английский | twice a week |
| | since childhood |
| 3. Он работает на фирме | three days a week |
| | for two years |

- | | |
|---------------------------------|---|
| 4. Они ходят в этот магазин | every Saturday
since they moved here |
| 5. Мы встречаемся друг с другом | sometimes
for many years |
| 6. Я знаю этого человека | now
since we went to school |
| 7. Я здесь | every day
since 9 o'clock |
| 8. Он играет в футбол | once a week
since early childhood |
| 9. Он может водить автомобиль | now
since he got the driving license |
| 10. Они получают от него письма | regularly
since last spring |

XVI. Fill in the blanks. Use:

long, long ago, for a long time, last, last time, in the last few years, lately, late in spring, this year, just, just now, for three years, three years ago, last year.

1. When did you go to the Bolshoi Theatre ...? 2. I haven't had a holiday 3. They got married 4. How often have you visited Canada ...? 5. He graduated from the university 6. She has ... left. 7. It happened 8. I saw her in the corridor 9. This team hasn't won a game 10. They started making the film 11. He has learned Latin 12. We have worked together

XVII. Use Past Indefinite or Present Perfect:

A.

1. When you (to go) to the cinema last? – I'm afraid I (not to be) to the cinema for a few months. 2. I (to make) a report at the seminar on Monday. You (to make) your report yet? 3. Anybody (to see) her today? – Yes, I (to see) her an hour ago. 4. Let's go home, it (to grow) dark. 5. It (to be) dark when we (to come) home. 6. You ever (to see) any plays by Alby? – Yes, I (to see) one last week. 7. Your brother (to graduate) from the University? – Yes, he (to graduate) in May. 8. I (to pass) my last examination. 9. I (to pass) my English exam last week. 10. Moscow (to change) greatly for the last few years. 11. They (to live) in Canada for a few years and then (to move) to Australia.

B.

1. "You (to make) good progress in your English lately," said the teacher. 2. It (to rain) every weekend since we arrived here. 3. The boss (to be) away the whole day today. 4. What (to happen) to him? – He (to break) his arm yesterday, that's why he (not to come) today. 5. When you (to receive) a letter from your uncle last? – I (not to hear) from him since he (to leave) three years ago. 6. He

(to be) President of the company ever since its foundation. 7. There (to be) a lot of disasters this year. 8. The plane (to land)? – Yes, it (to land) just. 9. The postman (to bring) the mail? – Yes, he (to come) while you (to be) asleep as usual. 10. It's a nice dress. Where you (to buy) it? 11. I (not to hear) what you (to say). 12. You (to understand) what I (to say)?

XVIII. Use the correct tense forms.

A.

1. Have you heard about Tom? He (be) to England. Really? When (he/go) there? - He (go) there in July.
2. You (see) Nora recently? - No, she (go) to Italy. - Really? But she (be) there last year. - Yes, but Italy (to be) her favourite country. She (go) there every year.
3. Mr. Smith (work) in a bank for 15 years. Then he gave it up.
4. Emily lives in Belfast. She (live) there all her life.
5. Bob and Alice (go) to Paris. - (you ever/be) to Paris?
6. When we were on holiday the weather (be) awful.
7. The weather (be) very nice recently, don't you think?
8. I don't know Carol's husband. I (never/meet) him.
9. (you/see) Ann last week?
10. I (play) tennis when I was on holiday.

B.

Dan just (to meet) Tim who (to return) from the USA a few days ago. They (to have) a cup of coffee and (to discuss) Tim's problems. Tim (to be) unemployed now. He (to lose) his job three years ago. He (to go) to the USA because he (to hope) to find some job there. He (to be) a dentist and he (to discover) that his qualification (not to be) enough to start his own practice there.

So he (to be) out of work for three years now. He (to turn) to a number of employment agencies but he (to be) unsuccessful so far. Dan (to ask), "You (to expect) to find a job easily? I'm afraid it (not to be) so easy. The economic situation in the country (to change) for the worse this year and many companies (to close up). I (to advise) you to consider some other opportunities." "What you (to mean)?" "Take any job you (to find), no matter how little they (to pay)." "I (to think) about it but I (to spend) all my savings and I (not to know) what tomorrow (to have) in store for me." "All right. If you (not to find) anything else in the near future, I (to think) my father (to offer) you a job in his office." "I (to appreciate) it."

XIX. Translate the following sentences into English.

1. Вы когда-нибудь были в Англии? – Нет. А вы? – Я был в Англии дважды. Один раз в прошлом году и второй раз в этом году.
2. Я никогда не путешествовала морем. А вы? – Я путешествовала морем

несколько раз. В последний раз я плавала на корабле из Одессы в Варну два года тому назад. 3. Он ездил в Москву на этой неделе. – Когда он ездил? – В понедельник. 4. Мы встретили много интересных людей, когда были в отпуске в прошлом году. 5. Я уже купила билеты. 6. Он ведет машину в первый раз. 7. Это самая красивая страна, которую я посетил. 8. Я еще не заказал билеты, но я сделаю это сегодня. 9. Ты видел Джона сегодня? – Нет, сегодня я его не видел, но видел его вчера. 10. Николай прочитал все пьесы Шекспира.

XX. Study the table “The Functions of *that*”. Translate the sentences, pay attention to the functions of *that*.

1. I feel that he has told the truth. 2. The territory of the Ukraine is larger than that of Byelorussia. 3. From that window you can see large buildings of the University. 4. The rivers in the western part of our country are not so long as those in the eastern part. 5. She has a feeling that she has forgotten to do something. 6. That day in the middle of August was his last day in Paris. 7. He knew that his father disapproved of his interest in natural history. 8. That man is very proud by nature. 9. Who’s done that? 10. When I’ve finished my work will you remind me of that? 11. The fact that you denied it was unexpected. 12. That art reflects reality is known to everybody. 13. The fact that the environment influences people is no longer disputed. 14. In English there are many words borrowed from the French language. That is a result of the Norman invasion of England.

XXI. Form nouns with the given suffixes. Translate them into Russian:

-er	to buy, to sell, to work, to write, to travel, to found, to make
-or	to direct, to invent, to translate, to visit
-ment	to agree, to develop, to pay, to govern, to achieve, to punish, to equip, to move
-ance (-ence)	to depend, to correspond, to guide, to attend, to differ
-tion	to emigrate, to liberate, to radiate, to examine, to prepare, to combine, to illustrate, to separate, to exhibit.

XXII. Translate the sentences. Pay attention to the underlined words.

1. She finds great enjoyment in music. 2. After a long discussion the delegations came to an agreement. 3. I haven’t enough money today to make the payments. 4. A writer of plays is called a dramatist. 5. A journalist’s profession is called journalism. 6. The laser measurement of distances has become a new method in the exploration of the Earth-Moon system. 7. Lomonosov was not only a talented scientist, but a materialist philosopher as well. 8. K.Tsiolkovsky was a practical inventor who made his own laboratory equipment.



Работа с текстом

Text A. YOUR VISIT TO ENGLAND

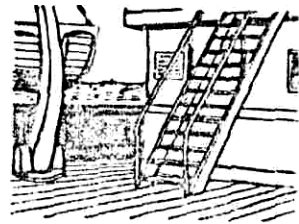
One of these days you may find it possible to visit England. From the moment you go on board the ship or the airliner you will see signs and notices that will give you useful information and warnings.

Here are some examples and explanations that will help you.

If you come by air, you will see, when you take your seat in the plane, a notice that says: NO SMOKING; FASTEN SEAT-BELTS. Smoking is forbidden while the plane is on the ground, while it is taking off, and until it has risen to a good height.

When the plane is well up in the air, the light behind this notice is switched off. You are then allowed to smoke and may unfasten your seat-belt. The notice will appear again when the plane is about to touch down.

If you come by steamer, you will see numerous notices. There will perhaps be arrows (→) to show you which parts of the ship are for first-class passengers and which parts are for tourist-class passengers. Large rooms in a ship are called *saloons*, so when you see DINING-SALOON you know where to go when it is time for lunch.



You may see a notice TO THE BOAT DECK. This is the deck where you will find the boats that can be lowered to the water if there is any danger of the ship sinking. On the boat deck you may see some steps going up to the bridge, where the ship's officers are on duty. Here there will probably be a notice: PASSENGERS NOT ALLOWED ON THE BRIDGE.

When your steamer gets into harbour at Dover, or Harwich, or Southampton, or any of the other ports to which steamers sail, you will see more notices.

When you land, you will see a notice: TO THE CUSTOMS. When you enter the Customs shed the officer there will give you a printed notice. This will warn you that you must declare to the Customs officer the quantities of tobacco, cigars, cigarettes and alcoholic drinks that you have with you. He will chalk your suitcases and bags, and you will pass on. There will be a notice telling you where your passport will be examined. Then you can follow the arrow that says,

TO THE TRAINS, and you will soon be in the railway station where the train is waiting to take you to London.

There are many notices in a large railway station. You may see ENTRANCE and EXIT, or perhaps WAY IN and WAY OUT. In a large station there will be a WAITING ROOM where you may rest until it is time to board your train. If you want something to eat or drink while you are waiting, you will go to the REFRESHMENT ROOM.

If you do not know the number of the platform from which your train will leave, look for the notices of ARRIVALS AND DEPARTURES. These will tell you the number of the platform. In some stations it may be necessary to cross the line. You will probably see a notice, CROSS THE LINE BY THE BRIDGE. Perhaps you will see PLATFORMS 5, 6, 7 AND 8 OVER THE BRIDGE.

On arrival in a large town you may want to leave your heavy luggage in the station until you have found a hotel or other place to stay in. In this case you will look for the CLOAK-ROOM OR LEFT LUGGAGE OFFICE.

You will also see the notice, BOOKING OFFICE. This is where you buy your tickets. In a large station there will be windows marked FIRST CLASS and THIRD CLASS. The windows may be marked with letters, for example A-K, L-R, and S-Z. If you want a ticket to Edinburgh, you will go to the window under A-K, if to Manchester, the window under L-R.

If you go to a theatre, however, you will buy your tickets not at the Booking Office but at the BOX OFFICE.

Vocabulary

board, <i>n</i>	борт
to board a train (a plane, a ship)	садиться в поезд (самолет, на пароход)
airliner, <i>n</i>	самолет, авиалайнер
steamer, <i>n</i>	пароход
take off, <i>v</i>	взлетать
sign, <i>n</i>	знак, символ
notice, <i>n</i>	объявление
fasten, <i>v</i>	застегнуть
seat-belt, <i>n</i>	ремень безопасности
arrow, <i>n</i>	стрелка
switch on, <i>v</i>	включать
switch off, <i>v</i>	выключать
touch down, <i>v</i>	приземлиться, син. to land
danger, <i>n</i>	опасность
sink, <i>v</i>	тонуть
sail, <i>v</i>	плыть (о корабле)
customs, <i>n</i>	таможня

declare, <i>v</i>	декларировать
suitcase, <i>n</i>	чемодан
luggage, <i>n</i>	багаж
harbour, <i>n</i>	гавань, порт
railway station, <i>n</i>	железнодорожный вокзал
train, <i>n</i>	поезд
entrance, <i>n</i>	вход
exit, <i>n</i>	выход
waiting-room, <i>n</i>	зал ожидания
cloak-room, <i>n</i>	камера хранения
booking office, <i>n</i>	билетная касса (на поезд, самолет и т.д.)
box office, <i>n</i>	билетная касса (театр.)
arrival, <i>n</i>	прибытие
arrive (in), <i>v</i>	приезжать, прибывать (в город, страну)
refreshment room, <i>n</i>	буфет
stay (in), <i>v</i>	останавливаться
departure, <i>n</i>	отправление, отбытие

I. Read the following international words and guess their meaning. Consult the dictionary:

tobacco, cigar, cigarette, platform, officer, passport, hotel, saloon, information, tourist-class passenger, alcoholic drinks.

II. Using suffixes - (*a*)tion, - er, - ance, - ure, form nouns which are related to the following:

inform, explain, steam, office, enter, refresh, depart, direct, travel, line.

III. Look through *text A* and find the English equivalents to the Russian word combinations:

посетить Англию, подняться на борт парохода, полезная информация, примеры и объяснения, занять свое место в самолете, пока самолет находится на земле, подняться на достаточную высоту, находиться высоко в воздухе, пассажиры первого класса, войти в порт, проверить паспорт, довести до Лондона, сесть на поезд, оставить багаж на вокзале.

IV. Read the text '*Your visit to England*'. Answer the following questions.

1. How can you get to England? 2. What notice will you see when you take a seat in the plane? 3. When is it allowed to unfasten the seat belts and to smoke on board the plane? 4. What is a saloon? 5. Where do passengers have meals travelling by ship? 6. What is the boat deck? 7. What notice can you see

on the boat deck? 8. What is the function of the Customs officer? 9. Where can passengers rest until it is time to board the train? 10. What will you do if you want something to eat or drink at the railway station? 11. What will you do on arrival in a large city if you have heavy luggage? Will you leave it in the left luggage office? 12. Where can you buy train tickets? 13. Will you buy theatre tickets at the booking office or at the box office?

V. Match the words with the same meaning:

way in, touch down, cloak-room, entrance, left luggage office, land, exit, plane, airliner, way out.

VI. Fill in the blanks with proper prepositions.

1. From the moment you go ____ board the ship you will see many signs and notices.
2. If you come ____ air, you will see a notice "NO SMOKING; FASTEN YOUR SEAT BELTS".
3. You have to fasten your seat-belt when the plane is taking ____.
4. When the plane is well ____ the air, the light behind the notice "NO SMOKING" is switched ____.
5. Large rooms ____ a ship are called saloons.
6. ____ the boat deck you may see some steps going ____ the bridge.
7. When the steamer gets ____ the harbour you will see more notices.
8. There are many notices ____ a large railway station.
9. ____ arrival ____ a large city you may want to leave your luggage ____ the left luggage office. In this case you will look ____ the cloak-room.
10. ____ a large station there will be windows marked "first class" and "third class".

VII. Translate the following notices into Russian.

1. FASTEN SEAT BELTS!
2. DINING-SALOON.
3. BOAT-DECK.
4. PASSENGERS NOT ALLOWED ON THE BRIDGE.
5. ARRIVALS AND DEPARTURES.
6. CROSS THE LINE BY THE BRIDGE.
7. LEFT LUGGAGE OFFICE.
8. BOOKING OFFICE.

VIII. Make up the plan of the text 'Your Visit to England'. Retell the text according to your plan.

Text B. Travelling

The scientific and technological progress of the 20-th century has allowed people to overcome time and distance. The whole world is open now. We can choose any place on the planet and go there on business or for pleasure.

We can go to the place of our destination by sea, by air or by train, by car or even by motorbike.

All means of travel have their advantages and disadvantages. And people choose one according to their plans and destination.

If you want to get somewhere as quickly as possible the best way is to travel by plane. Many people prefer travelling by air as it is the most convenient and comfortable means of travelling.

The railway is still one of the most popular means of communication and, besides, it is one of the cheapest. With a train you have speed, comfort and pleasure combined, you can enjoy the beauty of the changing scenes that fly past you.

Many people enjoy travelling by sea. They say it is the most pleasant means of travel which combines speed and comfort. You feel as if you are walking on good solid ground when on board the big ocean liner. You can enjoy fresh sea air, the sights of the sea and the sky. But some passengers may be unhappy when they feel sea-sick, and then travelling by sea becomes a real torture for them.

With a motor car one can travel quickly, cheaply and comfortably for long distances without getting too tired. Travel by car is a more personal experience. You can go as slowly or as fast as you wish, stop when and where you choose. But it is not altogether pleasant when you ride on a bumpy road or get a flat tire or still worse, when your tank runs out of petrol.

But what can be better than to feel the wind in your face, to see houses, trees and people flash past, to feel the real joy of speed.

If we are fond of travelling, we see and learn a lot of things that we can never see or learn at home, though we may read about them in books, and newspapers and see pictures of them on TV. The best way to study geography is to travel, and the best way to get to know and understand people is to meet them in their own homes.

I. Read the text '*Travelling*' without a dictionary. Answer the following questions:

1. Why is the whole world open now? 2. Do people travel only for pleasure? 3. Why do people travel? 4. How can we get to the place of our destination? 5. What is the quickest means of communication? 6. What are the advantages and disadvantages of various means of travel? 7. What way of travel do you prefer?

II. Give a presentation of the problem posed in the text '*Travelling*'.

D I A L O G U E S

- a) Read the dialogues. Make sure you understand them properly. The key-words below will help you.

Dialogue I. *Booking air tickets*

- Traveller : Good afternoon. I'd like to book two air tickets from Moscow to London please.
- Travel agent : Certainly. When are you travelling?
- Traveller : We want to take the flight next Saturday.
- Travel agent : Single or return?
- Traveller : Two return tickets. We are planning to come back in 3 weeks.
- Travel agent : On the 9-th of July and 30-th of July.
- Traveller : That's right. Do we have to change?
- Travel agent : No, it's a direct flight. First class or economy class?
- Traveller : Economy class.
- Travel agent : Two adults?
- Traveller : Yes.
- Travel agent : And your name is ... ?
- Traveller : Glagolev. G-L-A-G-O-L-E-V.
- Travel agent : Initials?
- Traveller : V.V.
- Travel agent : And the other passenger?
- Traveller : S.N. Glagolev.
- Travel agent : It will cost you 4600 rubles, total price.
- Traveller : Do you accept credit cards?
- Travel agent : Certainly. Thank you. Could you sign here, please. Here are your tickets. The carrier is Aeroflot. The code Y is for economy. The baggage allowance is 20 Kg. These are for the outward journey – Moscow to London on flight 189 at 9.45 on the 9-th of July. And these are for the return journey – London to Moscow on 190 at 13.30 on the 30-th of July. Don't forget to be at the airport two hours before departure time.

Dialogue II. *Booking air tickets*

- Travel agent : Good morning, sir. May I help you?
- Traveller : Good morning. I'd like an air ticket from London to Paris, from Paris to Madrid and from Madrid to London.
- Travel agent : When are you planning to travel?

Traveller : On August, 1-st from London to Paris, on August, 10-th from Paris to Madrid. And on August, 15-th from Madrid to London.

Travel agent : First class or economy?

Traveller : Economy, please.

Travel agent : It will cost you 400£, total price.

Traveller : That's fine with me.

Travel agent : Is the ticket in your name, sir?

Traveller : Yes, please. My name is L.S. Huck.

Travel agent : Here is your ticket, sir. There are three coupons for each leg of your journey. The carrier is British Airways.

Traveller : Thanks.

Dialogue III. *Booking rail tickets*

Travel agent : Good morning.

Traveller : Good morning. I'd like a rail ticket to Manchester.

Travel agent : Certainly. When are you travelling?

Traveller : I'm taking the two o'clock train today.

Travel agent : First or second class?

Traveller : Second class, please.

Travel agent : Single or return?

Traveller : Single, please.

Travel agent : That's 25 pounds. Here's your ticket.

Traveller : Thank you. Do I have to change?

Travel agent : No, it's a through train.

Key words.

- | | |
|---------------------|--|
| 1. to accept | - to receive |
| 2. adult | - a person who is no longer a child |
| 3. to book | - to give or receive an order for tickets for a journey |
| 4. carrier | - transportation company |
| 5. change | - money in small (-er) units; money that is the difference between the price or cost of smth. and the sum offered in payment |
| 6. to change | - to leave one train and get into another during a journey |
| 7. direct flight | - flight on which you do not need to change |
| 8. economy class | - second class |
| 9. leg | - a separate part of a journey |
| 10.outward journey- | first part of a return journey |
| 11.rail ticket | - train ticket |
| 12.return ticket | - ticket giving the traveler the right to go to a place and back to his starting point. (US = two way ticket) |
| 13.single ticket | - ticket for a journey to a place but not there and back. (US = |

- one way ticket)
14. to sign - to write your name
15. through train - the train that takes you to the place of your destination and there is no need to change trains

b) Learn and reproduce each of the three dialogues above.

c) Make up similar dialogues and stage them with your fellow-students.



CONVERSATION

Time off

Vocabulary

time off	время отдыха, свободное время, досуг
to watch TV	смотреть телевизор
well off	состоятельный, зажиточный
outside activities	виды деятельности на открытом воздухе
fishing	рыбная ловля
water skiing	катание на водных лыжах
to do jobs round the house	выполнять работу по дому
paint	красить, рисовать
wallpaper	обои, стенная газета
to get out of town	выезжать за город
the wild	пустыня, дикая местность
desert	пустыня
sandy coast	песчаное побережье
wood	лес, роща; дерево, древесина, дрова
forest	лес, заповедник (для охоты)
camp	лагерь; располагаться лагерем
campfire	бивачный костер
trailer	трейлер, автомобильный прицеп
dune buggy	багги (тип автомобиля с широкопрофильными шинами)
hang glider	дельтоплан
part time courses	вечерние курсы
boat trips	лодочные походы
fabulous	сказочный, мифический, легендарный

Time off

Working hours are shorter, holidays are longer, and people have more time off now than ever before. What do they do with it?

In both Britain and America, people watch TV for many hours every week. In America there is a very big choice. Many cities have twenty or more channels, sometimes going for twenty-four hours a day. In Britain there are four channels.

Many well-off Americans have a “camper” or “trailer” which they can use for weekends away. Some have holiday houses in the country, and spend as much time as possible on outside activities like fishing and water skiing.

Fewer British people have caravans or second homes, but many have gardens, where they spend a lot of their free time. Home owners often take time doing jobs round the house. They paint, put up wallpaper, build cupboards and even make furniture. There are a lot of DIY (Do It Yourself) shops all over the country selling everything they need.

But for some, time off means music and dancing. In London and New York, one or two new discos open every week. Some close again after a night or two, but some, like Tramps in London, go on, and on, and on ...

Americans love to get out of town into the wild, and many go for holidays or long weekends into the thirty-five fabulous national parks. These magnificent areas of countryside include tropical forests, high mountains, dry deserts, long sandy coasts, grassy prairies and wooded mountains full of wild animals. The idea of these parks, which cover 1% of the whole area of the USA, is to make “a great breathing place for the national lungs”, and to keep different parts of the land as they were before men arrived. There are camping places in the national parks as well as museums, boat trips and evening campfire meetings.

Americans really enjoy new ways of travelling. In the winter, the woods are full of “snowmobiles” (cars with skis in the front). In the summer they ride their “dune buggies” across the sands or take to the sky in hang gliders.

But Americans do not only spend their free time having fun. They are very interested in culture too. Millions take part-time courses in writing, painting and music, and at the weekends the museums, art galleries and concert halls are full.

- I. Learn the words to the topic *‘Time off’*.
- II. Read the text *‘Time off’*. Answer the following questions.
 1. Do people have more time off now than ever before?
 2. How do most British and American people spend their spare time at home?
 3. What outside activities are popular in Britain and America?
 4. What is a DIY shop? Have you ever been to such a shop?

5. Are discos popular with young people? Do you often go to discos?
What is your favourite disco?
 6. Where do Americans like to go when they get out of town?
 7. What ways of travelling do Americans enjoy?
 8. How do British people like to spend their free time?
 9. How do Americans satisfy their cultural needs?
 10. Do you like to spend your weekend visiting museums, art galleries and concert halls?
 11. Have you ever taken part-time courses in painting, music and writing?
 12. Do you often watch TV? What is your favourite channel? Program?
- III. Interview your friend putting him (her) 10 questions about his (her) time off. Present the information you've got.
- IV. Write about 200 words on the topic "My Time Off". Use the material from the texts.
- V. Write the composition "My Time Off".

JUST FOR FUN



- I. Read the following statements and comment on them.

The world is a book, and those who do not travel, read only a page.

St. Augustine

A man travels the world over in search of what he needs, and returns home to find it.

Moore

- II. Learn the following proverbs and sayings. Illustrate them in the situations.

East or West, home is best.

Every country has its custom.

When at Rome, do as the Romans do.

Unit 6

Grammar:

1. Perfect Tenses. Past Perfect Tense. Future Perfect Tense
2. The functions of **one**
3. Word-building. The prefix **re-**

Texts:

- A. Once again about Ozone Holes
- B. Friendly to the Environment
- C. Man the Loser?

Conversation:

Environment and Ecology

Г р а м м а т и ч е с к и й м а т е р и а л

1. Времена группы Perfect Past Perfect Tense. Future Perfect Tense

Past Perfect Tense

Утвердительная форма	Вопросительная форма	Отрицательная форма
I had asked He had asked	Had I asked? Had he asked?	I had not asked He had not asked

Past Perfect Tense употребляется для выражения действия, совершившегося к определенному моменту в прошлом. Этот момент может быть выражен:

а) обстоятельством с предлогом *by* - к (*by the end of the year, by the 1-st of May, etc.*)

The students had passed their credit-tests and exams by January, 1.

Студенты сдали зачеты и экзамены к первому января.

б) другим действием в прошлом, выраженным глаголом в Past Indefinite.

She had finished school before she entered the university.

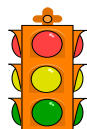
Она окончила школу, прежде чем поступила в университет.

Запомните: Глаголы в Past Perfect Tense переводятся на русский язык глаголами прошедшего времени совершенного вида.

Future Perfect Tense

Утвердительная форма	Вопросительная форма	Отрицательная форма
I shall have asked He will have asked	Shall I have asked? Will he have asked?	I shall not have asked He will not have asked

Обратите внимание:



- а) при образовании вопросительной формы перед подлежащим ставится только **первый** вспомогательный глагол;
 б) при образовании отрицательной формы отрицательная частица **not** ставится после **первого** вспомогательного глагола.

Future Perfect Tense употребляется для выражения действия, которое завершится к определенному моменту в будущем. Этот момент может быть выражен:

а) обстоятельством с предлогом *by* - к (*by 6 o'clock, by the beginning of the week, etc.*)

They will have tested this apparatus by the end of the month.

Они проведут испытания этого аппарата к концу месяца.

б) другим действием, относящимся к будущему, с глаголом в Present Perfect или в Present Indefinite Tense.

Помните! В придаточных предложениях времени и условия будущее время не употребляется.



We shall have finished the experiment before you come.

Мы закончим эксперимент до Вашего приезда (до того, как Вы приедете).

Запомните! Глаголы в Future Perfect Tense переводятся на русский язык глаголами будущего времени совершенного вида.

2. Функции слова *one*. (*The functions of one*)

Числительное - <i>один</i>	Неопределенно- личное местоимение	Слово-заместитель для замены упомянутого ранее существительного
There is only one solution of this problem. Существует только одно решение этой задачи.	One should take the precautions mentioned. Следует соблюдать указанные меры предосторожности.	This method is a conventional one . Этот метод является общепринятым методом.

Примечание. Слово-заместитель принимает форму *ones*, если заменяет существительное во множественном числе.

3. Словообразование. Приставка re- (Word –building. The prefix re-)

Приставка **re-** указывает на повторность действия. Например:

to construct – строить

to reconstruct – перестраивать

to produce – производить

to reproduce - воспроизводить



Exercises

I. Analyze the use of the Perfect Forms. Translate the sentences into Russian.

A.

1. I was sure I had never seen that man before. 2. No one had finished his work by the appointed time. 3. When we reached the house the windows were dark as everybody had gone to bed. 4. After they had left the room together he sat in front of the fire for a long time thinking about them. 5. She opened the door only after I had told her who I was and what I wanted. 6. They had prepared everything by 4 o'clock.

B.

1. Don't come for the article at 6 o'clock. We shall not have finished it by that time. 2. I am sure we shall have prepared everything when you return. 3. If you don't hurry, the train will have gone by the time you reach the station. 4. By the time you make up your mind to tell him about it he'll have heard of everything from somebody else. 5. They will have read the first chapter of the book by the end of the week.

II. Change the following sentences into interrogative and negative:

1. He had translated the article by Thursday. 2. The secretary had sent all the faxes off when he came. 3. When we got to the hall, the concert had started. 4. When I entered the room, the telephone had stopped ringing. 5. He had greatly enlarged his vocabulary by the end of the first term. 6. They had passed all the exams by January the 25th. 7. She will have done the job by the beginning of the week. 8. By the time I arrive he'll have explained the problem in detail. 9.

We'll have arranged everything necessary before the delegation arrives. 10. They'll have completed the construction by the end of May.

III. Use *"had"* or *"shall/will have"*.

1. When we came to the station the train ... left. 2. Her friend ... waited for her till 5 o'clock and then left. 3. When I walked in Sam ... left the room. 4. We ... finished all preparations by the time the guests come. 5. He ... had a terrible day and looked very tired. 6. We hope they ... landed safely in Paris by that time. 7. She ... forgotten all about him by the time he returns. 8. The taxi ... arrived before we were ready. 9. At last I learnt what ... happened to him. 10. By the end of last month they ... not completed the experiment yet. 11. She ... left the house before you return.

IV. Use *"after," "when," "by," "by the time," "before," "until"*:

1. My parents had eaten the dinner ... I got home. 2. He had been a worker ... he became a businessman. 3. It will have grown completely dark ... 8 o'clock. 4. Bill had already left ... we got there. 5. ... the guests had left I went to bed. 6. ... she gets the letter, he will have been far away. 7. Where did your sister work ... she had graduated from the Institute? 8. Her eyes were red ... she had cried. 9. I had never seen any of Turner's paintings ... I visited the art museum. 10. ... the end of next year her son will have finished school. 11. The train hadn't left yet ... they came to the station. 12. Ann hadn't come to Paris ... the end of May. 13. I went to the chemist's ... I had visited my sick friend. 14. Nick had studied French ... he entered the University. 15. She hadn't been able to swim... he taught her. 16. I had seen a new Italian film ... the news. 17. She went to London... she had learned English. 18. They had been studying at the University for two years ... the war broke out. 19. They won't have left the town ... you send them a fax. 20. I hope ... the end of the winter I'll have learned to ski.

V. Combine the sentences using Past Perfect and conjunctions *"after," "before," "when," "by the time," "until"*.

Model: The librarian came back. Peter looked through the magazine. —
When (by the time) the librarian came back Peter had looked through the magazine.

1. My friend called on me. I had my breakfast. 2. We went out into the street. The rain stopped. 3. The students reached the camp. The sun set. 4. My father left for the airport. We bought the tickets. 5. Nelly arrived. I baked the cake. 6. I came to her place. She translated the texts. 7. She got home. The table was laid. 8. We got there. She left. 9. He went home. He finished work. 10. John came home. The family had supper. 11. They got married. Her parents gave their consent. 12. We did not disturb him. He finished writing his report. 13. Mother switched off the TV. The film was over. 14. I didn't answer his letter. I received another letter from him. 15. I turned on the light. It got dark. 16. The

boat sailed. The lava hit the town. 17. The rescue team took the child out. The house collapsed. 18. The police came. The robber didn't leave the bank.

VI. Make up as many sentences as you can using

a) Past Indefinite or Past Perfect:

- | | |
|----------------------|--|
| 1. Он вернулся | at 6 o'clock
by 6 o'clock
on Saturday
by Monday
at that time |
| 2. Я закончил работу | by that time
before you came
while you were away |

b) Future Indefinite or Future Perfect:

- | | |
|---------------------|---|
| 1. Он вернется | at 6 o'clock
by 6 o'clock
on Saturday
by Monday |
| 2. Я закончу работу | at that time
by that time
before you come
while you are away |

VII. Open the brackets using

a) Past Perfect:

1. She hoped I (to pay) for the tickets. 2. When we came the plane (to take off). 3. I went to sleep as soon as the show (to finish). 4. By the end of the year he (to complete) five courses. 5. When they came home mother (to do) everything about the house. 6. I went to see the sights after I (to buy) a map of Moscow. 7. We knew our itinerary only after the leader of the group (to tell) us. 8. After I (to spend) all the money I turned to my father. 9. She understood the letter after she (to read) it a second time. 10. We (to keep) waiting until we lost patience.

b) Future Perfect:

1. When the father returns from his round the world trip his son (to become) a grown-up man. 2. By the end of this year I (to read) all the books of this writer. 3. You (to finish) typing my papers by this evening? 4. If you come late, the party (to end). 5. When you come she (to leave). 6. By the end of July you (to pass) your last entrance exam. 7. I'm not sure if I (to translate) this text by Monday. 8. By the time they return from the honeymoon trip we (to rebuild) the house for them.

VIII. Complete the sentences using Past Perfect:

A. Model: I was tired (to work). — I was tired after I had worked the whole day.

1. They started discussing their plan (to come). 2. He helped his mother about the house (to finish). 3. He invited his friends to the party (to win). 4. Her coat was wet (to walk). 5. He understood the meaning of the telegram (to read). 6. She tore up the letter (to read). 7. They settled the quarrel (to talk). 8. She was very upset (to fail).

B. Model: I was tired (to work). — I was tired because I had worked the whole day.

1. She could speak Spanish fluently (to live). 2. He rang me up (to ask). 3. The cake was too sweet (to put). 4. She was crying (to lose). 5. They didn't meet (to leave). 6. I didn't want to go to the cinema (to see). 7. I couldn't get into my flat (to lose). 8. I didn't know their address (to move).

IX. Change the following sentences according to the model.

Model: The student borrowed a book from the library and read it. – The student read the book he had borrowed from the library.

1. He wrote a letter and went to the post office to post it. 2. She bought a picture but didn't show it to us. 3. She wrote an exercise on the blackboard and we wrote it down in our note-books. 4. The teacher gave us some key words and we made up a story about up-to-date computers. 5. We took a final decision and let them know it. 6. We discussed the agreement but our boss disapproved of it. 7. He was asked a lot of questions on the terms of the agreement and he managed to answer them. 8. The cable was delivered yesterday and we had to reply immediately. 9. He prepared the report on the pollution of the environment and we listened to it with great interest. 10. She typed all the faxes and asked me to send them off.

X. Rewrite the sentences adding the given words. Make all necessary changes.

- | | |
|---------------------------------------|-------------------------|
| 1. She has finished the work | by 3 o'clock. |
| 2. They have left | before we returned. |
| 3. Everyone has had breakfast | by the time she got up. |
| 4. Everything has been ready | long before they came. |
| 5. We shall discuss the plan | before you come. |
| 6. You will forget about your disease | by then. |
| 7. I shall overcome my bad habit | before it does me harm. |

XI. Translate the first part of the sentences. Pay special attention to the adverbial phrases in the second part.

- | | |
|--|---|
| 1. Они будут обсуждать (обсудят) проблему парникового эффекта. | tomorrow.
while you are writing a test.
by your return.
by the time you are here.
before their scientific supervisor comes. |
| 2. Он выступал (выступил) с докладом по проблеме охраны окружающей среды | the day before yesterday.
before you came.
while you were receiving a foreign delegation.
by then. |

XII. Complete the following sentences:

1. By the end of October ... 2. I decided to start working after ... 3. The bell had rung before ... 4. I met my school-mate after ... 5. By the time you finish translating the article ... 6. By the end of this decade ... 7. We shall not start discussing the problem if ... 8. Before she leaves for work ... 9. He won't be able to do this work unless ...

XIII. Put the verb in brackets in the correct tense-form:

1. "You ever (to see) any plays by O. Wilde?" "Yes, I (to see) one last week." 2. He (to graduate) from the University in 1999. 3. By 5 o'clock they (to complete) their experiment and left laboratory. 4. By the end of the next week they (to receive) final results on the concentration of smoke in the air. 5. At last we managed to learn what (to happen) as a result of ozone depletion. 6. When we arrived, the conference (not to begin) yet. 7. It was five to ten a.m. The exhibition (not to open) yet but all the preparations for the opening ceremony (to be made). 8. I am sure by that time new methods of environmental protection (to be developed). 9. Before we joined "the Green Party", many laws and decisions on this problem (to be adopted). 10. Much more people (to be involved) in various international organizations and "green parties" by the end of the century.

XIV. Translate into English.

1. Когда я приехал повидаться с руководителем «партии зеленых» в гостинице, он уже дал интервью журналистам и отдыхал.
2. Когда я приехал к нему в гостиницу, мы связались с нашими партнерами по телефону и назначили с ними встречу.
3. Когда прибыл ваш факс, мы еще не получили определенного ответа по концентрации вредных веществ в воздухе.
4. Молодой ученый выполнил огромную предварительную работу по проблемам нарушения экологического равновесия перед тем, как сделал доклад на конференции.
5. К концу столетия большая часть проблем, связанных с истощением озонового слоя, будет решена успешно.
6. Когда представители большинства стран присоединятся к движению по охране окружающей среды, они примут необходимые меры, чтобы защитить наши леса, реки, озера и моря.
7. Мы узнали, что наши партнеры еще не приняли окончательного решения по проблеме сотрудничества.

XV. Translate the sentences. Mind the word *one*.

1. One must cross a street under the green light. 2. It is one of those things that one cannot do oneself. 3. These exercises are more difficult than the ones in unit one. 4. One must always keep one's word. 5. If one can't have what one likes, one must like what one has. 6. One difference between these two dresses is cost. 7. Environmental protection is one of the most difficult and acute problems.

XVI. Translate the verbs with the prefix *re-*:

recycle, reutilize, reprocess, reuse, rearrange.

XVII. Form new words with the prefix *re-*:

to write, to read, to open, to sell, to construct, to elect, to form.



ПАБОТА С ТЕКСТОМ.

Text A. Once again about Ozone Holes

High above the earth's atmosphere there is a thin veil in the stratosphere called the ozone layer, which protects the earth from the sun's destructive ultraviolet (UV) rays.

This protective layer is being damaged by chemicals known as chlorofluorocarbons (CFCs), which are released into the atmosphere by the daily use of such industrial and household products as refrigerators, air conditioners, foam insulation, cleaning chemicals, and food packaging. The CFCs rise into the ozone layer, where the sunlight decomposes them, releasing chlorine. The chlorine attacks the ozone molecules, thinning or even making a "hole" in the ozone layer. This "hole" allows more UV rays to penetrate to the earth.

Overexposure to UV rays can increase the risk of skin cancer, weaken the immune system, and damage the retina. It is estimated that in the United States alone one in six Americans will develop skin cancer as a result of overexposure to UV rays.

Not only are humans at risk; so, too, are animals, plants, and the environment in general. With the thinning of the ozone layer, UV rays can penetrate the oceans, seriously impairing the growth of plankton, an essential part of the marine-life food chain, and can reduce the yields of economically important crops such as soybeans, cotton, and rice.

The scientists point out that the global ecological crisis cannot be precluded unless all countries join their efforts to render mutual ecological help

on a non-governmental basis. Now the planet's "green lungs" are being destroyed, its ozone layer ruined, the global warming sets in, the acid rains fall out, the rivers grow shallower, and the oceans get polluted. This is why the major humanistic aim of the Ecological International is to change from an uncontrolled development of the machine-based civilisation to a conscientious development of a society of natural and technological type.

A feature of such a non-governmental body is a combination of the social ecological aid with technological activities to conserve the environment (cleaning of sewerage and gas exhausts, and utilisation of industrial wastes).

The scientists the world over made a long-term investigation only to come to a conclusion that the Planet's ozone layer is thinning out globally. To save this layer, it is necessary to take measures now and to use only ecologically friendly technologies. It is tackling of this problem which is urgent for the Earthlings that the early efforts of the Ecological International of the Green Cross and Green Crescent will be devoted to. What is implied here is an extensive international project "Resuscitation of Ozone Layer." Materialisation of the project would involve new technologies advanced by the scientists and experts from the Russian key aerospace companies.

The patching up of the ozone holes is feasible technologically. This would call for the creation of a superpowerful unit flying at the height of 25-30 km and capable of generating several thousand tons of ozone a month. The world community (and isn't this the problem of the mankind's concern) needs as few as 30-45 such units to save our Planet from the "ultraviolet death."

To materialise the project, an international industrial ecological consortium is being set up which will take up the solution of scientific, financial and other problems.

Vocabulary

poison, <i>v</i>	отравлять
disturb, <i>v</i>	нарушать
wastes, <i>n</i>	отходы
layer, <i>n</i>	слой
ray, <i>n</i>	луч
damage, <i>v</i>	приносить вред, вредить, разрушать
fertilizers, <i>n</i>	минеральное удобрение
dangerous, <i>a</i>	опасный
on the brink of extinction	на грани исчезновения
penetrate, <i>v</i>	пронизывать, проникать (в)
acid rains	кислотные дожди
greenhouse effect	парниковый эффект
ozone depletion	истощение озонового слоя

harm, <i>n</i>	вред
substance, <i>n</i>	вещество
emit, <i>v</i>	выбрасывать, выделять
offender, <i>n</i>	виновник, преступник
threat, <i>n</i>	угроза
pollution, <i>n</i>	загрязнение
adopt, <i>v</i>	принимать
protect, <i>v</i>	защищать
increase, <i>v</i>	увеличивать, повышать
destroy, <i>v</i>	разрушать
aid, <i>n</i>	помощь
environment, <i>n</i>	окружающая среда
sewerage, <i>n</i>	канализация
come to a conclusion	прийти к выводу
do good (harm)	приносить пользу (вред)

I. Give the three forms of the verbs:

to grow, to destroy, to fall, to get, to devote, to join, to set, to protect, to know, to make, to come, to take.

II. Suggest Russian renderings for:

1. The scientists the world over made a long-term investigation.
2. It is tackling of this problem which is urgent for the Earthlings that the early efforts of the Ecological International of the Green Cross and Green Crescent will be devoted to.
3. What is implied here is an extensive international project "Resuscitation of Ozone Layer".
4. The "patching up of the ozone holes" is feasible technologically.
5. It's necessary to take measures now and to use only ecologically friendly technologies.

III. Give the English equivalents for the following phrases. Consult the text '*Once again about the Ozone Holes*':

предотвратить экологический кризис; объединить усилия; на неправительственной основе; разрушить озоновый слой; сознательное развитие; промышленные отходы; принимать меры; главные аэрокосмические компании; мировое сообщество; технически возможный.

IV. a) Give synonyms for the following words:

to prevent, purpose, help, to preserve, to dedicate, to be meant, possible, to require, interest, to implement, to establish.

b) Give antonyms to the following adjectives and verbs:

local, governmental, controlled, short-term, unnecessary, powerless, man-made, to break, to construct, to erect, to exclude, to give up, to do good.

c) Give corresponding nouns:

- to pollute, to control, to develop, to combine, to conclude, to utilize, to waste, to investigate, to create, to set, to solve, to measure;
- international, governmental, global, uncontrolled, natural, necessary, ecological, friendly, urgent, feasible, technological, capable, industrial, scientific, financial.

V. Match the adjectives and the nouns. Consult *text A*:

adjectives

nouns

superpowerful	efforts
ecological	development
scientific	civilization
mutual	investigation
ultra-violet	technologies
global	unit
conscientious	problems
non-governmental	crisis
machine-based	warming
long-term	death
friendly	body
aerospace companies	

VI. Read the text '*Once again about the Ozone Holes*'. Answer the following questions:

1. What is the way to preclude the global ecological crisis?
2. Why is it necessary to change from an uncontrolled development of the machine-based civilization to a conscientious development of a society?
3. What does the non-governmental body aim at?
4. Are there any ways of saving the Planet's ozone layer?
5. What will the early efforts of the Ecological International of the Green Cross and Green Crescent be devoted to?

6. Is the “patching up of the ozone holes” feasible technologically or a fantastic idea only?
7. How many superpowerful units are able to save our Planet from the “ultra-violet death”?

VII. Use the verbs in brackets in the correct tense form.

1. Overpopulation, pollution and energy consumption (to create) some dangerous planet-wide problems recently. 2. If nothing (to be done) about it, many species of flora and fauna (to become) extinct by 2030. 3. The Environmental movement (to gain) a lot of supporters long before our country (to manage) to join it indeed. 4. The problem of environmental protection (to become) a part of political programs in many countries by the end of the century. 5. Our non-governmental body aimed at implementing some useful laws and decisions on the problem which (to be adopted) before.

VIII. Agree or disagree with the following statements. Begin you answer with:

You are right (wrong, mistaken) ...,

How could you say that ...,

That's true (not true) ...,

I agree with you here ...,

I can't (don't) agree with you ...,

Excuse my interrupting you but ...

To my mind ..., in my opinion ...,

It goes without saying, (There is) nothing to argue about ...

1. Though each of us must do everything possible to keep the land, air and water clean, the problem can't be solved by the only man in the only country.
2. The pollution of the environment is one of the greatest dangers to human beings on earth.
3. The concentration of smoke in the air is so high in some industrial centers that it is deadly dangerous just to breathe there.
4. The ecological harmony is disturbed on earth.
5. Now the planet's “green lungs” are being destroyed, its ozone layer ruined, the acid rains fall out and the oceans get polluted.
6. Our aim at present is to change from an uncontrolled development of the machine-based civilization to a conscientious development of a society.
7. The world community needs 30-45 superpowerful units at least to generate several thousand tons of ozone a month.

IX. Read the following selections using the dictionary.

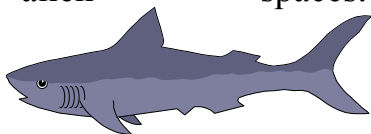
"The most alarming of all man's assaults upon the environment is the contamination of air, earth, rivers and sea with dangerous and even lethal chemicals."—Rachel Carson, Silent Spring

Air pollution is the result of man's use of lethal chemicals, and is a common hazard in both industrial and developing countries. One form of air pollution is acid rain.

Acid rain results from the release into the atmosphere of sulfur oxide and nitrogen oxide. Electrical generating plants, industrial boilers, large smelters, and automobiles are among the chief source of these emissions. The gases react with water droplets, forming a diluted mixture of sulfuric acid and nitric acid, and it is this mixture that returns to earth in the form of acid rain, mist, or snow. Pushed by wind currents, the acid rain often falls to the ground far from its point of origin.

Acid rain is killing vast stretches of forest in Canada, the United States, and central and northern Europe. In Europe nearly every species of tree is affected. Symptoms include thinning of leaves and needles, deformed growth, and, in some cases, death. Acid rain has acidified lakes and streams, rendering them unable to support fish, wildlife, plants, or insects. In Sweden at least 40,000 of the 90,000 lakes have been affected, and in the United States one in five lakes suffers from this type of pollution.

Oceans cover more than 70% of the earth surface. Despite the vastness of this area, we know little about it. The oceans are just as diverse as the land. They are interwoven with history, although man has looked upon them as barriers and alien spaces.

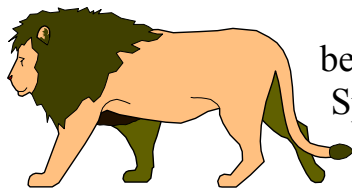


Life began in the ocean. More than 3¹/₂ billion years ago there evolved simple single-celled organisms. Today the oceans support a wealth of simple and complex sea life, from phytoplankton (drifting plants) to crustaceans (shrimp, crabs) to marine mammals (whales, dolphins). But through ignorance and misunderstanding we are placing these resources in jeopardy. There is widespread pollution and disruption of our coastal waters, whales and dolphins are hunted to near extinction, and many fishing areas are being depleted.

The oceans do not belong to a single nation, but are free, open territory to be enjoyed and shared. However, too often nations are overly aggressive in taking the resources the oceans have to offer. A tragic result has been the systematic hunting of whales from one species to another for whalebone, blubber, and oil. In 1985 whales were given a reprieve when the International Whaling Commission imposed, a moratorium on killing whales.

Unfortunately, some harvesting of whales continues. Also, the tuna industry has put the dolphin population at risk and onto the endangered species list. In the past 30 years the tuna-fishing industry has killed more than 6 million dolphins. In the United States steps have been taken to protect the dolphins with the Dolphin Protection Consumer Information Act of 1990, a ban on all drift-net catching of tuna beginning in July 1991 and on the importation of all drift-net-caught fish products beginning in July 1992.

When a plant or animal is gone forever, we say it is extinct. Although extinction is a natural process, in today's world it is happening at an alarming rate. Some experts estimate that one species—plant, animal, or insect— becomes extinct every day. At that rate, within the next 20 years one-fifth of all species could be extinct.



To prevent wildlife in the United States from becoming extinct, Congress passed the Endangered Species Act in 1973. This law established two categories for species in trouble: *endangered* and *threatened*. A species is listed as *endangered* when there are so few members of the species left that it is on the brink of extinction. A species is *threatened* when, if not protected, it is likely to become endangered.

The African elephant is one of approximately 1,117 species on the endangered species list, and there are more than 4,000 species waiting to be put on the list. Sadly, some may become extinct while waiting to be listed.

The African elephant is the largest land mammal on the earth. In the 1970s African elephants numbered in the millions; today there are only about 609,000. This decline has been brought about by loss of habitat (through encroachment by people), drought, and the ivory trade.

To reduce elephant poaching and collapse the market for ivory, in 1989 the Convention on International Trade in Endangered Species (CITES) banned the ivory trade. However, poaching continues. "What is the solution? On the road from Makuti to Kariba, far from the preserves, in the Zambezi valley, vast stretches of savanna bear the scars left by giants. Will they be left to proliferate, even if ivory loses its value?" —Corinne Denis, *L'Express*, 27 October 1989.

- X. Write out all the words you don't know. Look them up in the dictionary.
- XI. Make a written translation of the selections given above.
- XII. Suggest a headline for each selection.

XIII. Translate into English:

1. Переенаселение, загрязнение воды и воздуха, а также использование атомной энергии создали опасную ситуацию на планете.
2. Результатом неразумной деятельности человека явились такие вредные явления, как истощение озонового слоя, парниковый эффект и кислотные дожди.
3. К концу тысячелетия человечество не сумело сохранить здоровье и красоту планеты.
4. Если мы ничего не сделаем, то исчезнут многие виды фауны и флоры к 2030 году.
5. Ученые во всем мире провели долгосрочные исследования и пришли к выводу, что озоновый слой истощается в глобальном масштабе.
6. Все страны мира должны объединить усилия, чтобы воплотить в жизнь законы и решения, которые были приняты ранее.
7. «Залатать озоновые дыры» технически возможно. Это потребует создания сверхмощных установок, способных вырабатывать несколько тысяч тонн озона в месяц.
8. Промышленно развитые страны не могут и не должны игнорировать проблему загрязнения окружающей среды.
9. Неуправляемое развитие техногенной цивилизации является одной из причин загрязнения окружающей среды.
10. Чтобы спасти озоновый слой, необходимо срочно принять меры и использовать только экологически дружелюбную технологию.
11. Неправительственные организации должны сочетать социально-экологическую помощь с технической деятельностью, чтобы сохранить окружающую среду.
12. Технологическая деятельность включает в себя очищение стоков и выхлопных газов, утилизацию промышленных отходов и сокращение использования минеральных удобрений до минимума.
13. Сверхмощные установки, способные вырабатывать тысячи тонн озона в месяц, спасут нашу планету от «ультрафиолетовой смерти».
14. Достижения человечества в механизации и автоматизации промышленных процессов, в создании автономных электростанций и кораблей принесло как большую пользу, так и большой вред.
15. Когда все страны уделят необходимое внимание проблеме охраны окружающей среды, человечество войдет в новую эру своего развития.

Text B. Friendly to the Environment

Recycling



"In the time it takes to read this, more than a million pounds of materials that could have been recycled will be thrown away all over California."—Californians Against Waste (CAW) Newsletter

We are running out of space in which to discard our garbage, and our current methods of disposing of it are endangering the environment. One solution to this problem is recycling.

Recycling is the process of collecting used materials and remanufacturing them into new products instead of throwing them away. This process is important because it reduces the trash in overcrowded landfills, salvages materials that we can use to make new products, and saves our natural resources.

Used products may be converted or reutilized in a number of ways. Paper is reprocessed into new sheets, glass is cleaned and remolded, and plastic is melted and formed into new products such as carpet backing, fence posts, and drainage pipes.

Recycling is being done worldwide. Japan recycles 95% of its bottles and 50% of its aluminum; the United States recycles only 20% of its bottles and 38% of its aluminum. In Germany a new law requires product manufacturers to create ways of reusing their packaging material.

Helping to solve the garbage crisis is something everyone can do if they just remember the three Rs: ***"reduce, reuse, and recycle."***

Business Goes Green!

Many cities around the world today are heavily polluted. Careless manufacturing processes employed by some industries and lack of consumer demand for environmentally safe products have contributed to the pollution problem. One result is that millions of tons of glass, paper, plastic, and metal containers are produced, and these are difficult to dispose of.

However, today, more and more consumers are choosing "green" and demanding that the products they buy are safe for the environment. Before they buy a product, they ask questions like these: "Will this hairspray damage the ozone layer?" "Is the packaging biodegradable?" "Will it break down in a trash dump?" "Can this metal container be recycled or can it only be used once?"

A recent survey showed that two out of five adults now consider the environmental safety of a product before they buy it. This means that companies must now change the way they make and sell their products to make sure that they are "green", that is, friendly to the environment.

Only a few years ago, it was impossible to find green products in supermarkets, but now there are hundreds. Some supermarket products carry labels to show that the product is green. Some companies have made the

manufacturing of clean and safe products their main selling point and emphasize it in their advertising.

The concern for a safer and cleaner environment is making companies rethink how they do business. No longer will the public accept the old attitude of "Buy it, use it, throw it away, and forget it." The public pressure is on, and gradually business is cleaning up its act.



The symbol of recyclability.



TM-An official mark of Environment Canada (used with permission).



Japan Environment Association logo.

Vocabulary

run out of, <i>v</i>	истощить свой запас
garbage, <i>n</i>	мусор, отбросы
dispose, <i>v</i>	ликвидировать
reduce, <i>v</i>	уменьшать, сокращать
trash, <i>n</i>	отбросы, хлам, мусор, макулатура
landfill, <i>n</i>	территория
salvage, <i>v</i>	спасать, собирать
mold, <i>v</i>	отливать в форму, формовать
melt, <i>v</i>	плавить, растапливать
consumer demand	потребительский спрос
lack, <i>n</i>	отсутствие, недостаток
survey, <i>n</i>	исследование
sell (sold, sold), <i>v</i>	продавать
emphasize, <i>v</i>	обращать внимание, подчеркивать
concern, <i>n</i>	забота

I. Study the words to *text B*.

II. Read the text '*Friendly to the Environment*'. Answer the questions below:
1. What is recycling?

2. Why is the process of recycling important? Prove it by the text.
3. What may paper be reprocessed into?
4. What can be done with glass and plastic?
5. Which country recycles more – Japan or the US?
6. What do the three Rs stand for?

III. Choose the correct answer.

1. Many people choose green products because they are
 - a) cheaper
 - b) better made
 - c) environmentally safer
2. Corporations are producing more green products because
 - a) they have to pay higher taxes
 - b) it costs less
 - c) consumers want to buy them
3. Nowadays ... consumers consider the environmental safety of products before they buy them.
 - a) all
 - b) many
 - c) no

IV. Write the definitions for the following words and phrases:

- a) "green" products _____
- b) biodegradable packaging _____
- c) recycling _____
- d) selling point _____

Text C. MAN THE LOSER?

The warming of the climate on Earth that could only be registered by experts at the beginning of the century is obvious to everybody in our day. The process has been set off by the rising content of carbon dioxide in the atmosphere and is directly traceable to human activity: the burning of fuels, the spewing of industrial exhausts, the felling of forests, and erosion of farmlands. However, some of the carbon dioxide is effectively absorbed from the air by the ocean and the green plants on land. Who will win in this "competition" between Man and Nature? What will happen to the global climate in a longer run, beyond the turn of this century?

A mathematical model has been developed by some employees of the Computer Centre of the Russian Academy of Sciences in an attempt to answer these questions. The model is described by a system of 1,500 differential equations using such variables as amounts of carbon dioxide in the biomass of

living plants and in humus. To obtain accurate results, the scholars divided the land mass on the geographical map into meshes measuring 4 by 5 degrees. They have taken in the mean annual temperature, rainfall, and plant production over the year, since these characteristics are influenced by the carbon dioxide content in the atmosphere. The analysis has been carried out for such regions as Europe, the tropical forests, Canada, the USA, and this country since 1860 and has been extended till the year 2000.

It turned out that carbon dioxide is absorbed in all the regions, the forests in the temperate zone of the Northern Hemisphere playing the most significant role in the process. However, up to 53 percent of carbon dioxide contributed by industrial exhausts remains in the atmosphere (in the tropical forest zone the figure is considerably lower, while in the temperate and northern regions it is rising continuously). Apparently, plants can no longer absorb these excessive amounts of carbon dioxide. According to some estimates, the capability of green plants on land to absorb carbon dioxide declined after 2000, and at some point between 2000 and 2030 the land itself may become a source of carbon dioxide!

When this will happen, if at all, depends on many factors, in the first place, on the ecological strategy of mankind which appears to be climbing further out on to the limb.

A. Tarko, B. Bogatyrev, and A. Kirilenko, "The Role of Countries and Regions in the Formation of the Global Carbon Budget in the Atmosphere", *Doklady Akademii Nauk*, 1992, Vol. 322, No. 2 (in Russian).

- I. Read the text '*Man the Loser?*' Find in the text the information about a mathematical model developed by the Computer Centre of the Russian Academy of Sciences. What purpose is it designed for?
- II. Describe the mathematical model developed by some employees of the Computer Centre of the Russian Academy of Sciences. You may do it either in Russian or in English.
- III. Speak on the results of the investigation (either in Russian or in English).
- IV. Suggest another headline for *text C*.



CONVERSATION

Environment and Ecology

- I. Make sure you can translate the following text both ways – from English into Russian and vice versa.

Ecology is the science of how living things are related to their environment. Many people all over the world are concerned about the ecology today. The word "ecology" came from the Greek which means "home". This idea of "home" includes the whole planet of ours. We must protect our planet from littering, air pollution, water pollution, destruction of natural resources.

We know that polluted air, land and water are harmful to plants, animals and people. Many territories, lakes, rivers, seas, oceans and the atmosphere are polluted with all kinds of technological, chemical, nuclear and other wastes. Awful harm is caused to our home by nuclear tests, atom bombs and accidents on the atomic power stations.

How can we keep our earth clean?

Don't buy drinks in plastic bottles. These bottles can't be recycled and plastic won't even degrade. If you throw this bottle, it will still litter the earth for ever. Only buy water and other drinks in aluminium cans or glass bottles. Buy milk and juice in cartons. Glass, aluminium and carton can be recycled.

Экология — это наука о том, как живые существа связаны с окружающей средой. Многие люди во всем мире обеспокоены состоянием экологии в настоящее время. Слово «экология» произошло от греческого слова, которое означает «дом». Это понятие «дом» включает всю нашу планету в целом. Мы должны защищать нашу планету от засорения, загрязнения воздуха, воды, уничтожения природных ресурсов.

Мы знаем: загрязненный воздух, земля и вода вредны растениям, животным и людям. Многие территории, озера, реки, моря, океаны и воздух загрязнены различными технологическими, химическими, ядерными и другими отходами. Ужасный вред причиняют нашему дому испытания ядерного оружия, атомных бомб и аварии на атомных электростанциях.

Как мы можем сохранить нашу землю чистой?

Не покупайте напитки в пластиковых бутылках. Эти бутылки не могут быть переработаны, а сам пластик никогда не разрушится. Если вы выбросите такую бутылку, это загрязнит нашу землю навсегда. Покупайте воду и другие напитки в алюминиевых банках или стеклянных бутылках. Покупайте молоко и сок в картонных пакетах. Стекло, алюминий и картон могут быть

переработаны.

The energy saved from one recycled aluminium can will operate a television set for three hours. If you throw an aluminium can out of the train window, it will still litter the earth up to 500 years later. If you throw the glass bottle you litter the earth for ever.

Энергия, сэкономленная при переработке одной алюминиевой банки, даст возможность работать одному телевизору в течение трех часов. Если вы выбросите алюминиевую банку из окна поезда, это загрязнит землю на 500 лет. Если вы выбрасываете стеклянную бутылку, вы загрязняете землю навсегда.

It takes 500 000 trees just to make the newspapers we read every Sunday. Save your family newspapers. Find out how to recycle newspapers in your area. Most paper thrown away in the office just has printing on one side. So you can use the blank side for writing or drawing.

Надо израсходовать 500 000 деревьев просто для того, чтобы получать газеты каждое воскресенье. Сохраняйте газеты вашей семьи. Узнайте, как перерабатывают газеты там, где вы живете. Большая часть бумаги, выбрасываемая в учреждениях, имеет текст на одной стороне. Поэтому вы можете использовать чистую сторону для письма или рисования.

- II. Read the text '*Environmental Protection*'. Answer the questions after it.
III.

Environmental Protection

The twentieth century is known to be the century of the scientific and technological progress. The achievements of the mankind in mechanization and automation of industrial processes, in chemical industry and conquering outer space, in the creation of atomic power stations and ships are amazing.

But at the same time this progress gave birth to a very serious problem – the poisoning of our planet, its land, its air and water. The ecological harmony is disturbed. The seas are filled with industrial and nuclear waste, chemicals and fertilizers. The concentration of smoke in the air is so high in some industrial centers that it is deadly dangerous just to breathe there.

Many species of flora and fauna have disappeared. Some of them are on the brink of extinction, many have been put down into the "Red Book of Nature". Every hour some kinds of animals and plants die out for ever.

Acid rains, the greenhouse effect, ozone depletion caused by harmful substances emitted by industrial enterprises are much spoken about.

Unfortunately some means of transport can be regarded as offenders in poisoning the environment.

Atomic power plants are worth mentioning as a grave threat to the environment nowadays. The pollution of the environment is hard to ignore.

The problem of environmental protection has become an extremely important part of political programmes in many countries nowadays.

The Environmental Movement had gained a lot of supporters long before our country joined it. Many laws and vital decisions on the problem have been adopted, many measures have been taken to protect our forests, rivers, lakes and seas.

However, the Mediterranean is already nearly dead; the North Sea is following. The Aral Sea is on the point of vanishing. The environmental problems have grown beyond the concern of a single country. Their solution requires the cooperation of all nations.

It is obvious, that only our joint effort will help to avoid a global catastrophe.

Questions to be answered

1. The environmental pollution is a very serious problem nowadays, isn't it?
2. What gave birth to the problem of poisoning our planet?
3. Why have a lot of species disappeared and still more are on the brink of extinction?
4. Have you ever heard of the "Red Book of Nature"? What kinds of animals are registered in it?
5. What causes acid rains, green house effect and ozone depletion?
6. Atomic power plants do both good and harm, don't they? Give your reasons.
7. Can transport means be considered a kind of threat to the environment?
8. What movement had gained a lot of supporters before our country joined it?
9. What do many adopted laws and measures aim at?
10. Do students of our University join the Environment Movement?

IV. Make a summary of the text '*Environmental Protection*'.

V. Speak on the problem of pollution. Use the key-words:

pollution, to breathe, pure water, burned gas, harmful, invisible, disease, to affect, lack, to reduce, waste, to spray, garbage and trash, to pack down, acid rain, nuclear energy, ozone layer, to extinct, wild life.

- VI. Deliver a lecture on the problems of environment as if you were
- a teacher of ecology and environmental protection;
 - a member of the Ecological International of the Green Cross and Crescent;
 - Chairman of the new International Non-Governmental Board.

- VII. Speak on the reasons which made scientists set up an international industrial ecological consortium.
- VIII. Describe the ways of solving the problems of environmental protection.
- IX. Describe the ecological problems of our city. What has been done and is being done for their solution?
- X. Work in pairs. Imagine you are a journalist; your fellow-student is Chairman of the new International Non-Governmental Board. Interview him.

D I A L O G U E S

- a) Read the short dialogues in pairs

I

- A. Mum, why are you so upset?
- B. The window glasses get dirty so shortly and the winter is so long.
- A. This is air pollution. All big cities have this problem.

II

- A. Alice, why are you so upset? What's happened?
- B. My best bathing suit was spoilt this summer. I came out of the sea with a black mineral oil spot on it though the sea water looked so clear.
- A. Oh, dear! Don't take it ill. With "Tide" this problem will be solved, I believe.

III

- A. Daddy, why are you so upset? What's wrong?
- B. Oh, my shirt smells awfully because our mum aired it outdoors.
- A. Take it easy. I'll give you another one.

IV

- A. Granny, why are you so upset?
- B. I can't sleep quietly because of the noise of all those cars, lorries, buses. Even late at night!
- A. Good heavens! This is the scientific and technological progress of the 20-th century. How lucky we are that we do not live near the airport.

- b) Memorize the dialogues and reproduce them.
- c) Make up your own dialogues on a similar topic.



JUST FOR FUN

- I. Read the following quotations and comment on them.

The “boundless” blue sky, the ocean which gives us breath and protects us from the endless black and death, is but an infinitesimally thin film. How dangerous it is to threaten even the smallest part of this gossamer covering, this conserver of life.

-Vladimir Shatalov,

quoted in The Home Planet, 1988

The greatness of a nation can be judged by the way its animals are treated.

-Mohandas Gandhi

The frog does not drink up the pond in which he lives.

-Indian Proverb

This we know. The earth does not belong to man, man belongs to the earth. This we know. All things are connected like the blood which unites one family. All things are connected.

Whatever befalls the earth befalls the sons of the earth. Man did not weave the web of life, he is merely a strand in it. Whatever he does to the web, he does to himself.

-Chief Seattle

II. It's interesting to know.

Did you know?

Eight million tons of oil are spilled into the Earth's oceans every year.

Did you know? Glass produced from recycled glass instead of raw material reduces related air pollution by 20% and water pollution by 50%.

Did you know?

American workplaces discard enough paper each year to build a 12-foot high wall stretching from Los-Angeles to New York.

Did you know?

Madagascar is home to at least 150,000 living species found nowhere else in the world.

Did you know

One ton of recycled paper can save 17 trees and three cubic yards of landfill space.

III. Do this puzzle.

1	2	3	4		5	6		7	8	
9					10			11		12
13				14			15			
16			17				18			
		19						20	21	
		22					23			
						24				25
26	27		28		29			30		
31				32		33	34			
	35					36		37		
38					39					

Across

1. Some species are this
9. Large predatory cat
10. Road (abbr.)
11. What we breathe
13. That which encloses some animals before birth
14. Exist
15. Planting this will help the environment
16. Often pronounced like "f"
17. Finger-like part of the foot
18. That thing
19. Gains; deserves; gets (money) by working
20. Past tense of *hide*
22. North-Northeast
23. Strange; unusual; opposite of even
24. Endangered ocean animal
26. Small pie
29. South America (abbr.)
30. Japanese unit of money
31. Sweet substance
33. Preposition
35. Write on a machine; class or sort
36. Follow as a result; happen afterwards
38. Negative
39. At liberty; not enslaved

Down

1. An endangered species
2. Near (poetic)
3. Domestic animal
4. Indefinite article
5. A color
6. Past-tense marker
7. A time to celebrate the environment (2 words)
8. Expire; cease to live
12. Scan written matter with the eyes
14. Made (someone) uninterested by dull talk; drilled a hole
15. The seventh note in the sol-fa musical scale (between *la* and *do*); a tropical plant
17. Light brown
19. The power that does work and drives machines
21. Not working; not doing anything
23. Exclamation of surprise
24. A liquid necessary for life; H₂O
25. Go in
27. Motor car; vehicle for carrying people
28. Narrow magnetic material used for recording sound
32. Concerning; about; second note or the sol-fa musical scale
34. Number; unit
37. Southeast

Unit 7

Grammar:

1. Continuous Tenses. Active Voice
 - Present Continuous
 - Past Continuous
 - Future Continuous
2. Word-building. The suffixes of adjectives

Texts:

- A. He Started Britain's Railways
- B.
- C. Inventors and Their Inventions








Conversation:

The Progress of Science

Грамматический материал

1. *Времена группы Continuous.* (*Continuous Tenses. Продолженные времена*)

Времена группы *Continuous* (*Present, Past, Future*) выражают незаконченное действие, т. е. действие в процессе его совершения. Времена группы *Continuous* образуются при помощи вспомогательного глагола *to be* в соответствующем времени, лице и числе и причастия настоящего времени (*Present Participle*) смыслового глагола.

to be asking		
PRESENT	PAST	FUTURE
am  asking is  asking are  asking	was  asking were  asking	shall  be asking will  be asking

Present Continuous Tense (Active Voice)

Утвердительная форма	Вопросительная форма	Отрицательная форма
----------------------	----------------------	---------------------

I am asking He is asking We are asking	Am I asking ? Is he asking ? Are we asking ?	I am not asking He is not asking We are not asking
--	--	--



Запомните!

1. а) При образовании **вопросительной** формы вспомогательный глагол *to be* ставится перед подлежащим;

б) при образовании **отрицательной** формы отрицание *not* ставится после вспомогательного глагола *to be*.

Present Continuous Tense употребляется для выражения действия, происходящего в момент речи или в отрезок времени, к которому момент речи относится.

The students are busy now, they *are writing* their test papers.

Студенты сейчас заняты, они *пишут* контрольную работу.

Scientists all over the world *are looking for* new scientific methods.

Ученые всего мира *ищут* новые научные методы.

2. Глаголы в *Present Continuous Tense* переводятся на русский язык глаголами настоящего времени несовершенного вида.

Past Continuous Tense (Active Voice)

Утвердительная форма	Вопросительная форма	Отрицательная форма
I was asking We were asking	Was I asking ? Were we asking ?	I was not asking We were not asking

Past Continuous Tense употребляется для выражения длительного незаконченного действия, имевшего место в определенный момент или период времени в прошлом. Этот момент или период времени может быть выражен:

а) обстоятельствами типа:

at 7 o'clock yesterday

- вчера в 7 часов;

from 2 to 5 o'clock last Sunday

- в прошлое воскресенье с 2-х до 5-и часов;

all day long

- весь день;

all the time

- все время;

the whole day

- целый день.

I *was working* in the library the whole day yesterday.

Вчера я целый день *работал* в библиотеке.

б) другим действием в прошлом, выраженным глаголом в *Past Indefinite Tense*.

We *were discussing* a very important problem when he *came* in.

Мы *обсуждали* очень важную проблему, когда он вошел.

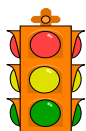


Запомните!

Глаголы в *Past Continuous Tense* переводятся на русский язык глаголами прошедшего времени несовершенного вида.

Future Continuous Tense (Active Voice)

Утвердительная форма	Вопросительная форма	Отрицательная форма
I shall be asking He will be asking	Shall I be asking ? Will he be asking ?	I shall not be asking He will not be asking



Обратите внимание!

- а) При образовании **вопросительной** формы *первый* вспомогательный глагол ставится перед подлежащим;
 б) при образовании **отрицательной** формы отрицание *not* ставится после *первого* вспомогательного глагола.

Future Continuous Tense употребляется для выражения действия, которое будет происходить в определенный момент или период времени в будущем. Этот момент или период времени может быть выражен:

а) обстоятельствами типа:

- at 5 o'clock tomorrow - завтра в 5 часов;
 from 5 till 7 next Saturday - с 5-ти до 7-и в следующую субботу;
 и т. п.

Tomorrow they *will be translating* the article from 5 till 6.

Они будут переводить статью с 5-и до 6-и завтра.

б) другим действием в будущем, выраженным глаголом в *Present Indefinite Tense*.

I *shall be writing* the report when he *comes* back.

Я буду писать доклад, когда он вернется.

Обратите внимание!

Глаголы в *Future Continuous Tense* переводятся на русский язык глаголами будущего времени несовершенного вида.

Запомните!

1. Во временах группы *Continuous (Present, Past, Future)*, как правило, не употребляются глаголы: *to be* - *быть*; *to have* - *иметь*; *to see* - *видеть*; *to hear* - *слышать*; *to feel* - *чувствовать*; *to know* - *знать*; *to believe* - *верить*; *to like* - *нравиться*; *to understand* - *понимать*; *to seem* - *казаться*; *to love* - *любить*; *to hate* - *ненавидеть*; *to desire* - *желать*; *to consider* - *полагать*; *to belong* - *принадлежать*.

2. Глагол *to go* в форме *Continuous* с последующим инфинитивом с частицей *to* обозначает намерение совершить действие в ближайшем будущем. На русский язык часто переводится словом *собираться*.

I am going to write a letter.

Я собираюсь написать письмо.

It is going to rain.

Скоро пойдет дождь. (Собирается дождь.)

2. Словообразование. Суффиксы прилагательных (*Word-building. The suffixes of adjectives*)

Запомните:

а) суффиксы, образующие прилагательные от *существительных*:

	- al	
centre - центр		central - центральный
nation - нация		national - национальный
	- ous	
danger - опасность		dangerous - опасный
fame - слава		famous - знаменитый
	- ful	
use - польза		useful - полезный
beauty - красота		beautiful - прекрасный
	- ic	
history - история		historic - исторический
energy - энергия		energetic - энергичный
	- y	
ice - лед		icy - ледяной
luck - удача		lucky - удачливый

б) суффиксы, образующие прилагательные от *глаголов*:

	- able, - ible	
to break - ломать		breakable - ломкий
to express - выражать		expressible – выразитель- ный

- ant, - ent

to depend - зависеть

dependent - зависимый

to resist - сопротивляться

resistant - оказывающий
сопротивление

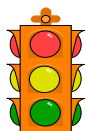
- ive

to act - действовать

active - активный

to conduct - проводить

conductive - проводящий



Обратите внимание!

1. Суффикс - **less** указывает на отсутствие качества (противоположно значению суффикса - **ful**):

use - польза

useful - полезный

useless - бесполезный

power - сила

powerful - сильный

powerless - бессильный

2. Суффикс - **ish** указывает на наличие признака в слабой степени или на принадлежность к национальности:

red - красный

reddish - красноватый

Pole - поляк

Polish - польский



EXERCISES

I. Form Participle I from the verbs given below:

to do, to take, to become, to carry, to go, to change, to turn, to flow, to look for, to perform, to talk, to work, to observe, to examine, to grow, to boil, to get, to set.

II. Use the correct form of the verb *to be*.

1. I ... taking five courses this semester. 2. Bill ... trying to improve his English. 3. John and Mary ... talking on the phone. 4. I need an umbrella because it ... raining. 5. We ... walking down the street when it began to rain. 6. I couldn't get you on the phone last night, who ... you talking to so long? 7. What ... you doing now? 8. She ... listening to her favourite music at 8 o'clock tomorrow. 9. What ... you ... doing when I come?

III. Find the predicates in the following sentences. Define their tense forms. Translate the sentences.

1. The laboratory assistant is writing down the data in the register book. 2. The water in the tube is boiling. 3. The importance of mathematics will be constantly increasing. 4. Even in his childhood Newton was searching out the secrets of nature. 5. The laser is finding the most extensive application in the field of communications. 6. In the process of labour man himself was constantly changing. 7. The group of scientists will be investigating this problem for some years. 8. In 1880 Bessemer's factory was producing 830,000 tons of steel a year. 9. The laboratory will be carrying on the same research in the coming two or three years. 10. The thermal fluctuations of plasma are continually changing.

IV. Make the following sentences: a) negative; b) interrogative (general questions).

1. Bessemer was always trying some new idea. 2. Our colleagues are now performing a new set of experiments. 3. The conference is coming to an end now. 4. They will be collecting the data for six weeks. 5. We were discussing some recent works in the field of physics at the conference yesterday. 6. A direct-current motor is driving water-cooling pumps. 7. The sun is emitting energy. 8. He was conducting important observations for some hours two days ago. 9. She will be talking to her scientific adviser at 6 p.m. tomorrow. 10. I shall be writing about some works in the field of my speciality tomorrow's night.

V. Put all possible special questions.

1. Everybody is talking about the new discovery. 2. They are listening to the lecturer with great attention. 3. My colleagues were taking part in the discussion on the problems of environment all day long yesterday. 4. I am going to do the work all by myself. 5. We are looking for new ideas in science. 6. Before Edison was nine he was collecting things. 7. We shall be discussing your paper first at 3 o'clock the day after tomorrow. 8. They are going to prepare everything for the experiment. 9. Roentgen was working on the problem of electricity during 1895. 10. My wife will be preparing for the report from 5 till 7 next Monday.

VI. Use *Present Continuous* or *Present Indefinite*.

1. We (to go) to the seaside every summer. 2. Listen ! Somebody (to knock) on the door. 3. How often you (to wash) your dog ? 4. She can't come to the phone. She (to wash) her hair . 5. Where (to be) Kate ? She usually (to sit) in the front row. I (not to know) why she (to sit) here now. 6. Please, be quiet ! The baby (to sleep). 7. What you (to laugh) at ? 8. The country-side (to be) wonderful especially when it (to snow). 9. Why you (to smoke) here ? - And where people usually (to smoke) in this building ?

VII. Complete the sentences using *Past Continuous*.

1. When you came home 2. When the telephone rang 3. When I entered 4. When we arrived in Moscow 5. When the police came 6. While she was cooking 7. While I was finishing my homework

VIII. Use *Past Indefinite* or *Past Continuous*.

1. I (to play) computer games yesterday. 2. He (to play) computer games from two till three yesterday. 3. What Nick (to do) when you came to his place ? 4. What you (to do) when I rang you up ? 5. What he (to do) yesterday ? - He (to read) a book. 6. What he (to do) the whole evening yesterday ? - He (to play) the piano. 7. When I came into the kitchen mother (to cook). 8. I (to go) to the cinema yesterday. 9. I (not to write) a letter to my friend the day before yesterday. 10. Last summer we (to be) in the country.

IX. Use the verbs in *Future Continuous*.

1. At this time tomorrow we (to have) an English class. 2. Don't worry ! I (to write) letters to you regularly. 3. When you come they (to train) in the gym. 4. Don't wait for me. I (to work) for some time. 5. While you are away we (to look after) your children. 6. Don't leave. We (to have) tea in a few minutes.

X. Match parts A and B.

- A
1. She leaves the house at 8.30
 2. I'll be studying in the library
 3. She is talking to the boss
 4. He goes to the office by car
 5. I write letters to him
 6. Our exams will be over
 7. It was snowing
 8. My brother was watching TV

- B
1. once a week
 2. next week
 3. at this time yesterday
 4. the whole day yesterday
 5. tomorrow morning
 6. sometimes
 7. every day
 8. now

XI. Choose the proper predicate. Explain your choice.

1. Faraday made some notes when he (was listening, listened) to the lecturer. 2. All over the world hang-gliders (дельтапланы) (are becoming, become) more and more popular. 3. As centuries passed, various handicrafts (developed, were developing). 4. The team of the researchers (has developed, is developing) already a new technique. 5. They often (are speaking, speak) on the subject in general. 6. The new laboratory assistant (is seeming, seems) very efficient. 7. He (is going, will be going) to finish this work this month. 8. The scientist (will be reporting, will report) the observations at the coming symposium. 9. These studies (are being, are) of particular importance. 10. I (have obtained, is obtaining) recently some further information on the subject.

XII. Use the correct tense forms of the verbs given in brackets.

1. The engineer (to explain) the operation of this device now. 2. Each scientist usually (to run) his test under different conditions. 3. The talk (to bring about) a discussion at the last conference. 4. If the atom (to have) a shortage of electrons, it will have a positive charge. 5. Our laboratory (to develop) a new semiconductor device this month. 6. Last night he (to speak) in favour of our suggestion. 7. The test (to come) to an end by the time they came. 8. The authors (to observe) the phenomenon in studies of a different kind all the year round. 9. At present my research group (to conduct) a series of experiments. 10. After the authors (to observe) the phenomenon in studies of a different kind they (to take up) the problem. 11. I currently (to collect) data for my scientific work.

XIII. Use *to be going to* instead of *will + Infinitive*.

1. He'll finish his article in two days. 2. Prof. B. will complete his research this year. 3. They'll report the observations at the coming symposium. 4. The conference will start its work at 10 in the morning. 5. Your co-worker will be busy with his experiment the whole day tomorrow. 6. The laboratory of our University will take up the study of this phenomenon in the near future. 7. They will have the discussion at the end of the meeting. 8. The study of such complex problems will be difficult. 9. The authors of this discovery will publish the results of their work. 10. We'll be through with the experiment in about two hours.

XIV. Answer the questions according to the model.

Model: - What are you planning to do on Sunday ?
 - I am going to have a rest.

1. What are you planning to do after classes ? 2. What are you planning to do tonight ? 3. What are you planning to do at the weekend ? 4. What is your family planning to do on holidays ? 5. When is your friend planning to marry ?

XV. Ask your fellow students questions about their plans for the future. Use *to be going to* and the following words and phrases:

tonight, at the weekend, in summer, tomorrow, next month, after the exams, when you graduate from the University, after the party, next year.

XVI. Translate into English:

1. Он закончил университет 3 года назад и теперь собирается поступать в аспирантуру. 2. Что вы делали вчера в это время ? 3. Кто-то стучит, откройте дверь. 4. Я буду ждать тебя у входа в университет. 5. У них экскурсия по городу. Они сейчас осматривают достопримечательности Тулы. 6. Землетрясение в Японии в 1995 году принесло массу разрушений.

7. Если ты последуешь моему совету, тебе потребуется меньше времени на подготовку к экзаменам. 8. Если я потрачу эти деньги, я не куплю подарки к Рождеству. 9. Дождь всё ещё шел, когда мы вышли из дома. 10. - Все уже ушли ? - Да, ушли 5 минут назад. 11. Она не хотела говорить об ошибках, которые сделала в письменной работе. 12. - Вы когда-нибудь были на заводе ? - Да, много раз. 13. Ты уже сдал экзамен по математике ? Когда ты его сдавал ? А когда ты собираешься сдавать физику ? 14. Когда Ваш отец закончил университет ? А что он делает сейчас ? Где работает ? 15. - Где отец ? - Он в кухне. - Что он там делает ? - Он готовит нам ужин. 16. - Тихо! Идет лекция. Все слушают лектора с большим вниманием. - Когда началась лекция ? - В 9 часов. 17. Когда мы вошли в лабораторию, инженер объяснял действие нового прибора.

XVII. a) Write the verbs from which the following adjectives are derived:

reliable, suitable, remarkable, exhaustible, different, considerable, extensive, notable, conductive, productive, removable, sufficient, expensive, effective;

b) write the nouns from which the following adjectives are derived:

useful, economic, advantageous, careful, conventional, electronic, powerless, dangerous, industrial, technological, waterless, practical, successful.

XVIII. Choose the right suffix to derive adjectives from the following words:

NOUNS

beauty
efficiency
help
importance
wonder
product
magnet
profit
luck
child

VERBS

to invent
to depend
to separate
to remark
to comfort
to observe
to change
to avail
to permit
to value

SUFFIXES

- **able**
- **ive**
- **ful**
- **ant**
- **ic**
- **ent**
- **y**
- **ish**



РАБОТА С ТЕКСТОМ

Text A. He Started Britain's Railways

During the First Industrial Revolution machinery was taking the place of human labour and factories were being built all over England. The new factories needed coal for driving their machines, therefore the demand for coal was becoming so great that a quicker and cheaper method of transport was becoming an urgent need.

Several attempts had already been made to design a steam locomotive, based upon Watt's stationary engines. None of the attempts had been successful.

Stephenson had followed these earlier experiments with great interest, and he became convinced that he could design a locomotive. So he decided to try to build an engine with two vertical cylinders and a boiler, eight feet long and three feet in diameter. He then laid, instead of the wooden rails used by the horse wagons, smooth metal rails for his engine to run on. This innovation made his experiment successful. His locomotive hauled eight loaded wagons weighing more than thirty tons at a speed of four miles an hour.

No engine had done such a thing before, but Stephenson considered this engine only a beginning. When he heard that there were plans to build a railway of about thirty-six miles for horse-drawn wagons to carry both goods and passengers between Stockton and Darlington, Stephenson asked for the task of building the railway. He said that he was going to use metal instead of wooden rails, and steam-engines instead of horses. Stephenson even decided to establish his own locomotive factory in Newcastle to build locomotives for the Stockton - Darlington railway.

When the new railway was opened on September 27, 1825, several thousand people came to watch the ceremony. The train consisted of six wagons loaded with coal and flour and twenty-two trucks had benches for the use of any members of the public who wished to ride. Stephenson himself drove the engine. By the time the train reached Stockton, it was carrying more than six hundred passengers.

The building of the Stockton-Darlington railway for a steam locomotive won Stephenson such a good reputation that he was soon invited to build a still larger railway, this time between Liverpool and Manchester to serve the expanding cotton industry.

While this work was going on, the promoters of the railway offered a prize to the engineer who would build the best engine for it. There were five competitors, but the prize was won by George Stephenson with his new engine the *Rocket*. This engine had a boiler with twenty-five fire-tubes in it which improved steam generation.

machinery, <i>n</i>	машины, механизмы
drive (drove, driven), <i>v</i>	приводить в движение, водить (машину)
urgent, <i>a</i>	срочный, настоятельный
demand, <i>n</i>	потребность
attempt, <i>n</i>	попытка
steam, <i>n</i>	пар
stationary, <i>a</i>	неподвижный, стационарный
convince, <i>v</i>	убеждать
boiler, <i>n</i>	котел
horse-wagon, <i>n</i>	вагон на конной тяге
smooth, <i>a</i>	ровный, гладкий
run (ran, run), <i>v</i>	двигаться, работать, управлять
innovation, <i>n</i>	нововведение, техническое новшество
haul, <i>v</i>	тянуть, тащить, перевозить
load, <i>v</i>	нагружать
weigh, <i>v</i>	весить
speed, <i>n</i>	скорость
carry, <i>v</i>	перевозить, переносить
goods, <i>n</i>	товар, товары
instead of, <i>prep</i>	вместо
own, <i>a</i>	собственный
consist (of), <i>v</i>	состоять (из)
coal, <i>n</i>	уголь
truck, <i>n</i>	открытая ж/д платформа, товарный вагон, вагонетка
ride (rode, ridden), <i>v</i>	ехать
win (won, won), <i>v</i>	завоевывать, выигрывать
expand, <i>v</i>	расширять(ся)
go on, <i>v</i>	продолжать(ся)
competitor, <i>n</i>	конкурент, соперник
fire-tube, <i>n</i>	жаровая труба
improve, <i>v</i>	улучшать, усовершенствовать
engine, <i>n</i>	двигатель, машина

I. Read and transcribe the following international words. Consult the dictionary if necessary. Translate the words:

period, revolution, industrial, machine, transport, to base, interest, locomotive, vertical, cylinder, diameter, experiment, to test, wagon, ton, mile, plan, metal, ceremony, public, reputation, prize.

II. Translate the words of the same root. Define speech parts:

begin - beginning; success - successful; station - stationary; boil - boiler; build - building; wood - wooden; promote - promoter - promotion; compete - competitor - competition; generate - generation - generator.

III. Read and translate the following phrases:

First Industrial Revolution, human labour, all over England, steam locomotive, stationary engines, metal rails, eight loaded wagons, four miles an hour, locomotive factory, any members of the public, drive the engine, the expanding cotton industry, steam generation.

IV. Translate the sentences.

1. During the First Industrial Revolution machinery was taking place of human labour. 2. A quicker and cheaper method of transport was becoming an urgent need. 3. Factories were being built all over England. 4. None of the attempts had been successful. 5. Stephenson laid smooth metal rails for his engine to run on. 6. This innovation made his experiment successful. 7. No engine had done such a thing before. 8. Stephenson himself drove the engine. 9. Stephenson was soon invited to build a still larger railway to serve the expanding cotton industry. 10. This engine had a boiler with twenty-five fire-tubes in it. 11. Twenty-two trucks had benches for the use of any members of the public who wished to ride.

V. Read the text '*He Started Britain's Railways*'. Find the English equivalents for the following Russian words and phrases:

восемь футов в длину и диаметром три фута; со скоростью четыре мили в час; перевозить как товары, так и пассажиров; использовать металлические рельсы вместо деревянных; скамейки для всех тех из собравшихся, кто пожелал поехать на поезде; вскоре его пригласили строить еще более крупную железную дорогу; на этот раз; учредить приз; к тому времени как; следить за экспериментами; тянуть 8 нагруженных вагонов.

VI. Answer the questions on the text.

1. Why was a quicker and cheaper method of transport becoming an urgent need ? 2. Was Stephenson the first to make an attempt to design a steam locomotive ? 3. What were the principal features of Stephenson's engine? 4. What innovation allowed Stephenson to design a locomotive and to build a new railway ? 5. Where did Stephenson decide to build his own locomotive factory and why ? 6. What did the train consist of ? 7. How many passengers was the train carrying on September 27, 1825 ? 8. Which railway was longer: between Stockton and Darlington or between Liverpool and Manchester? 9. Who won the

prize for the best engine ? 10. What was the name of that engine ? 11. What innovation improved steam engine ?

VII. Make up the plan to the text '*He Started Britain's Railways*'. Retell the text according to your plan.

Text B.

Newton devoted all his time to science. While he was working at difficult questions he forgot everything else. On such days he kept to his room and did not allow anyone to disturb him. He was sitting half dressed on his bed all day long thinking over various problems. He ate only when the maid brought him some food and did not notice what he was eating.

One morning he was working very hard, and did not leave his room to go and have breakfast with the family. The housekeeper, however, sent one of the maids into his study with an egg and a saucepan of water. The maid had been told to boil the egg and stay while he ate it, but as he wished to be alone, Newton sent her away, saying that he was going to cook it himself. The maid left the egg near his watch on the table and told him to let it boil for three minutes. She returned soon after and saw that Newton was standing deep in thought, the egg in his hand, while his watch was boiling in the saucepan.

I. Make sure you know the following verbs. If you don't know any of them consult a dictionary:

to devote, to forget, to allow, to disturb, to remain, to bring, to leave, to send, to boil, to stay, to eat, to cook, to tell, to return, to see, to notice.

II. Translate the following word combinations:

all his time, to keep to his room, half dressed, deep in thought, all day long, to work hard, a saucepan of water, to be alone, to send the maid away, to cook the egg himself, his watch.

III. Read *Text B* without a dictionary. Find the predicates in *Past Continuous Active*.

IV. Translate *Text B*.

V. Suggest a few headlines to *Text B*. Choose the best one among the headlines suggested by your fellow students.

VI. Answer the question:

What was Newton going to eat and what was he cooking ?

Text C. 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”.

I. Find in the following list the names of the inventors who gave their names to the things they created. Put them down in the chart.

E.Rutherford	C.Makintosh
S.Colt	S.Morse
L.Landau	W.Thomson
R.Diesel	C.Rolls
H.Cavendish	C.Benz

Inventor	Invention	Year of invention	Country
1			
2			
3			
4			
5			
6			

II. Read the text ‘*Inventors and Their Inventions*’. Find information to complete the chart.

III. Complete the chart.

IV. Find in the text the famous words of Edison proving his idea of a genius. Do you agree with him ?

V. Speak on the invention you consider the most important one. Use the plan below:

1) the invention you consider to be one of the greatest in the world; 2) the name of the person it was designed by; 3) the country this invention was made in; 4) what this thing was made for; 5) how it is used now; 6) how it influenced our life.



CONVERSATION

The Progress of Science

Vocabulary	
science, <i>n</i>	наука
scientist, <i>n</i>	ученый
scientific, <i>a</i>	научный
to develop the modern tools of war	создать современное оружие
to improve life	улучшить жизнь
to supply the world with energy	обеспечить мир энергией
to share the resources	сообща пользоваться ресурсами
a solution to the problem	решение проблемы
knowledge provided by science	знания, предоставляемые наукой
the Universe	Вселенная
for the benefit of men	на благо человека
to be affected by modern technology	быть связанным с современной техникой
advances in technology	технические достижения
to be essential for	иметь огромное значение для
to predict earthquakes	предсказывать землетрясения
the origin and developments	происхождение и развитие
a basic knowledge of science	элементарное знание науки
to find one's way in	ориентироваться в

Science

Science is important to world peace in many ways. On one hand, scientists have helped to develop many of the modern tools of war. On the other hand, they have also helped to keep the peace through research which has improved life for people. Scientists have helped us understand the problem of supplying the world with enough energy; they have begun to develop a number of solutions to the energy problem - for example, using energy from the sun and from the atom. Scientists have also analysed the world's resources. We can begin to learn to share the resources with the knowledge provided to us by science. Science studies the Universe and how to use its possibilities for the benefit of men.

Science is also important to everyone who is affected by modern technology. Many of the things that make our lives easier and better are the results of advances in technology and, if the present patterns continue, technology will affect us even more in the future than it does now. In some cases, such as technology for taking salt out of ocean water, technology may be essential for our lives on Earth.

The study of science also provides people with an understanding of natural world. Scientists are learning to predict earthquakes, are continuing to study many other natural events such as storms. Scientists are also studying various aspects of human biology and the origin and developments of the human race. The study of the natural world may help improve life for many people all over the world.

A basic knowledge of science is essential for everyone. It helps people find their way in the changing world.

I. Read the text '*Science*' and find the derivatives from the following words. Define what parts of speech they are. Translate them into Russian:

science	possible	vary
develop	understand	supply
know	nature	importance

II. Find in the text '*Science*' the opposites for the following:

war, on one hand, difficult, worse, the past, death, artificial, ancient.

III. Use the English equivalents for the words and phrases in brackets.

1. Science helped develop /современное оружие/. 2. Science develops more and more /решений/ to the energy problem. 3. Scientists predict /землетрясения/. 4. Knowledge is /необходимы/ for people. 5. Scientists are trying to /сохранить мир/ through research. 6. The problem of /обеспечения мира/ with enough energy is essential. 7. /Мировые ресурсы/ are not limitless. 8. Science studies /Вселенную/ and how to use its /возможности/. 9. Technology will affect people even more /в будущем/.

IV. Complete the following sentences. Use the vocabulary of the text.

1. Scientists have learned to use the energy of _____. 2. Science helped improve _____. 3. Knowledge is essential for people to find _____. 4. The study of science provides people with _____. 5. Scientists study many natural phenomena such as _____. 6. The origin and developments of the human race is a very _____. 7. A basic knowledge of science _____.

V. a) Translate into Russian. Pay attention to the italicized words.

1. I don't know the *meaning* of this new verb. 2. How many *meanings* of the word "power" do you know? 3. What does the process of splitting the atom *mean*? 4. *By means of* radio and television we can watch sputniks and spaceships. 5. A computer is an effective *means* of solving mathematical problems.

b) Translate into English:

важное *средство*; *посредством* (при помощи) науки; новое *значение* слова; это *означает*, что ... ; технические *средства*.

VI. Find in the text '*Science*' the English equivalents for the following Russian phrases:

- создать современное оружие;
- сохранять мир;
- улучшить жизнь;
- проблема обеспечения мира энергией;
- разработать ряд решений энергетической проблемы;
- анализировать мировые ресурсы;
- сообща пользоваться ресурсами;
- знания, предоставляемые кому-либо наукой;
- Вселенная;
- использовать возможности на благо человека;
- быть связанным с современной техникой;
- результат технических достижений;
- иметь огромное значение для чьей-либо жизни;
- давать людям понимание чего-либо;
- предсказывать землетрясения;
- изучать различные аспекты биологии человека;
- происхождение и развитие человеческого рода;
- элементарное знание науки;
- ориентироваться в меняющемся мире.

VII. Answer the questions.

1. Why is science so important in the modern world ? 2. How does science help keep peace in the world ? 3. How does science help solve the energy problem ? 4. What proves that the study of science is important for understanding of the natural world ?

VIII. Translate into English.

1. Наука помогла разработать современное оружие. 2. Наука находит все новые решения энергетической проблемы. 3. Наука помогла людям научиться использовать энергию солнца и атома. 4. Наука помогла научиться совместному использованию ресурсов. 5. Ученые предсказывают землетрясения. 6. Наука помогла улучшить жизнь людей. 7. Знания необходимы людям, чтобы ориентироваться в изменяющемся мире.

IX. Rearrange the key phrases given below and use them to retell the text:

for the benefit of men; important; to understand natural world; to develop; advances in technology; essential for people's lives; the modern tools of war; to find new energy sources; to keep the peace; to supply the world with energy; to improve life.

X. Speak about the significance of science.

XI. Agree or disagree. Give your reasons.

1. Science very little affects everyday life. 2. We can hardly speak of any achievements in medicine. 3. Science is motivated by curiosity of a researcher. 4. We know exactly that there is biological life in our Universe besides the Earth. 5. The greatest achievements of science have improved people's lives.

XII. Try to find examples of how technological progress has changed our lives.

XIII. Make a list of the Seven Wonders of the 20th century. Write them in the order of their importance.

XIV. Fill in the Public Opinion Poll and have a group discussion on the topic:

What do you think of science ? Do science and technology do more good than harm, more harm than good, or about equal ?

Opinion	Men	Women	Total
More good than harm			
More harm than good			
About equal			

XV. What inventions, electronic and other devices would you call the most sophisticated ones that were invented in the 20th century ? Use the following:

radio set, TVset, computer, robots, space rockets, lasers.

XVI. Name the spheres of our everyday life and human activities where the progress of science and technology is most keenly felt.

XVII. Science can be neither good nor evil. Are you of the same opinion ? Give your reasons.

D I A L O G U E S

a) Read dialogue I in pairs.

I.

William: Are there any clubs and societies at your University ?

Michael: Quite a lot. As for me I've joined the student research society. We are having our institute conference in a month and I'm going to contribute a paper to it.

William: What problems are you interested in ?

Michael: I'm working on the defects of metal units.

William: Do you use computers ?

Michael: Certainly. It is impossible to do without them today.

William: Does your research work take much of your time ?

Michael: Yes, it does.

William: Do you work alone ?

Michael: Of course not. We are six in the group. We have a very good and patient adviser who helps us a lot.

b) Complete dialogues II, III, IV.

II.

A.

B. We are busy with designing some engine parts.

A.

B. Certainly.

III.

A. Do you work alone ?

B.

A. Does it take much time, I mean, your work in the research society ?

B.

IV.

A. Are there many clubs and societies at your University ?

B.

A. What problems are you interested in ?

B.

c) Make up a dialogue between a reporter of the journal '*Science*' who is going to interview a young Russian engineer and inventor. Here are some prompts. Questions the *reporter* can ask:

Were you surprised when you won the prize ? What field of science do you work in ? What can you say about your invention ? Did you work alone ? What are your plans for the future ? Think of some other questions.

The young Russian *scientist* was awarded the prize of the Russia's Academy of Sciences. He is eager to answer the reporter's questions. He works

in the field of chemistry. He invented quite a new construction material. It has very useful properties.

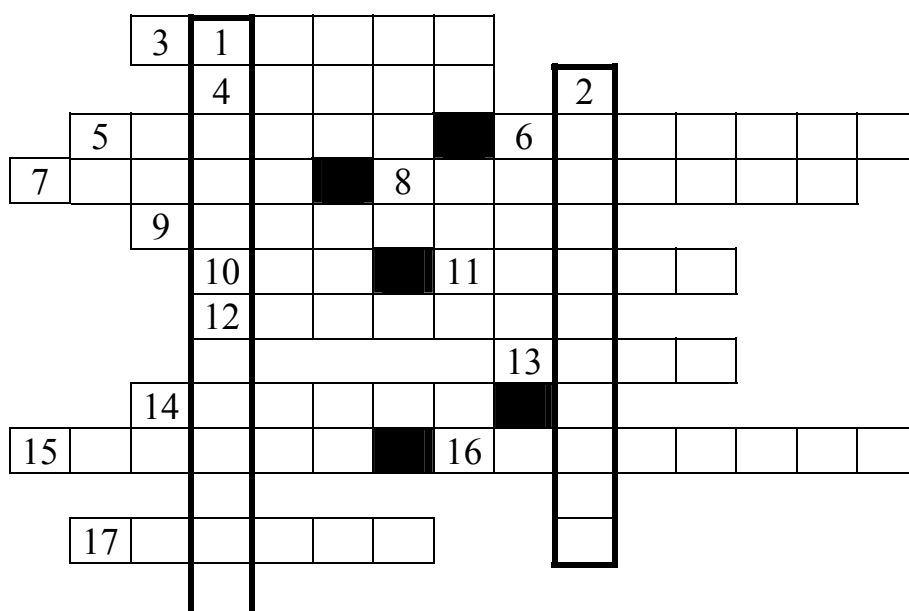


JUST FOR FUN

I. Read and translate the following quotations. Comment on them.

- Knowledge is a city, to the building of which every human being brought a stone.
- Invention breeds invention. (R. Emerson)
- Imagination is more important than knowledge. (A. Einstein)

II. Solve a crossword puzzle.



1. The process of emission of X-rays. 2. The scientists will give ... to this strange phenomenon. 3. Right, suitable, correct.

4. ☐ between ☐, ☐? ☐
☐ ☐

5. A radioactive, metallic element. 6. A fact that illustrates a general rule, a law, etc. 7. To divide into separate parts. 8. Quality, power or effect that belongs naturally to some object, substance, etc. 9. The Cheljabinsk plant produced the most ... tractors in the USSR. 10. To put one thing to another. 11. Yury Gagarin

was the first man to fly into 12. A container is a box designed to ... something. 13. Mrs Curie discovered that some chemical substances emitted 14. Something easy to understand or to do. 15. To go from one place to another. 16. Mathematics, biology, physics are 17. To get something.

Unit 8

Grammar:

1. Passive Voice

2. Word-building. The suffixes of verbs.

Texts:

A. Science and Technology

B. The Telegraph

C. Thomas Alva Edison

D. Coming Events

Conversation:

Great Scientists

Г р а м м а т и ч е с к и й м а т е р и а л

1. Пассивный залог (*Passive Voice*)

Формы глагола в пассивном залоге (*Passive Voice*) выражают действие, совершаемое над подлежащим лицом или предметом, т.е. в пассивном залоге подлежащее не действует, а подвергается действию. Пассивный залог образуется при помощи вспомогательного глагола *to be* в соответствующем времени, лице, и числе и причастия прошедшего времени (*Past Participle*) смыслового глагола.

to be asked
to be taken



Запомните!

1. Причастие прошедшего времени (*Past Participle*) от **стандартных** глаголов совпадает по форме с глаголами в *Past Indefinite Tense* и имеет окончание **-ed**
2. Причастие прошедшего времени (*Past Participle*) от **нестандартных** глаголов можно найти в словаре (так называемая III форма глагола) или в специальной таблице нестандартных глаголов (III колонка).

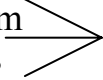
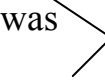
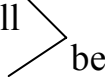
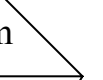
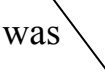

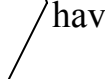
Помните!



1. В вопросительной форме вспомогательный глагол *to be* ставится перед подлежащим. При наличии двух вспомогательных глаголов только **первый** вспомогательный глагол ставится перед подлежащим.

2. В отрицательной форме отрицание **not** ставится после глагола *to be*. При наличии **двух** вспомогательных глаголов отрицание **not** ставится после **первого** вспомогательного глагола.

Passive Voice

	<i>Present</i>	<i>Past</i>	<i>Future</i>
<i>Indefinite to be asked</i>	Утвердительная форма		
	am is are  asked	was were  asked	shall will  be asked
	Вопросительная и отрицательная формы		
	Is he asked? He is not asked. He isn't asked.	Was he asked? He was not asked. He wasn't asked.	Will he be asked? He will not be asked. He won't be asked.
<i>Continuous to be being asked</i>	Утвердительная форма		
	am is are  being asked	was were  being asked	- вместо отсутствующей формы Future Continuous употребляется форма Future Indefinite
	Вопросительная и отрицательная формы		
	Am I being asked? I am not being asked.	Was I being asked? I was not being asked.	-
<i>Perfect to have been asked</i>	Утвердительная форма		
	have has  been asked	had been asked	shall will  have been asked
	Вопросительная и отрицательная формы		
	Have I been asked? I have not been asked.	Had I been asked? I had not been asked.	Shall I have been asked? I shall not have been asked.

Особенности пассивного залога в английском языке.



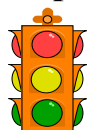
Запомните! В английском языке в пассивном залоге могут употребляться **все** объектные глаголы, т.е. глаголы, имеющие **любое** дополнение - прямое, косвенное беспредложное и косвенное предложное.

Active Voice	Passive Voice
I took the book , (прямое дополнение)	The book was taken by me.
He gave me a book. (косвенное дополнение)	I was given a book.
We spoke much about this film . (предложное дополнение)	This film was much spoken about.

Примечание: предлоги **by** и **with** употребляются для того, чтобы показать, кем или чем выполняется действие, выраженное сказуемым в пассивном залоге.

Who was the device invented by?	Кем был изобретён прибор?
Our lab is equipped with modern computers.	Наша лаборатория оборудована современными компьютерами.

Обратите внимание! Категория переходности у ряда глаголов в русском и английском языках не совпадает.



1. Некоторые глаголы, требующие беспредложного дополнения в английском языке, соответствуют глаголам, требующим предложного дополнения в русском языке:

to enter	входить в
to join	присоединяться к
to answer	отвечать на
to affect	воздействовать на
to influence	влиять на
to attend	присутствовать на
to follow	следовать за

Примечание: *Passive Voice* подобных глаголов переводится на русский язык действительным залогом. Перевод, как правило, следует начинать с предлога.

My question was answered at once.	На мой вопрос ответили сразу.
This discovery was followed by many important inventions.	За этим открытием последовало много важных изобретений.

2. Некоторые, глаголы, требующие предложного дополнения в английском языке, соответствуют глаголам, требующим беспредложного дополнения в русском языке:

to listen to	слушать
to wait for	ждать
to touch upon	затрагивать
to account for	объяснять
to entrust with	поручать

Примечание: Предлог, относящийся к данным глаголам, не переводится.

His speech was listened to very attentively.	Его речь слушали очень внимательно.
<i>The delegates were waited for.</i>	Делегатов ждали.

Способы перевода пассивных конструкций

1. Сказуемое в *Passive Voice* переводится:

а) сочетанием глагола "быть" с краткой формой причастия. Глагол "быть" в настоящей времени не переводится.

Например:

The text is translated.	Текст <u>переведён</u> .
The text was translated.	Текст <u>был переведён</u> .
The text will be translated.	Текст <u>будет переведён</u> .

б) глаголом с окончанием -ся, -сь.

Например:

The liquid fuel is gradually injected into the cylinder.	Жидкое топливо постепенно <u>впрыскивается</u> в цилиндр.
--	---

в) глаголом действительного залога (при наличии дополнения с предлогом *by*).

Например:

I was helped <u>by my friend</u> .	<u>Мой друг</u> помог мне.
------------------------------------	----------------------------

г) неопределённо-личным предложением.

Например:

The article was discussed at the conference. Статью обсуждали на конференции.

Примечание. При наличии предлога после глагола в пассивном залоге перевод предложения начинают с этого предлога.

His new invention was much spoken about. О его новом изобретении много говорили

2. Подлежащее при сказуемом в *Passive Voice* переводится:

а) существительным (местоимением) в винительном падеже.

Например:

The house will be built. Дом построят.

б) существительным (местоимением) в винительном или дательном падеже без предлога.

Например:

He was seen in the laboratory. Его видели в лаборатории.
He was sent all the necessary equipment. Ему послали всё необходимое оборудование.

в) существительным (местоимением) в любом косвенном падеже с предлогом.

Например:

An engineer was sent for. За инженером послали.
This article is often referred to. На эту статью часто ссылаются.

2. Словообразование. Суффиксы глаголов (Word-building. The suffixes of verbs)

Запомните следующие суффиксы глаголов:

-en

hard – твердый

to harden – твердеть

sharp – острый

to sharpen – заострять

-(i) fy

pure – чистый

to purify – очищать

glory – слава

to glorify – прославлять

-ize

special – специальный

to specialize – специализировать

neutral – нейтральный

to neutralize – нейтрализовать.

EXERCISES



I. Form Participle II from the following verbs:

to ask, to use, to build, to call, to found, to find, to condense, to

reduce, to cool, to keep, to support, to award, to concern, to offer, to cut, to place, to encourage, to know, to develop, to limit, to direct, to move, to shape, to arrange, to hold, to give, to invite, to include, to design, to make, to present, to write, to derive, to reach, to take, to think, to obtain, to speak, to pay, to send.

II. Form:

a) *Passive Indefinite Infinitive*

to see - to be seen

to ask - to be asked

b) *Passive Continuous Infinitive*

to finish - to be being finished

to write - to be being written

c) *Passive Perfect Infinitive*

to shape - to have been shaped

to think - to have been thought

to discover, to influence, to base, to perform, to lay, to tell, to do, to give, to examine, to arrange, to provide, to elaborate, to construct, to set, to study, to complete, to replace, to offer, to undertake, to understand, to put, to accept, to investigate, to recognise, to evaluate, to need, to suggest, to study, to discuss.

III. Identify the sentences in the Passive Voice.

1. The first industrial revolution took place in England. 2. Efficiency is achieved by using efficient methods, devices and personnel organisations. 3. Automation was first applied to assembly line manufacturing. 4. We rarely use those substances in our research because they are not always available. 5. The fourth industrial revolution is characterized by the use of automated programmable machines. 6. This pioneer study will involve a lot of difficulty. 7. After Dr. Robinson had finished that fundamental research he gave a complete account of the work. 8. All the things for the experiment are ready. 9. Single shaft turbine generators are being successfully constructed today. 10. The new method will come into use when suitable appliances and devices are provided. 11. The negative results had been obtained before modern equipment was installed. 12. Our professor is going to write a paper on the subject of powdered metals. 13. These two principles have been accepted without question by later writers on the subject. 14. The laboratory assistant has described the procedure in detail. 15. A plasma may be completely ionized in which state all the molecules are divided into ions and electrons.

IV. Make the sentences a) interrogative; b) negative.

1. Sound was amplified by a loudspeaker. 2. We shall be given new equipment. 3. The experiment had been completed by the end of the last year. 4. The lecture was being listened to with great attention. 5. Plastics are used in

engineering. 6. New automatic driving systems are being used now. 7. This process is known as smelting. 8. The metal is heated to a high temperature. 9. Some new devices are being demonstrated now. 10. New models of computers will be suggested.

V. Put the following sentences in a) *Past Indefinite Passive*; b) *Future Indefinite Passive*. Add the necessary adverbial modifiers.

1. The engineers are given interesting problems for solving. 2. Automatic tools are used by the operator. 3. He is allowed to use a computer. 4. Metals are flowed out into special containers. 5. The experiments with new devices are carried out. 6. Metal is processed in various ways. 7. Any new design of a solar power station is discussed. 8. The problem of computer development is considered by the scientists. 9. The efficiency of this device is increased. 10. The particles of nuclei are studied.

VI. Complete the following sentences using the words given below.

- | | |
|------------------------------------|---------------------------------|
| 1. The machine is installed | 2. New devices are developed |
| was installed | will be developed |
| has been installed | are being developed |
| will be installed | have been developed |
| is being installed | will have been developed |
| 3. The losses have been calculated | 4. Computers were being applied |
| will be calculated | are applied |
| are calculated | have been applied |
| are being calculated | had been applied |
| had been calculated | are being applied |
| 5. Superalloys will be shaped | |
| are shaped | |
| are being shaped | |
| were shaped | |
| have been shaped | |

yesterday, at this time, tomorrow, in some days, usually, as a rule. often, already, a week ago, just, by the next month, not yet, by this time yesterday, last year, since this week, next year, never, always, from 2 to 5 o'clock yesterday.

VII. Make these sentences passive. Mind the preposition *by*.

Model: The sun heats the air.

The air is heated by the sun.

1. Scientists will make new discoveries. 2. Magnetic field doesn't affect the neutron. 3. For a year specialists were studying German experience in chemical industry. 4. They will be doing this work all the day tomorrow. 5. In my research work I'll have already concerned with semiconductors. 6. Newton

advanced the corpuscular theory of light. 7. The wave can explain the interference of light. 8. He had never thought of the possible errors before he made them. 9. They are supporting these two theories. 10. You should have read this paper by the morning session.

VIII. Make these sentences active.

Model: The article was discussed by the students.

The students discussed the article.

1. This discovery is much spoken about by the scientists. 2. My report will be discussed by the students next Monday. 3. The tests have been performed by the inventor himself this day. 4. The experimental results were analyzed by Professor Boston. 5. Radioactivity was being investigated by the Curies for many years. 6. The presence of radiation had been detected by the researcher before the experiment was over. 7. The seminar on Solid State Physics was held by Russia's Academy of Science last year. 8. The new computer program is being examined by the group of engineers. 9. Solids are characterized by strength and elasticity. 10. These data will have been obtained by him by the end of the week.

IX. Open the brackets using the verbs in the Passive Voice.

1. Information... by radio. (to transmit) 2. A new kind of invisible rays ... by Rontgen in 1895. (to discover) 3. The efficiency of this device... next year. (to increase) 4. The engineer... an interesting problem at the research institute, (to offer) 5. New machinery ... at the plant by the end of the month, (to install) 6. An unusual electric station... into operation now. (to put) 7. The explanation of this phenomenon... yet. (to give) 8. Yesterday the results of this experiment... by the presence of some impurities. (to prove) 9. This engineer... as an authority in optical electronics. (to look upon) 10. The quality of production ... already. (to increase) 11. Many methods of making and storing electric charges ... during the 18th century. (to discover) 12 We ... just ... the tiniest motor. (to show) 13. The discovery of the electrons ... by the discovery of the proton and neutron. (to follow) 14. After the engine... we could use it. (to repair) 15. What plan... when the professor entered the lecture hall? (to discuss) 16. The performance of the new computers ... tomorrow. (to demonstrate) 17. At present the sunlight... into electrical power by special solar panels. (to convert) 18. The robots ... now. (to develop)

X. Choose the Russian equivalents for each English sentence.

- | | |
|-------------------------------------|---------------------------------------|
| 1. He was sent for a new equipment. | 1. Он послал за новым оборудованием. |
| | 2. За новым оборудованием послали. |
| | 3.Его послали за новым оборудованием. |
| 2. The scientists were offered | 1. Ученые предложили новые проблемы |

new problems for research.

для исследования.

2. Новые проблемы будут предложены ученым для исследования.

3. Ученым предложили новые проблемы для исследования.

3. The conductor is acted upon by the field.

1. Поле воздействует на проводник.

2. Проводник воздействует на поле.

3. Проводник подвергался воздействию поля.

4. We shall be reported of a new invention.

1. Мы сообщим о новом открытии.

2. Нам сообщат о новом открытии.

3. Нам сообщили о новом открытии.

5. They are invited by the professor to his laboratory.

1. Они приглашают профессора в свою лабораторию.

2. Профессор пригласит их в свою лабораторию.

3. Профессор приглашает их в свою лабораторию.

6. He can be asked to repair an engine.

1. Он попросил отремонтировать двигатель.

2. Его попросили отремонтировать двигатель.

3. Его можно попросить отремонтировать двигатель.

7. University research is being supported by the Government now.

1. Научно-исследовательская работа в университетах поддерживалась правительством.

2. Научно-исследовательская работа в университетах сейчас оказывает поддержку правительству.

3. Сейчас правительство оказывает поддержку научно-исследовательской работе в университетах.

8. His work has been spoken about by Prof. Brain.

1. О его работе рассказывает профессор Брэн.

2. Профессор Брэн будет

рассказывать о его работе.

3. О его работе рассказал профессор Брэйн.

9. Dr. N had been answered that question when she came.

1. Когда она пришла, доктор Н. уже ответил на этот вопрос.

2. Когда она пришла, доктору Н. уже ответили на этот вопрос.

3. Когда она пришла, отвечали на вопрос доктора Н.

10. The invention of steam-engine was followed by many other ones.

1. Изобретению парового двигателя предшествовало много других изобретений.

2. За изобретением парового двигателя последовало много других изобретений.

3. За изобретением парового двигателя может последовать много других изобретений.

XI. Translate the sentences in the Passive Voice.

1. The temperature of water was raised by heating. 2. The motor must be repaired properly. 3. The experiments are being carried out in the shops of our plant. 4. The temperature has been maintained at the point of 20 degrees since the beginning of the experiment. 5. The first electric cell had been made by 1800. 6. Current electricity was discovered in 1780 by Galvani. 7. Materials can be used according to their electrical properties. 8. New automatic driving systems are being used now. 9. The new apparatus has already been installed in the shop. 10. New models of computers will be suggested by designers. 11. A new computer was housed in this laboratory. 12. Transistors may be classified according to the number of elements. 13. The new theory of nuclear physics is often referred to. 14. What new devices are being demonstrated now? 15. The negative results had been obtained before modern equipment was installed. 16. The glass has been used to develop a new class of semiconductors. 17. Computers are being applied on great scale. 18. Helium had been discovered on the Sun before it was found on the Earth. 19. This device is being repaired at present. 20. The problem will be dealt with in the next report.

XII. Choose the English equivalents for the Russian sentences.

1. Студента просят провести опыт. 1. The student is asked to make an experiment.

	<ul style="list-style-type: none"> 2. The student asks to make an experiment. 3. The student will be asked to make an experiment.
2. Нам показали новое устройство.	<ul style="list-style-type: none"> 1. We demonstrated a new device. 2. We demonstrate a new device. 3. We were demonstrated a new device.
3. Программисту предлагают составить новую программу.	<ul style="list-style-type: none"> 1. The programmer will be offered to compile a new program. 2. The programmer is offered to compile a new program. 3. The programmer offers to compile a new program.
4. Им должны показать современные компьютеры.	<ul style="list-style-type: none"> 1. They must be shown modern computers. 2. They must show modern computers. 3. They are shown modern computers.
5. Сейчас докладчик ссылается на профессора Брауна.	<ul style="list-style-type: none"> 1. The speaker is being referred to by Professor Brown now. 2. Professor Brown is being referred to by the speaker now. 3. Professor Brown is referring to the speaker now.
6. О новом приборе будут много говорить.	<ul style="list-style-type: none"> 1. The new device will be much spoken about. 2. The new device has been much spoken about. 3. The new device is much spoken about.
7. Статическое электричество производится трением.	<ul style="list-style-type: none"> 1. Static electricity produced friction. 2. Static electricity produces friction. 3. Static electricity is produced by friction.
8. Это открытие было уже прокомментировано в нескольких журналах.	<ul style="list-style-type: none"> 1. This discovery has already been commented upon in several magazines. 2. This discovery is commented upon in

several magazines.

3. This discovery was commented upon in several magazines.

9. Будет определен состав этого вещества.

1. The composition of this substance is determined.

2. The composition of this substance will be determined.

3. The composition of this substance will have been determined.

10. Профессор Смит даст инженерам ряд рекомендаций.

1. Some instructions will be given to the engineers by Professor Smith.

2. Some instructions will be given to Professor Smith by the engineers.

3. Some instructions are given to the engineers by Professor Smith.

XIII. Translate the sentences into English using the Passive Voice. Mind the word order.

1. Как правило, эксперименты проводят в лабораториях. 2. Первый паровой двигатель был построен в Англии в 1895 году. 3. Этот метод использовали много лет назад. 4. Сейчас большое внимание уделяется современному оборудованию научно-исследовательских институтов. 5. Первые электромобили уже введены в действие. 6. Новые модели компьютеров будут созданы к концу века. 7. Электричество передается по проводам. 8. Попов изобрел радио. 9. Из какого металла изготовлена эта деталь? 10. На какую статью только что сослался докладчик?

XIV. a) Distribute the following verbs into 3 groups according to the suffixes. The first ones have been done for you:

-en
blacken

-fy
classify

-ize
minimize

shorten, typify, brighten, darken, clarify, identify, justify, simplify, visualize, intensify, energize, stabilize, falsify, mechanize, realize, deepen, humanize, criticize, densify, economize.

b) Translate these verbs. In case of difficulty look them up in the dictionary.



РАБОТА С ТЕКСТОМ

Text A. 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.

Vocabulary

technology, *n*

техника

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

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:

<i>adjectives</i>	<i>nouns</i>
scientific	sense
technological	developments
narrow	discoveries
nuclear	power
industrial	opportunities
revolutionary	science
pure	revolution
accurate	technology
new	instruments
important	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.

Text B. THE TELEGRAPH



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"

I. 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.

II. 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 - ...

III. 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.

IV. Learn the following terms:

wire – провод, проводник
message – сообщение
needle – стрелка, игла
dot – точка
dash – тире
sound – звук
key – ключ, клавиша
cable – кабель

- V. 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.
- VI. Find in the text *'The Telegraph'* sentences with the predicate in the Passive Voice. Translate them.
- VII. Translate the text *'The Telegraph'*. Pay attention to the sentences in the Passive Voice.
- VIII. Put ten questions on the text *'The Telegraph'*.
- IX. Describe the principle of action of the telegraph made by S. Morse.

Text C. THOMAS ALVA EDISON (1847 - 1931)

Thomas Alva Edison was born on February 11, 1847 in Milan, Ohio.

At the age of seven he entered school but left it very soon. The teacher thought that he was a dull boy. His mother then became his teacher. The boy loved books. He had a wonderful memory.

Edison began to work when he was twelve years old. His first job was a newspaper boy on a train. He soon began to produce his own newspaper. It was about the size of a handkerchief. He gathered news, printed and sold the newspapers all by himself. He had a small laboratory in the baggage car of this train. There he carried out experiments. Edison kept records of all his experiments. Then Edison got lessons in telegraphy and the next five years he worked as a telegraphist in various cities of the US and Canada.

In 1877 Edison invented a phonograph. This talking machine both recorded and played back. It resembled the present day tape recorder more than a record player.

Next Edison became interested in the invention of an electric-light bulb for lightning streets and buildings by electricity instead of by gas.

It had taken Edison and his assistants thirteen months to produce the incandescent lamp, but he already knew, that success awaited it. Edison was sure that the lamp should be burnt for a hundred hours.

Edison carried out experiments from morning till night. All his inventions were the results of his endless work. He sometimes made thousands of experiments. For months he slept no more than one or two hours a day. Yet he had time to read not only

scientific books. He was fond of Shakespear and Tom Pain. He had over 10000 volumes in his library.

Edison continued to work all through his long life. He attributed his success not so much to genius as to hard work.

Edison's inventions include the phonograph, or gramophone, the megaphone, the cinematograph, the improved lamp of incandescent light, many greatly improved systems of telegraphic transmission and numerous other things.

Vocabulary	
handkerchief	носовой платок
incandescent lamp	лампа накаливания
endless work	бесконечная работа
invention	изобретение

I. Read the text without a dictionary.

II. Answer the questions:

1. Who was Edison's real teacher?
2. When did he start to work?
3. What was his first invention?
- 4 What do Edison's inventions include?

III. Render in English:

ТОМАС АЛВА ЭДИСОН (1847—1931)

На счету Томаса Алвы Эдисона — американского изобретателя — 1093 патента. Вот почему Эдисон стал одним из самых известных изобретателей.

patent

Детство Эдисона можно легко представить себе, прочитав книгу Марка Твена «Приключения Тома Сойера». Жил он в таком же маленьком городке США и был таким же предприимчивым пареньком, как и Том Сойер. Тома Эдисона тоже все считали ленивым учеником, хотя внимательный педагог мог бы заметить в нем склонность к исследованиям, смекалку. В подвале дома он устроил химическую лабораторию, ставил в ней разные опыты, а чтобы друзья не покушались на содержимое пробирок, на каждой написал «Яд».

enterprising

lazy
inclination for
sharp wit,
basement
to touch
poison

В 12 лет Том бросил школу и пошел работать разносчиком газет. Потом освоил профессию телеграфиста — блестяще изучил технику работы телеграфирования и сам телеграфный аппарат.

Первое изобретение Эдисона связано именно с телеграфным аппаратом, причем сделал он его ради собственного удовольствия: сконструировал приставку, которая автоматически и периодически посылала условный сигнал на станцию, подтверждавший, что телеграфист бдительно дежурит у аппарата. А сам он в это время спал.

device

special signal
to be on duty

Второе изобретение Т. Эдисона касалось тоже телеграфа. Он приспособил телеграфный аппарат для передачи на расстояние сведений о биржевых курсах валюты и акций и заработал на этом первые 40 000 долларов, после чего полностью посвятил себя изобретательской деятельности. Это было в 1869 г. С тех пор в течение 61 года Т. Эдисон ведет напряженную изобретательскую работу и работу по внедрению своих новшеств в производство. Он установил для себя расписание, по которому трудился не менее 19,5 ч. в сутки, и лишь на склоне лет сбавил темп.

to deal with

rate of
exchange
shares

to introduce

Эдисон проявлял огромное упорство на пути к достижению цели.

to be persistent

Поставив перед собой задачу создать завод по производству карболовой кислоты, он 168 ч. не выходил из лаборатории, спал лишь урывками прямо на столе, но проблему решил. Для того чтобы создать щелочной аккумулятор, он провел около 50 000 опытов.

carbolic acid

alkaline
accumulator

В 1878 г. Эдисон обратился к проблеме электрического освещения, пошел по пути усовершенствования лампы накаливания А. Н. Лодыгина. За один год он провел 6000 опытов в поисках наилучшего материала для нити лампы накаливания. Лампы Т. Эдисона получили признание, но все же лучший материал для нитей — вольфрам предложил через несколько лет сам А. Н. Лодыгин.

filament

tungsten

Не только в случае с лампой накаливания Т. Эдисон пошел по линии коренного усовершенствования уже существовавших ранее технических идей и изобретений. Телеграф был известен до Т. Эдисона. Но именно он нашел способ посылать по одному кабелю две или четыре телеграммы одновременно. Телефон изобрел А. Белл, но Эдисон внес в него значительные усовершенствования, которые устраняли посторонние шумы и позволяли хорошо слышать собеседника на любом расстоянии. Он как бы подхватывал эстафету первооткрывателей и делал новый мощный рывок вперед.

to eliminate
extra noise

В этом неуклонном, упрямом движении вперед он обнаруживал и еще неизвестное. Так произошло, когда он разрабатывал метод записи телеграмм на поверхности плоского вращающегося диска. Игла по спирали наносила на диск точки и тире. Еще один шаг вперед и — появляется аппарат, но уже записывающий не телеграфный код, а звуки человеческой речи, — фонограф. И так же как ранее Эдисон развивал идеи предшественников, теперь изобретатели разных стран пошли по открытому им пути: был создан графофон, потом граммофон, патефон, проигрыватель. Один из первых своих фонографов Эдисон послал Л. Толстому, и благодаря

continuous
unknown
to work out,
recording,
on the surface
of a flat
rotating disk,
needle,
spirally,
dots and dashes
predecessors

этому для потомков сохранен голос великого русского писателя.

На склоне лет Эдисон задумался над тем, чтобы найти себе преемника. Лишь двое из 40 претендентов выдержали сложный экзамен. Из них впоследствии получились хорошие инженеры, но... Т. Эдисон не повторился.

successor,
competitors

Text D. Coming Events

You are a guide of 3 specialists who arrived in Great Britain on a business trip from 12 January to 12 February. You can find the problems they are interested in in the following chart. Look through 'Coming Events' and make a programme for each of them. Fill in the chart.

Name (country)	Problem	Event	Place	Date/ time
1. Prof. Petrov I. (Russia)	computers and micro-processors			
2. Dr. La Roche (France)	sport cars			
3. Dr. J.Smith (the USA)	history of automobile industry			

Coming Events

CAD/CAM (Computer Aided Design/Computer Aided Manufacturing) International Show (8-10 January)

International show, organised by International Exhibitions to be held in Birmingham, further information from International Exhibitions Ltd, 8 Herbal Hill, London.

Glasgow Museum of Transport (28 January)

A visit is being arranged to Museum of Transport, 25 Albert Drive, Glasgow by Scottish AD Centre; Assemble at 6 p.m. but persons wishing to attend should first contact Jim Douglas on 041 332 6811 as numbers are limited.

Henry Royce — mechanic (31 January)

Lecture to be presented by Donald Bastow at a meeting organised jointly between Western AD Centre and Western Branch to be held in the Queen's Building University of Bristol, commencing 7p.m.

Subject to be announced (5 February)

A lecture organised by Birmingham AD Centre will be announced in Mechanical Engineering News. It is to be held at the Chamber of Industry and Commerce. Further information from R. E. Smith

The history of the VW Beetle (11 February)

Lecture to be presented by Janathan Wood, Automobile Historian, at a meeting organised by Derby AD Centre to be held in Room U 020, Brockington Bldg, University of Loughborough, commencing 6.15 p.m.

Microprocessors in fluid power engineering (3-4 February)

Conference organised by the institution of Mechanical Engineers to be held at the University of Bath, further information from the Conference Department.

Computer-aided design (12-14 January)

A short course for engineers and draughtsmen organised by the IMechE is to be held at the Centre of Engineering Design, Cranfield Institute of Technology. Contact the Courses Officer for further information.

Jaguar sports cars (25 January)

Lecture to be presented by Mr Randle of Jaguar Cars Ltd at a meeting organised by Luton AD Centre to be held at the Sun Hotel, Sun Street, Hitchin, commencing 8 p.m.

Robot '90s (2-5 February)

14th International Exhibition Symposium on Industrial Robots organised by the Swedish Trade Fair Foundation to be held in Gothenburg, Sweden. Further information from the Swedish Fair Foundation, Goteborg, Sweden.

Sir Henry Royce Memorial Lecture (15 February)

Lecture, organised by IMechE AD Centre at 1 Birdcage Walk, London, to be given by Ing Sergio Pininfanna at 6p.m.

Students' Project — presentation evening (15 February)

Lecture to be given by undergraduates from local educational establishments, organised by Derby AD Centre to be held in Room U 020, Brockington Building, University of Technology, Loughborough, commencing 5.45 for 6.15 p.m. Further information from C.E. Hunter.

Racing Jaguars (16 January)

Lecture to be presented by Mr J. Randle, Director, Product Engineering, Jaguar Cars Ltd at a meeting organised jointly between IProd E and NM Branch NP YMS by North Eastern AD Centre to be held at the Metropole Hotel, Leeds, commencing 7.15 p.m.

Formula one motor racing (25 January)

Lecture to be presented by Mr S. Hallam of Lotus Cars at a meeting organised by Western AD Centre to be held at the Queens Buildings, University of Bristol, commencing 7 p.m.

CONVERSATION



Great Scientists

- I. Learn to speak about great scientists. Make use of the following articles.

Mikhail Lomonosov

Mikhail Lomonosov was born in 1711 in the family of a fisherman in the northern coastal village of Denisovka not far from Archangelsk. When he was ten years of age his father began to take him for sea fishing. The dangerous life of a fisherman taught him to observe the natural phenomena more closely. During the long winter nights young Lomonosov studied his letters, grammar and arithmetic diligently.

Being the son of a peasant, he was refused admission to the local school. After some years, through concealing his peasant origin, he gained admission to the Slavonic-Greek-Latin Academy and for five years lived a hand-to-mouth existence on three kopecks a day. The noblemen's sons studying with him made fun of the twenty-year-old giant who, in spite of the years and his own poverty, made rapid progress.

After five years came the chance of entering the Academy of Sciences, as there were not enough noble-born students to fill the quota. His ability and diligence attracted the attention of the professors and as one of three best students he was sent abroad. He spent all the time there studying the works of leading European scientists in chemistry, metallurgy, mining and mathematics. On his return to Russia in 1745 he was made a professor and was the first Russian scientist to become a member of the Academy of Sciences.

For versatility Lomonosov has no equal in Russian science. Many of his ideas and discoveries only won recognition in the nineteenth century. He was the first to discover the vegetable origin of coal, for instance, and as a poet and scientist he played a great role in the formation of the Russian literary language, eliminating

distortions and unnecessary foreign words. He died in 1765. His living memorial is Moscow University, which he founded in 1755.

Roentgen

In 1895 a German professor Wilhelm Konrad Roentgen discovered a new kind of invisible rays. These rays could pass through clothes, skin and flesh and cast the shadow of the bones themselves on a photographic plate. You can imagine the impression this announcement produced at that time.

Let us see how Roentgen came to discover these all-penetrating rays. One day Roentgen was working in his laboratory with a Crookes tube. Crookes had discovered that if he put two electric wires in a glass tube, pumped air out of it and connected the wires to opposite electric poles, a stream of electric particles would emerge out of the cathode (that is, the negative electric pole).

Roentgen was interested in the fact that these cathode rays made certain chemicals glow in the dark. On this particular day Roentgen was working in his darkened laboratory. He put his Crookes tube in a box made of thin black cardboard and switched on the current to the tube. The black box was lightproof, but Roentgen noticed a strange glow at the far corner of his laboratory bench. He drew back the curtains of his laboratory window and found that the glow had come from a small screen which was lying at the far end of the bench.

Roentgen knew that the cathode rays could make the screen glow. But he also knew that cathode rays could not penetrate the box. If the effect was not due to the cathode rays, what mysterious new rays were causing it? He did not know, so he called them X-rays.

Roentgen placed all sorts of opaque materials between the source of his X-rays and the screen. He found that these rays passed through wood, thin sheets of aluminium, the flesh of his own hand; but they were completely stopped by thin lead plates and partially stopped by the bones of his hand. Testing their effect on photographic plates he found that they were darkened on exposure to X-rays.

Roentgen was sure that this discovery would contribute much for the benefit of science. Indeed, medicine was quick to realise the importance of Roentgen's discovery. The X-rays are increasingly used in industry as well.

Tsiolkovsky - Founder of Astronautics

Konstantin Eduardovich Tsiolkovsky, the founder of astronautics, was born in 1857, in the village of Izhevskoye, in Ryazansky province. When he was ten he had scarlet fever, and was left permanently deaf. This had a great influence on his life.

Only when Tsiolkovsky reached the age of fifteen he began to study elementary mathematics. At about this time he first thought of constructing a large balloon with a metallic envelope. Realising that his knowledge was not enough, he began to study higher mathematics. The result was that he became a mathematics and physics teacher and remained so for nearly forty years.

Tsiolkovsky carried out experiments on steam engines for a time, but then he returned to the theoretical study of the metallic dirigible. In 1887, his first published paper on the dirigible appeared. Mendeleev was interested in this work and helped Tsiolkovsky. The account of this aeronautical work was submitted to the Academy of Sciences who regarded it favourably and made Tsiolkovsky a grant of 470 roubles.

He had not given up his idea about space travel. A popular report on this subject was first published in 1895. Tsiolkovsky's idea of a spaceship was based on the use of liquid fuels.

During the next fifteen years Tsiolkovsky worked over other designs for spaceships. They were not meant to be working drawings for the construction of these vessels but as a rough guide to the equipment. Some of them are now standard practice in the guided missile field. He published several articles and books dealing with the mathematical theory of rocket flights and space travel. His calculations were used in modern theory of cosmonautics and practical space flights. They showed that it would be possible to travel out into space in rockets and even to set up manned space stations around the Earth.

Tsiolkovsky's contribution to science is so great that he is considered to be "Father of Cosmonautics".

- II. There is a competition among citizens of your town for the best name of a new street. You are sure that the street should be named after a scientist. Try to convince the jury in it. In your speech present information on:
 - 1) The name of the scientist you'd like the street to be named after.
 - 2) Where and when he/she was born and worked.
 - 3) The field of science this scientist worked in.
 - 4) The discovery or invention he/she made.
 - 5) Where the results of his/her work are used now.
 - 6) Why you have chosen this very scientist.
- III. Discuss the traits of character of a real scientist.
- IV. Speak about any great scientific discovery.
- V. Pretend you are an inventor. Here is your chance to make you own invention. Describe you invention. What does it look like? What does it do? How does it work? Add drawings or a diagram if you wish. Your invention can be funny or serious.
- VI. Write a short sci-fi story. The main hero wants to change the weather and the length of the days and nights on Earth.

D I A L O G U E S

Read the following dialogues. Reproduce them in pairs.

Dialogue 1

A. Whom was an automobile invented by?

B. An automobile was invented by Benz.

A. When was it constructed?

B. The first automobile was constructed in 1855.

A. What country was it built in?

B. It was built in Germany.

Dialogue 2

A. What is known as a diode?

B. The simplest tube with two elements is known as a diode.

A. How are these elements called?

B. They are named a cathode and an anode.

A. Where are diodes used?

B. The diodes are used as detectors, as rectifiers and as switching devices.

Dialogue 3

A. Can you tell how many generations of computers are known today?

B. Certainly, I can. Five generations are known today.

A. Do you know what tubes were used in the first generation?

B. Let me think... It was based on vacuum tubes. Am I right?

A. Certainly, you are.

Dialogue 4

A. What generations of computers are widely used now?

B. Don't you know it? The fourth generation is used now!

A. What are they built on?

B. They are constructed on integrated circuits and chips.

A. It's very interesting. Tell me, please, what are computers used for?

B. They are used for solving complex problems.

Dialogue 5

A. Have you ever heard of physics of high energies?

B. Certainly, I have. The particles of nuclei are being studied by it.

A. What name has been given to these particles?

B. They have been named high energy particles.

A. Can you tell me about this discovery?

B. With pleasure! The discovery has been made possible due to a new experimental technology.

Dialogue 6

A. What is going on in our laboratory?

B. I think a new experiment is being carried out there.

- A. Whom is it being made by?
 B. I'm afraid I've forgotten his name.
 A. Let me think... Oh, it's professor Glushkov!
 B. Right you are! His name has been known since 1980.



JUST FOR FUN

- I. Read this story and try to answer the questions after it.

The Scientists and the Watches

One night, a crazy scientist got involved in a rather silly argument with a fellow scientist. They were arguing about whose watch was the better, the Swiss one or the Japanese one. Being scientists, they decided to do an experiment to test the watches. The first part of the test was to see if both were waterproof. (They were both so convinced of the quality of their watches that they were willing to risk ruining them.)

They went into their laboratory looking very serious. They filled the sink with water, put the watches in, waited impatiently for ten minutes and took them out.

They could see there was something wrong with both watches, but being cautious men of science they observed them for a couple of hours before speaking to each other. The tension was unbearable. They silently realized that the Swiss watch was losing sixty minutes an hour and the Japanese one was 120 minutes slow.

The scientist with the Japanese watch then slowly raised his head and said, "Both watches are now defective but my watch is right more often than yours, so it's better." The scientist with the Swiss watch left the room without saying a word.

Was the man with the Japanese watch right? If so, how?

1. What were they arguing about at the beginning of the story?
2. Why couldn't they go on with the experiment after they took the watches out of the water?
3. What did they do for a couple of hours?
4. What did they realise the Swiss watch was doing?
5. If the Swiss watch was losing sixty minutes in sixty minutes, was it
 - a. going forwards?.
 - b. stopped?
 - c. going backwards?
6. So how often in every 12-hour periods would the Swiss watch show the right time?
 - a. Once.
 - b. Twice.

7. How many minutes was the Japanese watch losing every hour?
8. If a watch loses 120 minutes every sixty minutes, is it
 - a. going forwards?
 - b. stopped?
 - c. going backwards?
9. How often in every 12-hour period will the Japanese watch show the correct time?
 - a. Once.
 - b. Twice.
10. Was the scientist right when he said, "But my watch is right more often than yours"?
11. Why is this absurd?

From "Challenge to Think"

II. Word Bingo.

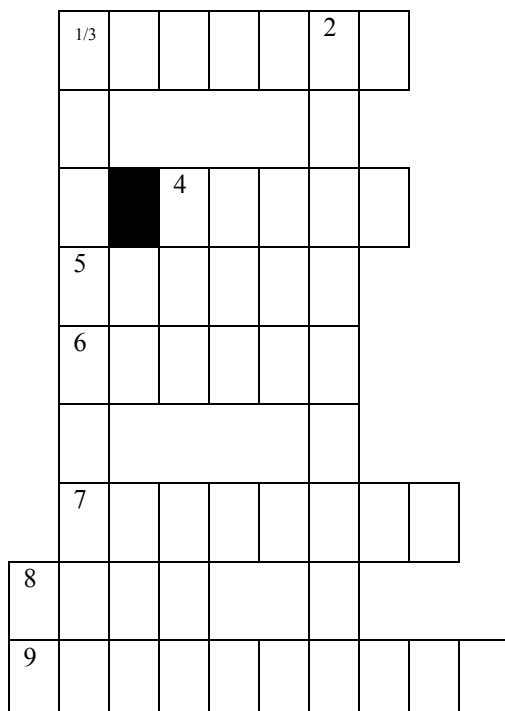
Note! **Bingo** is a popular gambling game played with cards on which numbered squares are covered as the numbers are called at random.

Look at the list of words given below. Write down any 5 words. The teacher is going to read the definitions of all the words in random order. If you hear the definition of one of the words you have chosen cross it out. The first student to cross all the words he or she has chosen calls out "Bingo" and reads the words to prove his claim:

foot, language, examination, physics, explanation, mathematics, traffic, invention, history, nature, achievement, time, steam, coal, tunnel, sandwich, experience, experiment, speed, accident, clay, science, discovery, railway, problem.

III. Solve crossword puzzles.

a)

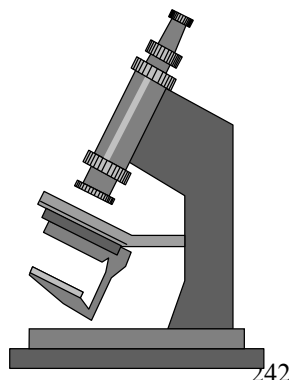


1. A statement saying that something is true.
2. Very high quality.
3. A person who tells somebody what should be done.
4. A part of anything.
5. Not to pay attention to something.
6. An institution for educating children.
7. Wanting to know or learn about something.
8. We are very tired because our... was very hard.
9. Don't speak so quickly, I don't... you.

b)

1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

1. An American physicist, born in Germany, who studied the behaviour of atoms and formed the theory of relativity.
2. A photocopy made on a special electric copying machine.
3. A person who studies or works in physics.
4. An American inventor whose inventions include the phonograph, electric lighting, and automatic telegraphy.
5. A radioactive element discovered by Marie Curie.
6. A person who invents something new.
7. 1,000,000
8. Sherlock Holmes often used the phrase: “_____, my dear Watson”.
9. A famous scientist who discovered the law of gravity.
10. To study or examine by means of a test.



Unit 9

Grammar:

1. Modal verbs and their equivalents
2. Functions of the verbs *to be*, *to have*

Texts:

- A. British Economy
- B.
- C. The Subject of the Science of Economics
- D. Planning: the Path to Better Results

Conversation:

On Economics

Г р а м м а т и ч е с к и й м а т е р и а л

1. Модальные глаголы и их заменители (Modal Verbs and Their Equivalents)

Can
be able to

PRESENT	PAST	FUTURE
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <i>am</i> <i>is</i> <i>are</i> </div> <div> <p style="text-align: center;">Can</p> <p style="font-size: 2em;">}</p> <p style="text-align: center;"><i>able to ...</i></p> </div> </div>	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <i>was</i> <i>were</i> </div> <div> <p style="text-align: center;">Could</p> <p style="font-size: 2em;">}</p> <p style="text-align: center;"><i>able to ...</i></p> </div> </div>	<p>-</p> <p><i>will be able to ...</i></p>

<p>Возможность: <i>могу, умею</i> <i>возможно</i></p> <p>Разрешение: <i>можно</i></p> <p>Запрещение: <i>нельзя</i></p>	<ul style="list-style-type: none"> <i>I can run</i> very fast. He <i>can speak</i> French. <i>Can</i> he <i>do</i> sums ? You <i>can get</i> there by bus. You <i>can come</i> at any time. <i>Can</i> I <i>have</i> a cup of coffee ? You <i>can't cross</i> the street here.
--	--

Когда эквивалент модального глагола (*can*) дублирует уже имеющиеся формы (*I can* = *I am able*; *He could* = *He was able*), он имеет собственный оттенок значения *am / is / are / able to* - *быть в состоянии, быть способным*, *were / were able to* - *смог, сумел, удалось* (= *manage*).

Must <i>have to</i> <i>be to</i>
--

PRESENT	PAST	FUTURE
Must <i>have / has to ...</i> <i>am / is / are to ...</i>	- <i>had to ...</i> <i>was / were to ...</i>	- <i>will have to ...</i> -

Долг, обязательство Приказ, настоятельный совет: <i>должен</i> Запрещение: <i>нельзя, запрещено</i>	<ul style="list-style-type: none"> • We <i>must study</i> hard. • I <i>must buy</i> some bread. • You <i>must go</i> there at once. • You <i>must see</i> the doctor immediately. • You <i>mustn't</i> smoke here.
---	---

Оттенки значения эквивалентов глагола *must*:

1. *have to* - вынужден, придется (в связи с обстоятельствами).
Ann's eyes are not very good. She *has to* wear glasses for reading.
Jane was feeling ill last night so she *had to* leave the party early.

be to - долженствование, связанное с планом, договоренностью.
He *is to* meet us at the station at 5.
This is Dora. She *is to* share your room.

2. Для образования вопросительной и отрицательной формы эквивалента *have to* используются вспомогательные глаголы *do / does / did*.

Why *did* you *have to* go to hospital ?
Do you *have to* get up early on weekends ?
Tom *doesn't have to* work on Sundays.

3. *Mustn't* и *don't have to* имеют разные значения:
не должен (просьба, приказ)

You *mustn't* tell anyone what I said.

не нужно (отсутствие необходимости)

She stayed in bed this morning because she *didn't have to* go to work.

May

be allowed to

PRESENT	PAST	FUTURE
<p>May</p> <p><i>am</i> } <i>is</i> } <i>allowed to ...</i> <i>are</i> }</p>	<p>Might</p> <p><i>was</i> } <i>were</i> } <i>allowed to ...</i></p>	<p>-</p> <p><i>will be allowed to ...</i></p>

<p>Разрешение:*</p> <p><i>можно, разрешается</i></p> <p>Строгое запрещение:</p> <p><i>не смей</i></p> <p>Возможность:</p> <p><i>(воз)можно</i></p>	<ul style="list-style-type: none"> • <i>May</i> I come in ? Yes, you <i>can</i> (<i>may</i>). No, you <i>can't</i> (<i>may not</i>). • You <i>may not</i> leave the room until I say so. • You <i>may</i> often see such faces in the South of Russia.
--	--

* В современном разговорном языке в этих случаях чаще используется глагол *can* (*may* - более официальная форма).

Спросить разрешения сделать что-либо можно следующим образом:

- *Can / Could / May / Might* I borrow your umbrella?

Краткий отрицательный ответ на такой вопрос может быть выражен следующим образом:

No, *don't* - просьба не делать этого.

No, you *may not* - запрещение.

No, you *must not* ↘ запрещение исходит не от вас, это

No, you *can not* — запрещено правилами, законами и т.п.

Эквивалент модального глагола *may (be allowed / permitted to ...)* используется, когда необходимо подчеркнуть, что разрешение/запрещение исходит от кого-либо:

- You *are (not) allowed / permitted* to wait here.

Should

Имеет лишь одну форму и выражает моральный долг, обязательство, совет, рекомендацию, порицание: *должен, следует, нужно, нужно было бы, следовало бы.*

Утвердительное предложение	Вопросительное предложение	Отрицательное предложение
I He <i>should</i> stay here. We	I <i>Should</i> We stay here ? He	I He <i>shouldn't</i> stay here. We

Should может употребляться:

С простым инфинитивом, если речь идет о настоящем или будущем времени (о действии вообще).	С перфектным инфинитивом, если относится к прошедшему времени и имеет оттенок сожаления, упрека.
<ul style="list-style-type: none"> • You <i>should stop</i> smoking. • Tom <i>shouldn't drive</i> so fast. • Do you think, I <i>should apply</i> for the job ? 	<ul style="list-style-type: none"> • The party last night was great. You <i>should have come</i>. Why didn't you ? • It was his birthday yesterday. I <i>should have sent</i> him a birthday card (but I didn't).

Need

Глагол *need* употребляется только в форме настоящего времени в вопросительных и отрицательных предложениях.

- *Need* he come here ? Ему нужно приходить сюда ?
- You *needn't* come so early. Вам не нужно приходить так рано.

<p>Необходимость совершения действия: <i>нужно; есть ли необходимость.</i></p> <p>Отсутствие необходимости: <i>не надо; нет необходимости.</i></p> <p>Разрешение не делать что-либо: <i>можно не ...</i></p>	<ul style="list-style-type: none"> • <i>Need</i> I do it today ? • <i>Need</i> I go there at once ? • He <i>needn't</i> hurry. • You <i>needn't</i> change your suit. • You <i>needn't</i> copy your essay. • You <i>needn't</i> go there today.
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Ответы на вопросы с глаголами *need* и *must* оформляются следующим образом:

<i>Need</i> I go there at once ?	<i>Yes, you must.</i> Да, обязательно.
	<i>No, you needn't.</i> Нет, не нужно.
<i>Must</i> I go there at once ?	<i>Yes, you must.</i> Да, должны
	<i>No, you needn't.</i> Нет, не нужно.

2. Многофункциональность глаголов *to be*, *to have*

- to be*
1. Самостоятельный глагол со значением *быть, находиться*. The book *is* on the table.
 2. Глагол-связка. He *is* an engineer.
 3. Вспомогательный глагол, употребляющийся для образования:
 - а) *Continuous Tenses*; We *are* translating the text now.
 - б) *Passive Voice*. I *am* asked to do this work.
 4. Перед инфинитивом имеет функцию модального глагола со значением *долженствования*. They *are* to do this work today.
 5. Глагол-связка (перед инфинитивом) со значением *состоит в том, чтобы; заключается в том, чтобы*; после существительных таких, как *task, aim, plan, object*. Our task *is* to learn the English language.

- to have*
1. Самостоятельный глагол со значением *иметь, обладать*. We *have* many laboratories at our University.
 2. Вспомогательный глагол для образования *Perfect Tenses*. He *has* already translated the text.
 3. Перед инфинитивом - модальный глагол со значением *долженствования*. We *have* to do these exercises.



E X E R C I S E S

I. Translate the sentences. Pay attention to the predicate:

a) with a modal verb.

1. We must use new methods in our research work. 2. You may use this device in your laboratory. 3. This job cannot be done in time. 4. They ought to help their colleagues to solve this important problem. 5. He could not complete his research in time as he worked very slowly. 6. You should turn off the light before you leave the room.

b) with an equivalent of the modal verb.

1. The students were unable to do the work without their teacher's help. He had to help them. 2. You needn't take these documents with you. 3. You were to consult the dictionary. 4. He had to work much before he was able to complete his research. 5. You will have to show your research work to your scientific adviser. 6. Nobody was able to understand this mysterious phenomenon. 7. As the student was late he was not allowed to enter the classroom.

II. Substitute the equivalents for modal verbs. Translate the sentences.

1. Electronic machines can add, subtract, multiply and divide much quicker than man. 2. The conference on economic problems in Russia must take place next month. 3. You may use these new devices for your research. 4. With the help of this new design the scientist could develop new methods of solving the problem. 5. The student may not leave the lab if his experiment is not over. 6. Most people must work in order to earn their living.

III. Put a predicate of the following sentences in *Past* and *Future Simple*, change the adverbial modifier of time where it is necessary. Translate the sentences.

1. We must study the fundamentals of economics. 2. These students may work at the computer class from 9 to 12 today. 3. She can use different methods in her research work. 4. The students must explain how the economic system works. 5. Economists must study our everyday life.

IV. Translate the sentences. Pay attention to the functions of the verbs *to be*, *to have*.

1. Studying economics is of great importance for future specialists. 2. Every student is to study economics for some years. 3. The quality of these goods is very high. 4. You will have to do it in time. 5. He was to come there yesterday. 6. The students are not at the auditorium. They are to be at the conference. 7. He had much work to do. He had to work hard to complete it in time. 8. Scientists have developed new methods to solve this problem. They will have to make some reports on it. 9. You want to have a new house. You will have to work hard.

V. Translate the sentences. Pay attention to the different ways of expressing obligation.

1. We must explain the work of this system. 2. One should study hard to be a good specialist. 3. This problem is very complex. You have to think it over properly. 4. We ought to say that this phenomenon is worth investigating. 5. We should be prepared for scientific study of management in industry. 6. Laws must serve people. 7. The lecture is to begin at 6 o'clock. We ought to come in time. 8. You were to come to my place yesterday. Why didn't you do that ? 9. He will have to improve his knowledge of English.

VI. Make the sentences a) interrogative; b) negative.

1. Students have to know some facts of the economy in which we live. 2. He had to sit up late with this work. 3. You will have to get up very early tomorrow. 4. He had to come to the office at 5 sharp. 5. She will have to do it once over again. 6. These documents have to be filled in. 7. They had to cover the whole distance on foot. 8. We shall have to speak to him about his participation in the conference.

VII. Translate the sentences.

1. Вы не должны прекращать работу, пока не закончите её. 2. Так как он приготовил всё заранее, ему не нужно делать это теперь. 3. Все слова в тексте были настолько хорошо знакомы, что мне даже незачем было пользоваться словарем. 4. Вам нужно было быть здесь не раньше пяти. 5. Не может быть, чтобы он опоздал. 6. Он не мог прочесть эту книгу так быстро; она трудна для него. 7. Вам следует теперь прочитать специальную литературу по экономике. 8. Вы можете не приносить эту статью сегодня; всё равно её будут печатать только завтра. 9. Возможно, он опоздает. 10. Могу ли я взять твой словарь ? 11. Разве я мог подумать, что не попаду на лекцию по экономике Великобритании ? 12. Вы, должно быть, все читали эту статью ? 13. Мне не пришлось сегодня подготовиться к докладу. Библиотека закрыта. 14. Он, очевидно, не уловил вашей мысли. Вам следовало бы подробно объяснить свою точку зрения.



РАБОТА С ТЕКСТОМ

Text A. British Economy

Britain lives by manufacture and trade. For every person employed in agriculture eleven people are employed in mining, manufacturing and building. The United Kingdom is one of the world's largest exporters of manufactured goods per head of population.

Apart from coal and iron ore Britain has very few natural resources and mostly depends on imports. Its agriculture provides only half the food it needs. The other half and most of the raw materials for its industries such as oil and various metals (copper, zinc, uranium ore and others) have to be imported. Britain also has to import timber, cotton, fruit and farm products.

Britain used to be richly forested, but most of the forests were cut down to make more room for cultivation. The greater part of land is used for cattle and sheep breeding, and pig raising. Among the crops grown on the farms are wheat, barley and oats. The fields are mainly in the eastern part of the country. Most of the farms are

small (one third of them is less than one hundred acres). Farms tend to be bigger where the soil is less fertile.

In the past century Britain secured a leading position in the world as manufacturer, merchant and banker. After World War I the world demand for the products of Britain's traditional industries - textiles, coal and machinery - fell off, and Britain began expanding trade in new engineering products and electrical goods.

The crisis of 1929 - 1933 brought about mass unemployment, which reached its peak in 1932. Britain's share in the world industrial output decreased. After the crisis production and employment increased following some revival in world trade and as a result of the extensive armament program.

During World War II Britain's economy was fully employed in the war effort. Massed raids of German planes on British industrial centres caused considerable damage to Britain's industry. World War II brought about a further weakening of Britain's might. Great Britain is no longer the leading imperialist power it used to be. It has lost its colonies which used to supply it with cheap raw materials.

Britain produces high quality expensive goods, which has always been characteristic of its industry. A shortage of raw materials, as well as the high cost of production makes it unprofitable for British industry to produce semi-finished goods or cheap articles. Britain mostly produces articles requiring skilled labour, such as precision instruments, electronic equipment, chemicals and high quality consumer goods. Britain produces and exports cotton and woollen goods, leather goods, and articles made of various kinds of synthetic (man-made) materials.

The original basis of British industry was coal mining, and the early factories grew up not far from the main mining areas. Glasgow and Newcastle became great centres of engineering and shipbuilding. Lancashire produced cotton goods and Yorkshire woollens, with Sheffield concentrating on iron and steel. Birmingham developed light engineering.

There appeared a tendency for industry and population to move to the south, particularly to the London area. (Britain's industry is now widely dispersed). Great progress was made in the development of new industries, such as the aircraft, automobile, electronic industries and others. A number of atomic power reactors were made. Great emphasis was made on the development of the war industry.

	Vocabulary
be employed in agriculture (industry, etc.)	быть занятым в сельском хозяйстве (промышленности и т.п.)
employ smb.	нанимать кого-л.
agriculture	сельское хозяйство
mining	горнодобывающая промышленность
manufacturing	обрабатывающая промышленность
manufactured goods	промышленные товары
per head of population	на душу населения

apart from smth. research	помимо, кроме чего-л. научно-исследовательская работа, научные исследования
labour-saving machine in the past few years	машина, экономящая труд за последние несколько лет
scientist	ученый
plant	завод
make a discovery	делать открытие
labour productivity	производительность труда
do away with smth.	покончить с чем-л., ликвидировать что-л.
physics	физика
chemistry	химия
distribute smth.	распределять что-л.
unevenly	неравномерно
enterprise	предприятие
grain	зерно, зерновые культуры

I. Translate the words of the same root; define what part of speech they belong to:
discover - discovery; physics - physicist - physical; chemist - chemical - chemistry; distribute - distributor - distributive - distribution - distributable; even - evenly - unevenly; manufacture - manufacturer - manufacturing; employ - employee - employer - employment; mine - miner - mining; export - exporter - exportation; depend - dependable - dependent - dependence - dependency.

II. Read the following international words. Guess their meaning. Look them up in a dictionary to make sure you are right:
nouns: exporter, import, industry, farm, position, banker, product, program, economy, centre, colony, instrument, chemicals, tendency, reactor;
adjectives: electrical, industrial, imperialist, characteristic, electronic, synthetic, atomic.

III. Read the text *British Economy*. Find in the text the English equivalents for the following Russian phrases:
быть занятым в промышленности, производительность труда, промышленные товары, на душу населения, делать открытие, за последние несколько лет, полезные ископаемые, сырьё, дешевые товары, товары высокого качества, новые отрасли промышленности, квалифицированный труд, ведущая империалистическая держава, судостроительная промышленность, характерная черта.

IV. Translate the text '*British Economy*'.

V. Finish the phrases, choosing the necessary words in brackets.

1. Great Britain is rich in ... (oil; gold; copper; silver; iron ore; zinc; coal). 2. Great Britain has to import ... (coal; agricultural products; electrical goods; chemicals; electronic equipment; oil; various metals; food products; cotton; timber; tobacco; wheat; fruit). 3. When the world demand for the products of Britain's main industries - textiles, coal and machinery - decreased, it began seeking compensation in new engineering products, such as ... (cars; atomic power reactors; electrical goods; electronic equipment). 4. It is characteristic of Britain's industry to produce ... (semifinished goods; cheap articles; raw materials; high quality expensive goods; articles requiring skilled labour; precision instruments; electronic equipment). 5. The main products of Britain's industry are ... (precision instruments; high quality consumer goods; electronic equipment; chemicals; textiles; ready-made clothing; manufactured goods; petrol). 6. A great number of new industries were added to the traditional ones such as ... (the aircraft industry; the textile industry; the electronic industry; the shipbuilding industry; the automobile industry; mining; engineering). 7. The main crops grown in Britain are ... (flax; cotton; wheat; barley; tobacco; oats). 8. In Britain they breed ... (cattle, that is cows and oxen; horses; sheep; pigs; goats; deer; rabbits).

VI. Put the questions, the answers to which are the following sentences.

1. No, it isn't. Apart from coal and iron ore Great Britain has very few natural resources. 2. It imports raw materials for its industries such as oil and various metals. It also imports agricultural products. 3. It is a shortage of raw materials that makes it unprofitable for British industry to produce semi-finished goods or cheap articles. 4. It produces articles requiring skilled labour such as precision instruments, transport engineering equipment, electronic equipment, chemicals and high quality consumer goods. 5. It's widely dispersed, not concentrated in one area. 6. Cattle, sheep and pigs. 7. Wheat, barley and oats. 8. Where the soil is less fertile.

VII. Finish the questions and answer them.

1. Does Great Britain live by agriculture or ...? 2. Does Great Britain export raw materials or...? 3. Did the world demand for the products of Britain's main industries after World War I increase or ...? 4. Did Britain's share in the world industrial output increase as a result of the crisis of 1929-1933 or ...? 5. Does Britain's industry produce high quality goods or ...? 6. Is Britain's industry located in one area or ...? 7. Is Britain still a mighty colonial power it used to be or has she lost ...?

VIII. Put alternative questions and answer them.

1. It does not export raw materials, it imports them. 2. The world demand for the products of Britain's traditional industries has decreased. 3. It's characteristic of British industry to produce high quality expensive goods, not cheap articles. 4. It is not

concentrated in one area, it is widely dispersed. 5. Automation is introduced both in heavy and in light industries.

IX. Finish the sentences.

1. Great Britain is rich in ... 2. Great Britain has to import ... 3. When the world demand for the products of Britain's main industries decreased it began seeking compensation in ... 4. The characteristic feature of Britain's industry is production of ... 5. The main products of Britain's industry are ... 6. Britain's industry is widely dispersed, but it is still possible to point out the following concentrations of industry ... 7. A great number of new branches were added to the traditional industries such as ...

X. Answer the questions.

1. What natural resources does Great Britain have ? 2. What raw materials does Great Britain import? 3. What does Great Britain export? 4. What did the crisis of 1929-1933 bring about? 5. What is the characteristic feature of Britain's industry ? 6. Why is it unprofitable for Great Britain to produce semifinished goods or cheap articles? 7. What are the main articles produced by British industry? 8. What are the main industrial centres of Great Britain? 9. What are Britain's main industries? 10. What can you say about Britain's agriculture?

XI. Correct the statements which do not correspond to the reality.

1. Great Britain is an agricultural country. 2. Great Britain is rich in natural resources, such as oil, copper, zinc and others. 3. Great Britain exports raw materials to other countries. 4. After World War I the world demand for the products of Britain's main industries - textiles, coal and machinery - increased greatly. 5. As a result of the crisis of 1929-1933 Britain's share in the world industrial output became greater. 6. The crisis of 1929-1933 brought about mass unemployment. 7. When World War II came to an end, the USA found itself dependent, financially and economically, on Great Britain. 8. Very few people are employed in the mining and manufacturing industries in Great Britain. 9. Britain's industry produces mostly very cheap low quality goods. 10. A shortage of raw materials makes it profitable for Great Britain to produce semifinished goods and cheap articles. 11. No emphasis is made on the development of war industry. 12. Britain's industry is concentrated in one area. 13. All Britain's industries and services have been nationalised.

XII. Make up the plan of the text '*British Economy*'. Retell the text according to your plan.

XIII. Translate into English in written form.

Экономика Великобритании

Великобритания - крупная капиталистическая страна. Она имеет высокоразвитую промышленность. Большая часть её населения занята в промышленности, и только небольшая часть - около 8 % населения - занимается сельским хозяйством.

В Великобритании не много полезных ископаемых. Она богата лишь углем и железной рудой, поэтому ей приходится ввозить сырьё из других стран. Недостаток сырья делает невыгодным для промышленности Англии производство полуфабрикатов и дешевых товаров. Характерной чертой Британской промышленности является производство товаров высокого качества, требующих квалифицированного труда.

Традиционными отраслями английской промышленности являются машиностроение, текстильная, судостроительная и угольная промышленность. Однако после первой мировой войны спрос на продукцию традиционных отраслей промышленности сократился, и Великобритания начала развивать новые отрасли промышленности, такие как химическая, авиационная и др.

Великобритания больше не является ведущей империалистической державой, какой она когда-то была. Она потеряла свои колонии, которые снабжали её дешевым сырьем.

Text B

Most people work in order to earn their living. They produce goods and services. Goods are either produced on farms, like maize and milk, or in factories, like cars and paper. Services are provided by such things as schools, hospitals and shops. Some people provide goods; some provide services. Other people provide both goods and services. For example, in the same garage, a man may buy a car, or he may buy some service which helps him to maintain his car. The work which people do is called their economic activity. Economic activities make up the economic system. The economic system is the sum-total of what people do and what they want. An educated man has to study the economic system and economics which affect our lives. Economics is a science. It is based upon the facts of our everyday lives. Economists study our everyday lives and try to describe the facts of the economy in which we live. They try to explain how the system works and their methods should be objective and scientific. We need food, clothes and shelter. If we could get food, clothes and shelter without working, we probably would not work. But even when we have these essential things, we may want other things. If we had them, these other things (like radios, books and toys for children) might make life more enjoyable. The science of economics is concerned with all our material needs and wants. It is not just concerned with basic needs and wants like food, clothes and shelter.

I. Translate the words of the same root. Define speech parts.

economic - economics - economist - economy - economical - economically.

II. Fill in the blanks with one of the words given in exercise I. Translate the sentences.

1. Adam Smith and Keynes are two famous 2. These people are studying the science of 3. We sometimes call a person's work his ... activity. 4. People should be very ... with the money they earn. 5. The economic system of a country is usually called the national 6. The people in that town live very

III. Study the different meanings of the word *order*.

Order: - way in which things are placed in relation to one another - *порядок*;
- condition in which everything is carefully arranged - *режим*;
- command - *приказ*;
- request to supply goods - *заказ*;
- purpose, intention:
 in order to - *для того, чтобы*;
 in order that - *с целью*;
- rank or class of society - *орден*.

Translate the sentences. Pay attention to the meaning of the word *order*:

1. The *order* of baronets sounds archaic nowadays. 2. The device has been operating in the working *order* since its construction. 3. The words in the dictionary are always placed in the alphabetic *order*. 4. The boss said we should obey his *orders*. 5. Economists study our lives *in order* to understand the general economic system. 6. All the goods on this *order* have been packed.

IV. In each of these sentences a word is missing. Provide a word from the list below and translate the sentences.

1. Transport systems like railways, buses and planes provide the public with important 2. They told him to look at the ... and then do the exercises. 3. He decided to ... the work in order to make some 4. It was ... for him to go to the city as soon as possible. 5. They had enough ... to buy most of the ... they needed.

Prompts: commodities, money, essential, services, example, undertake.

V. Read *Text B* without a dictionary. Find the sentences with modal verbs. Translate them.

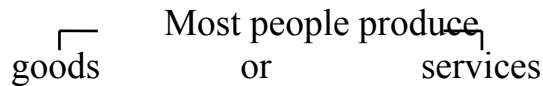
VI. Translate *Text B*.

VII. Say, whether these statements are true or false, and if they are false say why.

1. Most people produce only goods. 2. Services are provided by such things as schools, hospitals and shops. 3. Economic activities make up the economic system. 4. The economic system is the part of what people do and what they want. 5. Economists study only our individual lives. 6. They try to describe the facts and explain how the system works. 7. We need only food, shelter and clothes. 8. The science of economics is concerned only with our basic needs.

VIII. **Group work.** Suggest a few headlines to *Text B* and discuss them with your fellow students. Choose the best one.

IX. Most people work in order to earn their living, and they produce goods and services. This fact can be shown as a diagram:



The things which people produce are called their *products*. So the diagram can be drawn as:



Below there are 20 kinds of people. Ten of them produce goods; ten produce services. Make a diagram like this one and list the people under goods and services.

cattle-breeder	coal miner	musician	farmer
pilot	teacher	doctor	banker
shoemaker	steelworker	nurse	fruit-grower
horse-breeder	shopkeeper	cook	fisherman
builder	electrician	policeman	miner

Text C. The Subject of the Science of Economics

The science of economics is based upon the facts of our everyday lives. Economists study our everyday lives and the general life of our communities in order to understand the whole economic system of which we are the part. They try to describe the facts of the economy in which we live, and to explain how it works. The economist's methods should of course be strictly objective and scientific.

We need food, clothes and shelter. We probably would not go to work if we could satisfy these basic needs without working. But even when we have satisfied such basic needs, we may still want other things. Our lives might be more enjoyable if we had such things as radios, books and toys for the children. Human beings certainly have a wide and very complex range of wants. The science of economics is concerned with all our material needs: it is concerned with the desire to have a radio as well as the basic necessity of having enough food to eat.

I. Read *Text C* and say what basic needs and what non-essential wants are mentioned in the text. Put them down in the chart.

Basic needs

1.
2.
3.

Non-essential wants

1.
2.
3.

II. Speak on the science of economics. The questions below will help you:

1. What is the subject of the science of economics ? 2. What methods do the economists use ? 3. What needs and wants is the science of economics concerned with ?

Text D. Planning: the Path to Better Results

Planning is the most important guide to starting, building and managing a successful business. All business owners must plan. Planning is a future-oriented activity. It makes your future what you want it to be. Planning produces benefits that are essential to effective business. It is the best tool available to help a small business raise money. A business plan is a communications tool for investors, suppliers, employees and others interested in understanding the operations and goals of your business. There are some obstacles that hinder planning, including lack of know-how, fear of the unknown, inexactness. A business plan describes what a business does, how it will be done, who has to do it, where it will be done, why it's being done and when it has to be completed. A typical business plan contains the following elements: business description, products and services, sales and marketing, operating requirements, financial management, concluding narrative. Your business plan should be complete, clear, neat and accurate. It will be an extension of you and your business. What many managers fail to recognize is that planning is a good investment. If you don't plan for the success of your business... you will fail. It is that simple!

I. Translate *Text D* with a dictionary in written form.

II. Retell the text.



CONVERSATION

On Economics

I. Find in the text international words. Write them out. Translate them. Consult the dictionary if it is necessary.

Text. US Economy

The United States is rich in natural resources, the main being iron ore, coal and oil. The nation produces more than 100 million tons of iron a year. Four fifths of the ore mined in the USA comes from the Great Lakes region. Though a great deal of the ore has been used up, its resources have not been exhausted. Most of the coal mined in the USA is used by power plants to produce electricity. Coal is also used in the chemical industries for the manufacture of plastics and other synthetics. The production, processing and marketing of such oil products as petrol (called «gasoline» or «gas» in the USA) make up one of America's largest industries.

The basic metals and minerals mined in the United States are zinc, copper and silver.

Some of the main crops grown in the USA are wheat, maize, cotton, tobacco and fruit.

Cattle breeding and pig raising make up an important branch of America's agriculture.

To make the farmer's work more productive scientific methods of farming are employed and modern technique of freezing, canning and packaging farm products is used.

The United States is a highly industrialized country with various branches of heavy industry prevailing, namely, the mining, metallurgical, automobile and chemical industries as well as engineering. Many branches of light industry are also developed, among them are the textile, food and wood-working industries.

A great deal of attention in American industry is devoted to research and emphasis is made on the use of labour-saving machines. In the past few years the number of workers has increased only a few per cent, while the number of scientists and engineers in the plants has almost doubled.

Mechanisation and automation do away with thousands of office jobs, intensify production and increase labour productivity. But they also bring about a further growth of unemployment.

New industries are created as new discoveries are made in physics, chemistry and other sciences. Atomic energy, for example, has created a wide range of new industries. Electronics has become a major industry.

Throughout American industry great emphasis is being made on management training. A great number of schools are training young people to become industrial leaders.

American industry is distributed unevenly. Most of the industrial enterprises are located in the eastern part of the country. But industry is spreading out as there is a tendency to build factories far removed from the home plant and closer to natural resources and markets. Good transportation facilities and rapid communications systems make it possible for the main plants to keep in touch with branch factories.

The leading US exports are industrial machinery, electronic equipment, textiles, grain, iron, coal, oil products and chemicals.

II. Finish phrases, using the necessary word combinations or sentences.

1. ...is rich in... (coal; oil; iron ore; gold; zinc; copper; uranium ore; water resources). 2. The greater part of the population is employed in... (fishing; hunting; heavy industry; light industry; agriculture; the manufacturing industry; trade). 3. Industry is ... (concentrated in one area; widely dispersed; distributed unevenly; concentrated in several industrial regions). 4. The main industries are... (the metallurgical industry; the chemical industry; the electronic industry; the textile industry; the automobile industry; the wood-working industry; the food industry; the shipbuilding industry; the mining industry; the war industry). 5. Great emphasis is made on... (the development of industry; the development of agriculture; research; management training; employing scientific methods in farming). 6. In the past few years... (new industries have been created; automation has been introduced at most factories and plants; labour productivity has increased greatly; industrial output has decreased). 7. As a result of mechanisation and automation... (many workers lost their jobs; labour productivity increased greatly; the standard of living was raised considerably). 8. ...trades with...(the neighbouring countries; many countries; a great number of countries all over the world). 9. The main exports (imports) are... (grain; fruit; fish; wines; tobacco; electronic equipment; electrical goods; chemicals; cars; machines; weapons; raw materials; consumer goods; manufactured goods).

III. Complete the sentences.

1. ... is rich in ... 2. The greater part of the population is employed in... 3. Its industry is... 4. The main branches of industry are... 5. Great emphasis is made on... 6. In the past few years... 7. As a result of automation ... 8. ... trades with ... 9. The main exports are ... 10. The main imports are...

IV. Render the following text in English.

Экономика США

США богаты полезными ископаемыми. Основными полезными ископаемыми являются железная руда, уголь и нефть. США имеют высокоразвитую промышленность. Основные отрасли ее тяжелой промышленности — металлургическая, горнодобывающая, машиностроительная, автомобильная, химическая и военная. Многие отрасли легкой промышленности, такие, например, как химическая, текстильная и пищевая, также высоко развиты.

Большое внимание в США уделяется научно-исследовательской работе. За последние годы значительно возросло число ученых и инженеров, тогда как число рабочих возросло лишь на несколько процентов. Большое внимание уделяется также подготовке руководящих кадров.

Американская промышленность распределена неравномерно. Большая часть промышленных предприятий сосредоточена в восточной части страны.

Однако имеется тенденция строить заводы и фабрики вдали от крупных промышленных центров, ближе к источникам сырья и рынкам.

США ведут торговлю со многими странами. Ведущими статьями экспорта являются электронное оборудование, изделия химической промышленности, текстиль, железо, уголь, нефтепродукты, зерно и другие товары.

Одной из ведущих отраслей американской промышленности является военная промышленность.

V. Speak about the economy of Great Britain, USA or any other country. Use the offered scheme.

1. ...is rich (poor) in natural resources. 2. It imports (exports) ... from (to) ... 3. It is a highly industrialised country. (It is an agricultural country.) 4. Its industry is located... 5. Nearly (Over) ... workers are employed in manufacturing work. 6. Special emphasis is being placed on the development of such industries as ... 7. In recent years new branches have been added to the traditional industries of the country, such as ... 8. It is (not) profitable for the country to produce... because it has a lot of (very few) raw materials. 9. Great attention is also paid to the development of... 10. The country's share in the world industrial output has (greatly) increased (decreased) in the past few years. 11. It trades with... 12. The main articles of its import (export) are... 13. The demand for its products is (great; increasing with every passing year; decreasing). 14. It is very profitable for... to trade with... 15. The main crops grown in the country are

VI. Answer the questions about the economy of the country you are interested in.

1. Is... rich in natural resources? What are its main natural resources? 2. Does it import raw materials from other countries? What raw materials does it import? From what countries? 3. What are its main industries? Where are the main industrial centres located? 4. Is it profitable for the country to produce semi-finished goods or cheap articles? Why is it (not) ...? 5. Are many workers employed in manufacturing? How many ...? 6. Does ... trade with other countries? What countries ...? 7. Does it depend financially and economically on any other country? 8. Is the policy of its government influenced by any other country? By which country ...? 9. What is being done to intensify production and increase labour productivity? 10. What is being done to make the farmer's work more productive? 11. How is management training organised?

VII. Your friend has just come from the country you are interested in. Question him about the economical situation of this country.

D I A L O G U E S

Read the following dialogues. Reproduce them in pairs.

Talking Business

I

"I should like to speak to Mr. Grey."

"Have you an appointment?"

"No. But here is my card."

II

"Good morning, Mr. Grey. What can I do for you?"

"I've got a proposal to make. I think you know our firm."

"Yes, I do, but I've never had the pleasure of doing any business with you."

"Our firm has a great distributing business with branches in several countries. We suggest that you should act as our agents and handle our business in this country."

"What about the terms of payment and other conditions?"

"We propose to allow you 2.5% (two and a half per cent) commission on all business transacted."

"I think it would suit us, but I've got to consult my partners first."

III

"We wish to inform you, Mr. Brown, that we are ready to give you technical assistance in the construction of the project."

"I am glad to hear it. Let's discuss the terms in detail."

IV

"We've reached agreement on the main points: the cost of equipment, the terms of payment and the terms of delivery."

"Well, let's consider the matter settled."

V

"We have carefully studied your draft contract and we believe the terms could be acceptable. Only we'd like to clear up some points."

"What particular points would you like to clear up?"

"The main point is the price of the equipment. It seems too high. Could you make it lower?"

"My partners and I will look into the matter again and in a couple of days we'll be ready to resume our discussions."

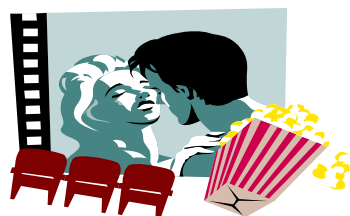
VI

"You have received our claim, haven't you? You are responsible for the delay in commissioning the plant."

"I think I've got to give you some explanation. The matter is that you failed to deliver the right material in time and that delayed us for several days, so we decline your claim."

Vocabulary

card	зд. визитная карточка
do business with smb.	иметь деловые отношения с кем-л.
handle smb.'s business	вести чьи-л. дела
terms of payment (delivery, etc.)	условия оплаты (доставки и т. п.)
commission	комиссионное вознаграждение
draft contract (resolution, etc.)	проект контракта (резолуции и т. п.)
claim	претензия
commission smth.	вводить что-л. в эксплуатацию
give an explanation to smb.	давать разъяснение кому-л.
deliver smth.	доставлять что-л.
delay smb. (smth.)	задерживать, мешать кому-л. сделать что-л. вовремя; задерживать, откладывать, заменять что-л.
decline smb.'s claim (an invitation, etc.)	отклонять чью-л. претензию (приглашение т. п.)



JUST FOR FUN

I. Read the following utterance. Express your opinion about it.

The secret of economy is to live as cheaply the first few days after pay-day as you lived the last few days before.

II. Read and translate the following jokes. Choose the joke you like most and retell it to your friend.

An economical housewife was told that by using a certain stove she would save half the quantity of coal.

"Oh, that's very good," she said, "I'll have two and save the whole lot."

"Why have you written the word 'bank' in the middle of a sentence with a capital 'B'?" asked the teacher.

"Because my pa said a bank was no good unless it had a large capital."

"I will save you \$1,000," said an adventurer.

"You mean to give your daughter \$10000 as a marriage portion"

"Yes, I do."

"Well, sir, I will take her with \$9,000."

Unit 10

Grammar:

1. Sequence of Tenses
2. Direct and Indirect Speech

Texts:

- A. Information Age: For and Against
- B. Computer System
- C. A message from the President
- D. Hard Disk Troubles
- E. The new way of looking at things: Multi Sync monitors

Conversation:

Let's dream of AI

Грамматический материал

1. Sequence of Tenses (Согласование времен)

Правило согласования времен заключается в зависимости времени придаточного дополнительного предложения от времени главного. Если сказуемое в главном предложении стоит в настоящем или будущем времени, в придаточном предложении употребляется любое время, которое требуется по смыслу, например:

I suppose he is there.

Я полагаю, что он там.

I suppose that you were present at the last conference.

Я полагаю, что вы присутствовали на прошлой конференции.

I suppose that you will be present at the conference.

Я полагаю, что вы будете присутствовать на конференции.

Если сказуемое главного предложения выражено глаголом в одной из форм *прошедшего* времени, то сказуемое *дополнительного* придаточного предложения должно быть выражено глаголом в одной из форм *прошедшего* времени.

а) Если глагол придаточного предложения выражает действие (или состояние), *одновременное* с действием глагола в главном предложении, то глагол придаточного предложения ставится в *Past Indefinite* или *Past Continuous*.

На русский язык глагол придаточного предложения, передающий одновременность действия, переводится глаголом в настоящем времени:

He **said** that he **worked** much.
He **said** that he was **working** at his design.

Он сказал, что много **работает**.
Он сказал, что **работает** над своим проектом.

б) Если глагол придаточного предложения выражает действие, которое *предшествовало* действию, выраженному глаголом главного предложения, то глагол придаточного предложения употребляется в форме *Past Perfect* или *Past Perfect Continuous* и переводится на русский язык глаголом в прошедшем времени:

He said that he **had finished** his design.
He **said** that he **had been working** for more than an hour when we arrived.

Он сказал, что (уже) **закончил** свой проект.
Он сказал, что он уже **работал** более часа, когда мы пришли.

Примечание.

Если время совершения действия придаточного предложения точно определено (год, число, день, неделя), то глагол в придаточном предложении может стоять и в Past Indefinite, например:

*He **said** he **arrived** at 7.*

Он сказал, что приехал в 7 часов.

в) Если глагол придаточного предложения выражает действие, будущее по отношению к глаголу главного предложения, то он употребляется в одной из форм *Future-in-the-Past*:

He **said** he **would translate** the article.
He **said**he **would be translating** it till 5 o'clock.
He **said**he **would have translated** this text by the end of the lesson.

Он сказал, что переведет статью.
Он сказал, что будет переводить ее до 5 часов.
Он сказал, что переведет этот текст к концу урока.

2. Direct and Indirect Speech

Прямая речь

He **says**, "We **are reading**."
He **said**, "We **are reading**."
I **said**, "She **will come** at 5."

Косвенная речь

He **says** (that) they **are reading**.
He **said** (that) they **were reading**.
I **said** (that) she **would come** at 5.



Запомните !

- 1) При переводе предложения из прямой речи в косвенную, соблюдаются все правила последовательности времен.
- 2) При переводе прямой речи в косвенную глагол **to say**, имеющий при себе дополнение с предлогом **to**, обычно заменяется глаголом **to tell**, за которым всегда следует беспредложное дополнение:

She **said to me**, "I have finished my work."

She **told me** she had finished her work.

- 3) Если прямая речь представляет собой *общий вопрос*, то в косвенной речи дополнительное придаточное предложение имеет *прямой порядок слов* и вводится союзами **whether** или **if**:

He asked me, "**Do you know** English?"

He asked me **whether (if) I knew** English.

She asked him, "**Are you busy?**"

She asked him **whether (if) he was busy**.

- 4) Если прямая речь представляет собой *специальный вопрос*, то в косвенной речи дополнительное придаточное предложение имеет *прямой порядок слов* и присоединяется к главному при помощи вопросительных слов, которые становятся союзными словами:

He asked, "**Where do you live?**"

He asked me **where I lived**.

She asked them, "**What are you doing?**"

She asked them **what they were doing**.

I asked him, "**When will you go there?**"

I asked him **when he would go there**.

Примечание.

В *дополнительных* придаточных предложениях, вводимых союзом **when**, будущее время не заменяется настоящим, как в придаточных предложениях *условия и времени*.

- 5) Если прямая речь представляет собой *побудительное* предложение, то в косвенной речи глагол, стоявший в повелительном наклонении, употребляется в форме инфинитива, причем приказание обычно выражается глаголами **to tell, to order, to offer**, а просьба - глаголами **to ask, to beg, to implore**:

The teacher **said** to us, "Stop writing!"

The teacher **told** us to stop writing.

She **said** to Peter, "Take my book."

She **offered** Peter to take her book.

He **said**, "Give me this book, please."

He **asked** me to give him that book.



Запомните !

Кроме изменения формы глагола, в придаточном предложении при обращении прямой речи в косвенную происходит следующая замена наречий места, времени и указательных местоимений:

Прямая речь

now *сейчас*

here *здесь*

this, these *это, этот, эти*

today *сегодня*

tomorrow *завтра*

yesterday *вчера*

next week / year *на следующей неделе / на будущий год*

last week *на прошлой неделе*

last year *в прошлом году*

Косвенная речь

then *тогда*

there *там*

that/those *то, тот, те*

that day *в тот день*

(the) next day, the following day *на следующий день*

the day before, the previous day *накануне*

the next week / year, the following week / year *на следующей неделе / в следующем году*

the previous week *за неделю до*

the year before *за год до*



EXERCISES

I. Translate the following sentences paying attention to the sequence of tenses.

A

1. He said that his friends lived near the railway station. 2. My friend said he had a good dictionary. 3. They knew that the students were organizing a meeting. 4. Our teacher said that the term "engineering" had many Russian equivalents. 5. The teacher was glad that the students were listening to him so attentively. 6. He was told that his friend was a good driver. 7. I thought you spoke Russian. 8. I knew he was a historical person. 9. I thought the seafront was a long way from the hotel. 10. He said the embankment was worth seeing. 11. I wasn't sure the book was worth reading. 12. The speaker said it was a historic discovery. 13. Did you say it was a historical novel ?

14. He asked where he could exchange dollars for the local currency. 15. He said the matter was hardly worth troubling about. 16. The buyers found that the goods met all their requirements. 17. They wrote that they required ten more machines.

B

1. I knew that the students had organized a meeting. 2. The students said they had finished all their drawings. 3. He told us that all his drawings had been signed. 4. The teacher wanted to know how many students had joined the English circle. 5. I didn't know Mr Carter had taken over as finance manager. 6. He told us they'd had a very useful exchange of opinions. 7. It was really surprising how the rate of exchange had gone up.

C

1. Everybody knew that the project would require a great effort. 2. They wrote that a new stock exchange would be established in the near future. *3. They said the reconstruction would require more time and money if a few changes weren't made in the project. 4. They wrote they would send another fax after they spoke to the representative of the sellers. 5. He was sure the matter would be settled after we had another discussion. 6. They told us they would let us know their decision as soon as their finance director came back from his holiday. 7. They said they wouldn't be able to give a definite answer till they received a telex from their partner.

*Note:

Согласование времен распространяется и на *временное* или *условное* предложение, следующее за дополнительным придаточным.

He **said** (that) he **would phone** us as soon as he **got** to London.

Он **сказал**, что **позвонит** нам, как только **приедет** в Лондон.

She **said** she **would visit** us if she **had** enough time.

Она **сказала**, что **навестит** нас, если у нее **будет** время.

II. Use the verb in brackets in the correct tense form.

1. I thought that you (to arrive) at some decision. 2. We didn't remember that he (to repeat) that speech from memory. 3. He believed that a fine memory (to be) absolutely necessary for that post. 4. He promised that he (to give) a lecture in the near future. 5. We know that you (to come) with excellent recommendations. 6. We agreed that the goods (to be packed) in wooden boxes. 7. The director hoped the film (to be) a success. 8. I wasn't sure I (to get through – дозвониться) to them at once. 9. She thought we (to wait) for her. 10. He said he always (to remember) his first day at the University. 11. He told me that we (to install) a new computer of the latest model on the following day. 12. I thought I (to achieve) good results if up-to-date techniques were used. 13. He said the purpose of his visit (to be) to talk about cultural exchanges

for the next few years. 14. They were told the experiment (to begin) if nothing changed.

III. Translate into English.

1. Я думаю, что это хорошая идея. 2. Я подумал, что это хорошая идея. 3. Мы знаем, что эти культурные связи все еще существуют. 4. Мы знали, что эти культурные связи все еще существуют. 5. Они пишут, что поселились на берегу моря. 6. Они написали, что поселились на берегу моря. 7. Мы знаем, что этот форт все еще существует. 8. Мы знали, что этот форт все еще существует. 9. Он говорит, что строительство потребует много денег? 10. Он сказал, что строительство потребует много денег? 11. Он говорит, что это только предварительное решение. 12. Он сказал, что это только предварительное решение. 13. Он пишет, что у них уже были предварительные обсуждения. 14. Он сказал, что у них уже были предварительные обсуждения. 15. Они пишут, что сравнили результаты и обсудят их в ближайшем будущем. 16. Они написали, что сравнили результаты и обсудят их в ближайшем будущем. 17. Он говорит, что заменит сломанную деталь (part) новой. 18. Он сказал, что заменит сломанную деталь новой. 19. Он надеется, что установит новый мировой рекорд. 20. Он надеялся, что установит новый мировой рекорд. 21. Он был уверен, что они купят эту модель, если цена не будет очень высокой. 22. Он сказал, что мы поговорим об этом, когда он вернется из отпуска.

IV. Give the appropriate forms of the verbs instead of the infinitives.

A

1. We know that you (to come) with excellent recommendations. 2. We are glad to take this young specialist on as he (to have) some experience in lab techniques. 3. I know this professor quite well, as he (to be) my scientific adviser. 4. Before Erik came to the University, it never (to occur) to him to work in the field of nuclear physics. 5. By the time Haviland arrived at the Foxes' Maxwell (to tell) Erik about Haviland's work in England. 6. "When you arrive I (to take) the regular courses of classical physics and quantum mechanics," said Erik. 7. By the end of the next semester he (to take) his Ph. D. 8. Before Erik arrived at the Foxes' apartment, some members of the staff (to discuss) the schedule of work for all the assistants.

B

1. My adviser (to give) me excellent advice and I am going to follow it. 2. Yesterday he (to advise) me to meet the new members of the staff. 3. Last year he (to be) responsible for my undergraduate teaching. 4. By the end of the previous term the students (to master) the necessary lab techniques. 5. To-morrow Professor N. (to give) us a lecture on quantum mechanics. 6. By the time we began to do research we (to master) lab techniques.

V. Change the following sentences into indirect speech.

A

1. He has just said, "I want to speak to you". 2. She said, "I have been very ill, but I am feeling much better". 3. He said, "She is going abroad next month". 4. Then she added, "I have been waiting for you since two o'clock". 5. He promised, "I'll come as soon as I can". 6. She tried to explain, "I'm afraid I can't go there now but I'll probably be able to go there tomorrow". 7. He said, "We were just discussing the terms of the agreement when the telephone call interrupted us". 8. He went on insisting, "The counterparts will agree to our new price if we send them a fax immediately".

B

1. He said, "The price must include the cost of packing". 2. Everybody insisted, "You ought to congratulate your uncle on this occasion". 3. The coach said to me, "You should wait until the weather changes". 4. They asked me, "Could you take a message?" 5. Then she added, "I would like to take part in the beauty contest".

Note:

При обращении прямой речи в косвенную глагол в придаточных дополнительных предложениях не изменяется:

a) если глагол главного предложения стоит в одном из настоящих или будущих времен.

We have learned (that) they will come to Moscow soon.

b) если глагол в прямой речи стоит в *Past Perfect*, *Past Perfect Continuous* или является одним из модальных глаголов: **must, could, might, should, would**.

<i>Direct Speech</i>	<i>Reported Speech</i>
"We had finished our work by six o'clock."	They informed their chief (that) they had finished their work by six o'clock.
" Could you come later?"	She asked me if I could come later.

c) если в прямой речи указывается точное время совершения действия или общеизвестный факт.

<i>Direct Speech</i>	<i>Reported Speech</i>
"I was in England in 1972." The sun rises in the East.	He said he was in England in 1972. The teacher explained to the children (that) the sun rises in the East.

VI. Put the following sentences into indirect speech with the introducing verb in the Past Tense. (Vary the introducing verb).

a) *He said, told us, stated, declared, etc.*

1. I have never been here before. 2. She is sorry he didn't come yesterday. 3. He will answer the letter when he gets the information. 4. She must go there at once if she still wants to see him. 5. You have been very generous today. 6. I expect to hear some news tomorrow, I'll tell you if I do.

b) *He asked, wanted to know, didn't know, wondered, etc.*

1. Is she invited to the party ? 2. Do you know when she will arrive in Moscow ? 3. Must we be here by six or can we come a bit later ? 4. Does the doctor allow you to smoke ? 5. Shall we have our meal now ? 6. Where shall we meet tonight ? 7. Why are you insisting on it ? 8. What exhibition did you visit last week ? 9. Who must follow these instructions ? 10. How can I fasten the belt ? 11. Why did you make up your mind to take part in the conference ? 12. Will the new project require a great effort if we change the preliminary schedule ?

VII. Practise the following table. Turn the following direct questions into *Indirect Speech*.

I'd like to know	- Which of you has read "Pygmalion" ?
The teacher asked	- Who is the author of the book ?
I can't imagine	- What is wrong with our agreement ?
The receptionist asked	- How do you always manage to remember the dates ?
My friend wondered	- Have you anything to ask ?
The policeman tried to find out	- Is anything wrong with your car ?
Don't you know	- Why have you exceeded the speed limit ?
Can you guess	- Aren't you sorry ?
Did you find out	- Who did it depend on ?
	- Will Friday suit everybody ?
	- Has he changed his mind ?

VIII. Fill in the blanks with prepositions wherever necessary:

He asked - who you were looking ...
 - what family she came ...

- what book (article) the extract was taken ...
- what literary trend this poet belonged ...
- if our school-mate was going to marry ... Helen.
- why I was smiling ... her.
- what subjects I took special interest ...
- who she had fallen in love...

IX. Practise sentences below using *Indirect Speech* and translate each sentence into Russian.

A

1. "When must he be back?" I wondered. 2. "How much time is left?" he asked. 3. "Who is the first to speak?" the teacher asked. 4. "How many of you took part in the discussion?" she wanted to know. 5. He asked, "Why can't a definite answer be given soon?" 6. She tried to find out, "How long will it take you to make preliminary arrangements?" 7. "Which of you would like to join us?" he asked. 8. I was asked, "How far's the bus stop?" 9. The policeman asked, "What's the matter?" 10. We asked him, "How did it happen?" 11. The host wondered, "Why are you leaving so soon?"

B

1. The manager asked, "Does the appointed time suit everybody?" 2. She asked me, "Have you been learning English for five years?" 3. I asked a salesman, "Can you guarantee that the computer will be delivered next week?"



РАБОТА С ТЕКСТОМ

Text A. Information Age: For and Against

FOR:

We are now living in the 21-st 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.

satellite, *n*

to benefit, *v*

to excite, *v*

to plug into, *v*

tool, *n*

major, *adj.*

research, *n*

to locate, *v*

to provide (with), *v*

to be available

viewer, *n*

financial, *adj.*

to touch, *v*

button, *n*

to combine, *v*

to store, *v*

Vocabulary

спутник

извлекать пользу

волновать

вставлять, встраивать

инструмент

главный

научное исследование

определить местонахождение

обеспечивать, снабжать

быть доступным

зритель

финансовый

касаться, трогать

кнопка

сочетать, соединять

хранить, запоминать

storage, <i>n</i>	память (в компьютере)
to transmit, <i>v</i>	передавать
data, <i>мн. ч.</i> (datum, <i>ед. ч.</i>), <i>n</i>	данные
meanwhile, <i>adv.</i>	между тем
to save, <i>v</i>	спасать, экономить
to create, <i>v</i>	создавать
recreation, <i>n</i>	развлечение, отдых
to improve, <i>v</i>	улучшать, усовершенствовать
to support, <i>v</i>	поддерживать
to advance, <i>v</i>	продвигать, развивать
to converse, <i>v</i>	разговаривать
values, <i>n</i>	ценности
to belong to, <i>v</i>	принадлежать
generation, <i>n</i>	поколение
privacy, <i>n</i>	секретность, тайна
to find out, <i>v</i>	выяснить
to pay (for), <i>v</i>	платить
theft, <i>n</i>	воровство

I. Read the following international words. Try to guess their meanings.

Technology, computer, video, telephone, television, system, comfortable, line, university, specialist, channel, program, yacht, service, report, game, financial, course, combine, method, transport, information, interesting, modern, negative, aspect, idea, journal, person, credit, lead.

II. Find in the text the verbs of the same root.

Benefit, plug, connection, local, provision, combination, transmission, transport (-ation), improvement, creation, conversation, support, computer, payment, leader, development, shop.

III. Write the four forms of the verbs.

To lead, to pay, to get, to buy, to take, to find, to read, to think, to become, to know.

IV. Find antonyms to the following words:

same, furthest, uncomfortable, powerless, old, unavailable, unable, nothing, impossible, to worsen, positive, out-of-date, tiring, to lose, hard, to waste.

V. Suggest Russian renderings for:

1. It is common now to have a computer at home. 2. Home computers plugged into phone lines become powerful tools of knowledge. 3. Soon will be available as many as half a thousand channels. 4. ... any kind of educational courses will be available at the touch of a button. 5. 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. 6. The world will certainly become a more interesting place in which to live.

VI. Give the English equivalents from the text for the following:

любой образовательный курс; финансовые услуги; в ближайшем будущем; сейчас принято; средства получения информации; туристическое обслуживание; почти безграничны; методы хранения и передачи информации; благодаря современной технологии; она отнимает время у ...; по-моему; оплачивать счета.

VII. 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.

VIII. Pick out from the text the verbs in:

- Present Indefinite (Active, Passive)
- Present Continuous (Active, Passive)
- Present Perfect (Active, Passive)
- Future Indefinite (Active, Passive)

IX. Answer the following questions:

1. Why do home computers become powerful tools of knowledge ? 2. How will the quality of television viewing improve ? 3. Do you think the possibilities of the advanced technology will bring people together or isolate them ? 4. Are there any advantages of having lots of TV channels ? 5. What do you think we mean by saying “TV generation” ? 6. Do you waste as much time watching TV as you used to when you were a schoolboy (schoolgirl) ? 7. What do you think of advanced technology ? Are you for or against it ?

X. Say in English:

1. Я уверен, что жизнь в ближайшем будущем будет более интересна и комфортабельна. Возможности новых технологий практически безграничны. 2. Компьютер в доме стал обычным явлением. Домашний компьютер,

подключенный к телефонной сети, становится мощным источником получения любой информации. 3. Становится доступной связь с библиотеками, университетами, исследовательскими учреждениями. 4. Телевизор, обеспеченный спутниковой связью, позволит телезрителям купить практически любую вещь, от яхты до булки хлеба, не выходя из дома. 5. Исчезает необходимость тратить время в поисках информации. Сэкономленное время можно использовать для отдыха, развлечений или образования. 6. Конечно, жизнь в современном мире достаточно комфортабельна, однако она порождает и некоторые отрицательные моменты. 7. Раньше, когда не было телевидения, люди читали, размышляли, беседовали друг с другом. Сегодня они предпочитают развлекаться, смотря видеофильмы и телевизионные шоу. Мало кто находит время для чтения книг, журналов и газет.

XI. Compose a story. Produce your point of view on the problem of the information age. Try to explain whether you are for or against. Give reasons. Use the following:

to my mind; as far as I know; I think that ...; I would like to mention that ...; it seems to me; as far as I am concerned; in my opinion; it goes without saying ...; to begin with; by the way; in this way; to some extent; if I am not mistaken.

Text B. Computer System

A computer system is made up of five fundamental units. The central part of a computer is the Central Processing Unit (CPU). The CPU includes 2 units: the Control Unit (CU), and the Arithmetic-Logical Unit (ALU).

The Arithmetic-Logical Unit is the "brain" of the computer system. It performs the most important operations of a computer system - arithmetic and logical operations on the data.

On the other hand, the Control Unit functions more like a "house master". It decides the sequence of operations for the system. It generates and manages all control signals to streamlining the operations and flow of data within the ALU.

Memory module is the next part of a computer system. The memory of the computer is used to store information. Several types of memories are normally present in a computer system. These two basic types of memories are respectively known as ROM (Read Only Memory) or RAM (Random Access Memory). Secondary memories can reside externally to the computer. A typical example would be diskettes.

The last part of a computer system is the input /output - module. The input - module supplies data to the ALU. It can be, for example, a keyboard. The output - module on the other hand displays to the outside world the data exiting from the ALU. A familiar example is the video display unit (VDU).

Personal computer systems are used now on a wide scale.

The basic components of a personal computer consist of the system unit, the keyboard, the video display unit, the printer and optionally the mouse. They can be easily connected and ready to be used in a matter of minutes.

The system unit contains a 16 / 24 / 32 - bit microprocessor, the two diskette drives housed in a single table - top unit. The system unit is powered from a standard 230 - volt ac grounded wall outlet.

The computer system has two modes: alphanumeric (A / N) or text mode and graphics mode.

A few words about A / N mode.

In text mode, it supports either a 40 / 25 or an 80 / 25 display format. Each character is format in an 8 / 8 character box. Characters can be black or white or displayed in colour with 8 background colours and 16 foreground colours. Multiple pages of text may also be stored in the adapter.

The display adapter card contains ROM character generator that provides 256 characters for displaying on the screen. In addition to the standard 96 ASCII characters, there are special characters for supporting games and text processing, plus international character and symbols, line graphics, scientific notations and Greek characters.

Each display character position is defined by two bytes in the adapter 16K RAM. One byte is for the display character code byte, which is the ASCII character code and the second byte is the attribute.

Thus, for the 80 column per 25 rows display, it's required 4000 bytes.

The second possible mode is a graphics mode. The adapter card has two graphics modes - a 320 / 200 four colour mode and a 640 / 200 monochrome mode. In the 320 / 200 mode, each dot on the screen can be programmed with any of the four colours.

The 320 / 200 medium resolution mode uses 16000 bytes of memory, organised in 4 pixels horizontally per byte. The screen is divided into two buffers, the first 8K buffer holding data for the even lines and the second hold data for the odd lines. Each pixel on the screen is defined by two bits

The 640 / 200 high resolution mode requires 16Kb. Every bit is mapped to a pixel on the screen. So, one byte will represent 8 pixels on the screen.

The personal computer can be connected to either 84-keys or 101-keys keyboard.

The 84-keys keyboard is a AT / XT compatible keyboard. It is changeable to the AT or XT by selective switch at the back of the keyboard.

Various languages keyboards are available: English, German, Russian and others.

The 101-keys keyboard with an outside is to select XT or AT mode. It is basically an intelligent and detachable keyboard.

to process, <i>v</i>	обрабатывать
to include, <i>v</i>	включать
unit, <i>n</i>	блок, устройство; единица
to perform, <i>v</i>	выполнить
brain, <i>n</i>	мозг
to streamline, <i>v</i>	интенсифицировать
flow, <i>n</i>	поток
respectively, <i>adv.</i>	соответственно
random, <i>adj.</i>	случайный
access, <i>n</i>	доступ
to reside, <i>v</i>	размещаться, находиться
internal / external, <i>adj.</i>	внутренний / внешний
input / output, <i>n</i>	ввод / вывод
to supply, <i>v</i>	снабжать
key, <i>n</i>	клавиша; ключ
keyboard, <i>n</i>	клавиатура
to display, <i>v</i>	показывать, высвечивать
scale, <i>n</i>	масштаб
on a wide scale	в широком масштабе
component, <i>n</i>	элемент
optional, <i>adj.</i>	необязательный
to contain, <i>v</i>	содержать
diskette drive	дисковод
outlet, <i>n</i>	штепсельная розетка
mode, <i>n</i>	режим
color (colour), <i>n</i>	цвет
background, <i>n</i>	фон
foreground, <i>n</i>	передний план
in addition to	кроме
screen, <i>n</i>	экран
notation, <i>n</i>	обозначение
to define, <i>v</i>	определять
row, <i>n</i>	ряд
to require, <i>v</i>	требовать
medium, <i>adj.</i>	средний
resolution, <i>n</i>	разрешающая способность, разрешение
to map, <i>v</i>	наносить на карту; составлять план
to represent, <i>v</i>	представлять
compatible, <i>adj.</i>	совместимый
switch, <i>n</i>	выключатель
to detach, <i>n</i>	отделять, рассоединять

even / odd, *adj.*

четный / нечетный

I. Read the following international words from the text. Guess their meanings:
computer, system, byte, fundamental, central, process, control, arithmetic, logical, operation, function, master, generate (-or), signal, module, information, type, diskettes, familiar, video, personal, printer, contain, microprocessor, volt, text, graphic, character, format, adapter, position, game, international, symbol, line, notation, bit, attribute, column, monochrome, program, organize, horizontally, selective.

II. Read and remember the following abbreviations:

<i>I/O – input/output</i>	ВВОД/ВЫВОД
R/W – read/write	ЧТЕНИЕ/ЗАПИСЬ
A/N – alphanumeric	ТЕКСТОВЫЙ
ALU – arithmetic/logic(al) unit	АРИФМЕТИЧЕСКОЕ/ЛОГИЧЕСКОЕ УСТРОЙСТВО
VDU – video display unit	ДИСПЛЕЙ
CPU – Central Processing Unit	ЦЕНТРАЛЬНЫЙ ПРОЦЕССОР
RAM – Random Access Memory	ПАМЯТЬ С ПРОИЗВОЛЬНОЙ ВЫБОРКОЙ
ROM – Read –Only Memory	ПОСТОЯННАЯ ПАМЯТЬ
DASD – Direct Access Storage Device	ЗУ С ПРЯМЫМ ДОСТУПОМ
DBMS – Data Base Management System	СИСТЕМА УПРАВЛЕНИЯ
R	БАЗАМИ ДАННЫХ
	РЕГИСТР

III. Produce definitions to the following:

CPU, character, computer, data, access, instruction, magnetic tape, word, hardware, bit, capacity, address, code, chip.

Use the sentences below:

1.A basic unit of data in a computer memory. It consists of a predetermined number of characters or bits to be processed. The word “bit” is formed from the letter “b” in the word “binary” and two letters in the word “digit”. 2.The process of acquiring information from a computer register, memory or peripheral unit. 3. One of the elementary operations which can be performed by a computer. 4.The mechanical,

magnetic, electronic and electrical devices or components of a computer. 5.The part of a computing system which obtains instructions from the memory and interprets them as well as performs the actual operations. 6.A collection of numeric, alphabetic or special characters denoting facts and information. 7.Any device capable of accepting information, applying prescribed processes to the information and supplying the results of these processes, in other words, a device for performing sequences of arithmetic and logic operations. 8.One of a set of elementary symbols which may be arranged in groups to express information. The symbols may include the decimal digits 0 through 9, letters A through Z, punctuation marks and operation symbols which a computer may read, store and write. 9.A tape with a magnetic surface on which data can be stored by selective magnetisation of portions of the surface. 10.A system of characters and rules for representing information in a language capable of being understood and used by a computer. 11.A small piece of silicon on which an integrated circuit is fabricated. 12.A unique label, name, or number that identifies a memory location. 13.The number of bits or words or bytes that can be stored. 14.The smallest unit of information within a character which can assume the values of 0 and 1.

IV. Translate the following word combinations. Pay attention to the left-hand attributes:

control unit functions, memory module, input/output module, personal computer systems, video display unit, standard 230-volt ac grounded wall outlet, each display character position, adapter card, 320/200 medium resolution mode, first 8K buffer, 640/200 high resolution mode, 101 – keys keyboard, at/xt compatible keyboard, various languages keyboard.

V. Fill in the table according to the pattern:

Verb	Noun	Adjective
<u>Pattern:</u> calculate define compute program divide represent apply require	calculator calculation	

process select store resolve perform change connect organize generate map base power characterize display		
--	--	--

VI. Translate the sentences below. Pay attention to the meanings of the following words:

- a) a result - результат, следствие
as a result - в результате
to result in - приводить к
to result from - вытекать из; являться результатом

1. After performing computations a computer displays the results. 2. The development of cybernetics has resulted in growing application of various computers. 3. These data result from the comparison operation. 4. As a result, solving such problems will save human lives. 5. He reported the results of the experiment made by means of a general-purpose computer. 6. The importance of computing machines results from their ability to process information in an extremely short time.

- b) rather - довольно, до некоторой степени, скорее
rather than - а не..., вместо того, чтобы; скорее чем

1. These measurements require rather high accuracy. 2. The speedometer reads the instantaneous velocity of a car rather than the average one. 3. This graph is plotted rather for an object moving with uniform velocity. 4. In case of varying values an analog computer rather than a digital one should be used.

- c) way - путь, способ
way out - выход (из положения)
in this way - таким образом
by the way - между прочим
the other way round - наоборот

1. The only way of solving this complicated problem is to use a computer. 2. In this way, the difference in the design of these computing machines is the difference in

their functions. 3. It should be always remembered that the machine serves man, and not the other way round. 4. By the way, some decades ago the principle use of computers was in the area of applied mathematics. 5. There is no better way of raising productivity than by applying modern electronic computers. 6. In this way, the crystal acts as a switch and “remembers” the light impulses. 7. One of the ways of storing information in a computer is storing by using a set of small magnetically polarised spots (пятна) on a magnetic surface. 8. The only possible way out is to simulate the situation by means of a computer.

- d) term - термин; срок; семестр
 to term - называть
 in terms of - с точки зрения; на языке; в терминах

1. Technically, the term microprocessor has come to mean the central processing unit of a small computer system. 2. A code can be written in terms of automatic language for then it is easy to make changes in it. 3. A program may be termed a routine or code as they are synonyms. 4. If the language being described is called simply "the language", then the language in terms of which the description is being made is called "metalanguage". 5. Computers are best understood in terms of their real capabilities.

- e) a number - число; количество; номер
 to number - насчитывать
 a number of - ряд, множество

1. If the code for number 3 is stored in register R, the operation will be performed by the computer 3 times. 2. A number of computing devices were arranged in our laboratory. 3. An instruction word looks like a number and there is no way to tell from the word itself whether it is a quantity or an instruction.

- f) consideration - рассмотрение, обсуждение;
 соображение
 to take into consideration - принимать во внимание
 under consideration - рассматриваемый, обсуждаемый
 in consideration of - принимая во внимание

1. In view of these considerations one can foresee the development of cryoelectronic memories with extremely high component densities. 2. The prime consideration in choosing this type of a computer is its lower price. 3. It should be taken into consideration that CAD reduces drafting time and effort. 4. The problem under consideration is connected with hardware of the supercomputer. 5. In consideration of advantages in speed, reliability and capacity a great deal of attention will be given to this computing machine.

VII. Put the following sentences into indirect speech with the introducing verb in the Past Tense. (Vary the introducing verb).

a) *He said, told us, stated, added, declared, reminded, mentioned, explained*

- 1) An up-to-date computer system is made up of five fundamental units.
- 2) The ALU performs the most important operations.
- 3) The two basic types of memories known respectively as ROM and RAM are designed for storing information.
- 4) Diskettes would be a typical example of secondary memories.
- 5) The system unit, the keyboard, the video display unit, the printer and optionally the mouse could be called the basic components of a personal computer (PC).
- 6) Any computer system must have two modes: A/N or text mode and graphic mode.
- 7) Characters can be black, white or displayed in colour with 8 back ground and 16 foreground colours.
- 8) In addition to the standard characters there are special characters for supporting games and text processing.

b) *She asked, wanted to know, didn't know, wondered, tried to find out, couldn't understand.*

- 1) What is each display character position defined by?
- 2) Can each dot on the screen be programmed with any of the four colours?
- 3) How many bytes are required for the 80 column per 25 rows display?
- 4) Will one byte represent 8 or 16 pixels on the screen?
- 5) What kind of resolution mode used 16000 bytes of memory?
- 6) Must the personal computer be connected to either 84-keys or 101-keys keyboard?

VIII. Paraphrase the following questions beginning with “*I wonder*”

- 1) Could you explain me the difference between ROM and RAM?
- 2) What unit must store information?
- 3) What do you mean by saying “up-to-date computer”?
- 4) Will artificial intelligence be used on a wide scale in the near future?
- 5) What is the system unit powered from?

Text C. A message from the President

Part I.

Dear Valued Customer, since its inception in 1985, Corel has been renowned in the software industry for consistently developing innovative software and revolutionary technology. To complement our extensive line of acclaimed business applications, graphics products and Internet/intranet software, we offer an exceptional level of commitment to our corporate and government customers. We deliver on this commitment by fulfilling three core objectives.

Corel provides customers with **leading-edge, open standards technology on a variety of platforms** including Java™, Windows® 95, Windows NT®, Windows® 3.1x, DOS, UNIX and Macintosh®. With our commitment to Java development, we

are poised to lead the way in what is being hailed as the greatest technological shift of the decade - the Internet/intranet and the network-centric computing revolution. We are also dedicated to protecting your organisation's current operating system investment and offering innovative technology with continued development on all of the platforms listed above.

Corel offers one of the **most flexible, easy-to-administer methods of software deployment** available. Through the Corel Licence Program (CLP), Corel can effectively meet your changing software deployment needs, as your organization evolves and grows.

Corel is also committed to **minimizing your organization's information system expenditures**. Through CLP and products such as Corel® Office for Java™ and Corel® Office for Windows NT® Server 4.0, Corel is taking an active role in reducing organizations' software costs.

CLP Universal™ allows medium- and large-sized organizations to take advantage of the benefits of Corel's corporate and government commitment. Combining leading-edge technology with one of the most flexible, cost-effective and easy-to-use volume licence programs in the software industry, Corel is a perfect partner for any organization looking to excel.



DR. MICHAEL COWPLAND
CHAIRMAN, PRESIDENT and CEO
COREL CORPORATION

- I. Read the first part of the text. Suggest Russian version for the italicised parts of sentences.
- II. Complete English sentences by adding the question given in the right-hand column.

A) I failed to understand

Кто написал это письмо?

Когда была основана компания?

Работает ли она на современном уровне?

Каковы основные цели работы компании?

Помогает ли компания своим клиентам работать в Internet/Intranet?

Будет ли компания отвечать растущим требованиям клиентов?

В) Как вы думаете?

Do they offer an exceptional level of commitment to their corporate and government customers?

What kind of technology does Corel provide customers with?

Why is Corel taking an active role in reducing organizations software costs?

Did CLP Universal allow medium- or large-sized organizations to take advantage of the benefits of Corel's corporate and government commitment.

Why can Corel be considered a perfect partner for any organization looking to Excel?

C) Ask your fellow-students to answer the questions above.

Text C

Part II

CLP Universal was designed to provide greater flexibility to organisations than other volume licence programs. That's because, in the software industry, where technology and users' needs change rapidly, Corel believes flexibility in licensing is essential for organisations that want to stay ahead of their competition.

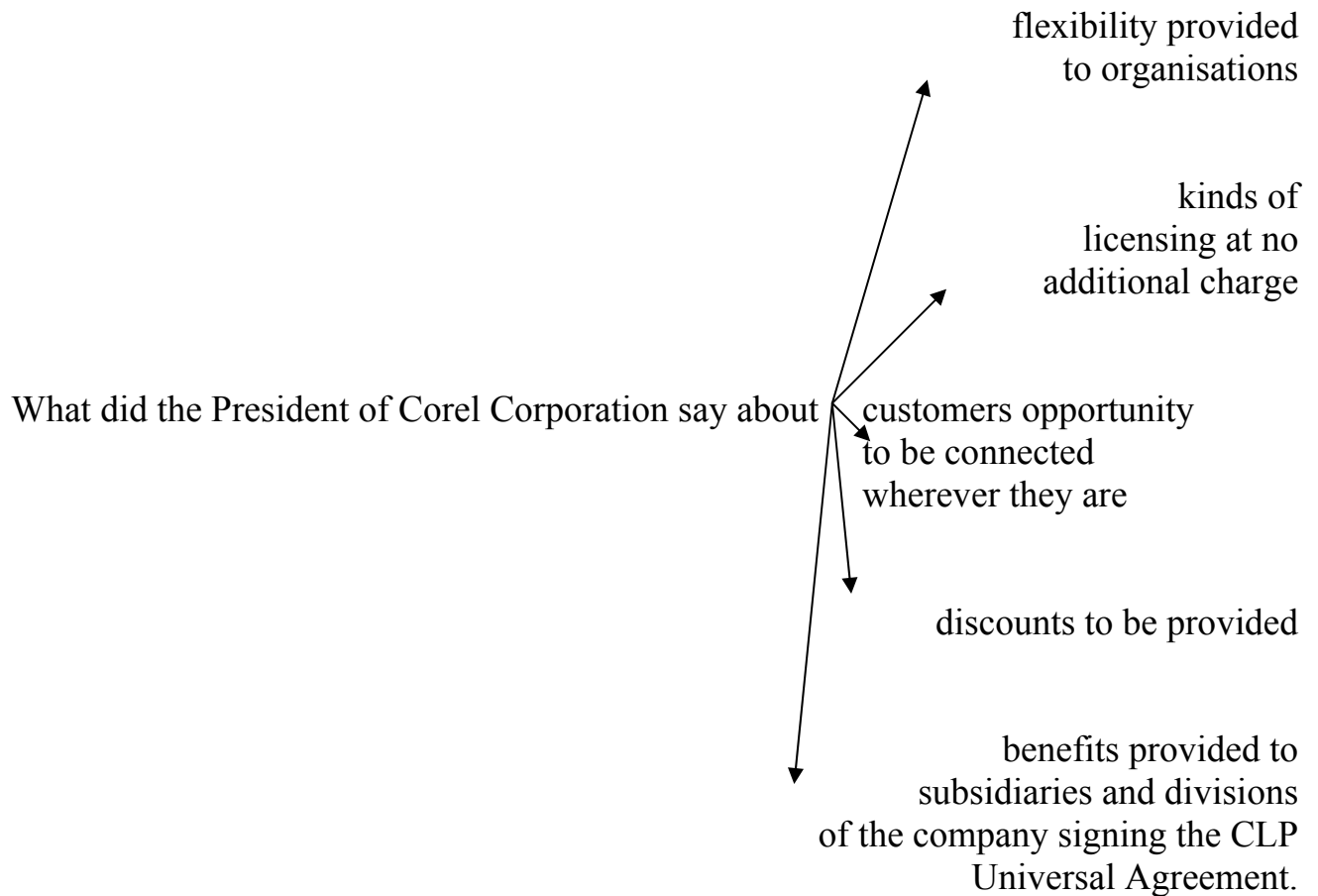
CLP Universal allows for multiplatform and multilingual licences and backward licensing at no additional charge. Users can access Corel business, Internet/intranet and graphics applications on different operating systems, in different languages or with different version numbers, making internal and external communication much easier. As well, organisations do not have to go through the purchasing process every time they need to use equivalent products on different platforms on different languages.

Concurrent usage at no additional charge allows organisations to purchase licences for the total number of copies of the Corel application to be used simultaneously. Combined with nonconcurrent home and laptop usage at no additional charge, Corel helps customers stay connected wherever they are—in the office, on the road or at home.

CLP Universal is designed to assist organisations as they grow, with greater discounts as they achieve greater purchase volumes. Subsidiaries and divisions of the company signing the CLP Universal Agreement also benefit from the flexibility of CLP Universal by purchasing off the parent company's agreement without having to meet a minimum purchase requirement.

I. Answer the questions below using Indirect Speech. Be detailed in so doing.

The verbs to be used: *to declare, to insist, to add, to explain, to emphasize, to stress*



- II. Retell the story as if you were a customer of Corel Corporation and give reasons for you to be one.
- IX. Text D. Hard Disk Troubles

Introduction

Be prepared and don't panic: Many errors are not fatal; you just have to know how to deal with them.

By Neil Randall

Of all the problems a PC can have, none is more frightening than a hard disk error. The problem could be as easy to deal with as a few bad sectors or a loose power connector, but whenever we see anything wrong with hard disk operation, our minds conjure up the horrifying phrase "disk crash".

After all, most of us don't back up our data as often as we should, so a full disk crash could result in permanent losses. Even those who do regular backups will usually have to buy and install a new disk and then figure out the backup software's restore procedure. At the very least, it's a time-consuming and stressful procedure, and Murphy's Law ensures that these things happen only when deadlines loom and stores are closed.

Hard disks break down for the same reason cars or refrigerators break down: They're mechanical, and mechanical items are susceptible to physical problems. But hard disk failures can be more alarming, because they're more mysterious.

First let's examine hard disk construction and operation. A hard disk comes packaged in an airtight container. This container prevents contaminants such as dirt, liquid, dust particles, and hair from coming in contact with the disk's platters, which are sealed inside. The platters themselves are composed of a substrate and a magnetic medium. The substrate, the platter's base material, is either aluminium or (more common today) glass or ceramic. The substrate material must be nonmagnetic and capable of being machined to a smooth finish.

To allow data storage, both sides of each platter are coated with a magnetic medium, formerly magnetic oxide but now almost exclusively a layer of metal called a thin-film medium. The thin-film medium stores data in magnetic patterns, with each platter capable of storing a billion or so bits per square inch (bps) of platter surface. To record and retrieve data, the hard disk assembly contains read/write heads. Each platter surface (top and bottom) typically has a corresponding R/W head, with each R/W head attached to a mechanical arm and all mechanical arms attached to a pivot. With the platters rotating around a spindle and the arms precisely positioning the heads, the entire structure is reminiscent of the good old record players gathering dust in many of our basements.

A main difference is that record turntables play only one of the stacked albums while the rest wait to drop into place, whereas in the hard disk assembly all of the platters are available at all times, and each has its own arms and R/W heads. Another difference is that the turntable's arm has no built-in intelligence; it simply holds the stylus, which is guided by the physical grooves of the album. In a hard disk assembly, the arm swings across the head according to instructions from a precise motor called an actuator; the platter itself does not guide the head. Instead, the actuator moves the R/W heads to the exact physical location of the data requested by the application.

There is yet another difference between record players and hard disks: While the stylus touches the vinyl album, the R/W heads float a few microinches above the platter. On early disks, this distance was 10 microinches or more, but today's R/W heads float at 5 microinches. The heads ride atop the airflow caused by the spinning of the platters, and except for a couple of circumstances, they never come in contact with the platters. If they did, they would damage or even destroy the data where they landed (hence the need for ultrasmooth platters and coatings).

The planned circumstance under which the heads touch the platters occurs when the disk stops spinning—that is, when the disk is powered off. During the spin-down period, the airflow diminishes and then stops completely, and the heads are no longer held off the platters. The unplanned circumstance occurs during a heavy shock of some sort, when the head cuts through the airflow and makes contact with the platter.

- I. Read the text using a dictionary.
- II. Make up short stories to answer the questions below. Use the lists of key words and word combinations.

a) Why are we afraid of a hard disc error?	to deal with, easy, break down, anything wrong, hard disc operation, crash, to horrify, for one reason or another, mechanical items, data, to be lost, failure, to have no idea of , to happen, to find out.
b) What is your hard disc like?	to examine, to prevent from, to be packaged, to come in contact, container, disc's platters, to be composed, magnetic medium, substrate, to be machined, smooth finish, to store data, to be coated, a thin-film medium capable of storing a billion or so bits per square inch; R/W head
c) What's the difference between old record players and hard discs?	to be available, assembly all of the platters, arm, build-in intelligence, to be guided by the physical grooves, to swing, according to instructions, to touch, to float, to ride, to damage, to destroy, (un-) planned circumstances

***Text E. The new way of looking at things:
MultiSync' monitors***

The MultiSync® M500 and M700 monitors: Outstanding picture quality thanks to new CROMACLEAR™ Slot Mask. And lots more...

You only need to take one look at these monitors to see what makes them stand out from the rest - a razor-sharp picture extending into every corner of the screen. An amazingly high-contrast, life-like reproduction of images, graphics and videos. Pure, brilliant colours with clearly defined intermediate tones. Not forgetting the crystal clear picture with consistent brightness over the entire information area, without annoying striping or shadows.

Both monitors feature outstanding ergonomic design and functionality. For example, Plug&Play, the 2nd generation On Screen Manager and Opti Clear Coating are just some of the features that ensure user-friendly and productive working. Multi-media users will be thrilled by the Video Booster, Multilevel Surround Sound and built-in microphone. All in all, MultiSync® M500 and M700 are the ideal solution to meet the needs of current and future applications. NEC. Technology for People.

I. Read this advertisement. Try to understand the key-ideas.

- II. Reread the text and ask a friend indirect questions on the text. Use the suggested word combinations:
Can you tell me ...
Do you know ...
Do you think ...
Tell me ...
Will you tell me ...
Would you explain me ...
Did you manage to understand ...
I wonder ...

- III. Prepare an advertisement of HP Laser Jet 5, 5M and 5N Printers. Use words of the texts A, B, C, D, E.

Принтеры HP LaserJet 5, 5M и 5N сочетают в себе улучшенные характеристики и целый ряд функций и дополнительных возможностей, что в особенности подходит для небольших рабочих групп.

Технологии ускорения печати для ускорения работы.

Технологии ускорения печати означают более быстрый возврат в приложения и более быструю распечатку первой страницы по мере усложнения документов. Сюда входят HP PCL 6 и процессор Intel на 33 МГц, сжатие данных и получение серой шкалы с помощью аппаратного обеспечения. Комбинация этих компонент обеспечивает наиболее эффективную работу с использованием двигателя 12 страниц в минуту, при этом рабочий цикл повышается до 35,000 страниц в месяц.

Новый принтерный язык для ускоренного выполнения распечаток.

HP PCL 6 с обратной и прямой совместимостью обеспечивает ускоренное выполнение распечаток, в особенности распечаток сложных документов с большим количеством графики.

Принтерный язык Adobe PostScript Уровня 2 поставляется в качестве стандарта с принтером HP LaserJet 5M и может быть легко установлен на принтеры HP LaserJet 5 и 5N.

Простые в понимании, простые в управлении.

Умело спроектированная легкая для понимания панель управления с кнопкой "отмена работы" для немедленного прекращения процесса печати и кнопкой "выполнение" для разрешения некритичных проблем.

Сообщения на языках, выбранных пользователем, обеспечивают простую для понимания информацию о статусе принтера.

Опциональный инфракрасный адаптер, совместимый с IrDA, дает возможность быстрой и легкой работы без кабеля, например, с компьютерами Notebook.

Решение, которое будет отвечать вашим растущим потребностям.

Слоты SIMM дают возможность увеличения стандартной памяти (4 МБ на HP LaserJet 5 и 5N, 6 МБ на HP LaserJet 5M) до 52 МБ (38 МБ на HP LaserJet 5M), также может быть добавлена энергонезависимая "флэш" память для постоянного хранения форм, шрифтов и графики.

Превосходное качество документов.

Действительное разрешение 600 x 600 точек на дюйм, технология Улучшения Разрешения HP, мелкодисперсный тонер и 128 уровней серого гарантируют превосходное качество документов.

CONVERSATION



Let's dream of AI (Artificial Intelligence)

Artificial intelligence

Computers have become part of everyday life. Today's schoolchildren carry around calculating power which would have filled a large room forty years ago. Computer scientists are now working on the next generation of computers; ones which will have true intelligence. The first step on the way is the development of 'expert systems'. An expert system is partially intelligent.

At Stanford University a computer has been developed for medical diagnosis. It stores 125 facts about each of 600 diseases. It can tell doctors which questions to ask, and which measurements to take. It can then analyse the result and make an accurate diagnosis.

At the University of California they have been working on computers which can write stories, while IBM has developed the *Epistle* program for business letters which can correct spelling, improve grammar and style and even check for mistakes by giving a list of words with similar sounds. One of the most interesting programs has been developed at Massachusetts Institute of Technology (MIT), and it is a kind of computer psychiatrist.

The program, which was developed by Professor Joseph Weizenbaum, is called *Eliza*. It uses a technique known as 'reflective listening'. The computer seems to understand, and to make sympathetic responses. In fact it does not understand a word

that is being typed into it. Nevertheless, Weizenbaum's secretary fell under the spell of the machine. Weizenbaum says:

Well, I asked her to my office and sat her down at the keyboard, and she began to type and of course I looked at her to make sure everything was operating properly. After two or three interchanges with the machine she turned to me and she said, "Would you mind leaving the room please?"

Eliza responds sympathetically to what is typed in, but that it never adds new information, or gives an opinion. Ordinary psychiatrists use this reflective listening technique, too.

Here is an example of Eliza in operation:

<i>Input</i>	<i>Eliza</i>
It's my girlfriend.	So, you're worried about your girlfriend.
<i>I'm a bit upset.</i>	<i>Why do you feel upset?</i>
She doesn't understand me.	She doesn't understand you?
She argues with everything I say.	Why do you think she argues with you?
<i>She's afraid of me.</i>	<i>Does it please you to think she's afraid of you?</i>
No, but... she goes crazy.	What exactly do you mean by crazy?
She makes me miserable.	I'm sorry to hear you're miserable.

Psychiatrists (and teachers) say that this technique helps people to talk about themselves, and that talking about themselves helps them.

I. Try this technique with some fellow students. *A* is consulting *B*. *B* does not give any opinion, but simply listens sympathetically. Make a list of 'problems' for *A* to speak about. It's a good way of keeping a conversation going.

Eliza simply operates a clever program and cannot be described as artificial intelligence. The program can be fooled:

Eliza

Hi! I'm Eliza. What's your problem?

Computers

What is it about machines that worries you?

They are stupid

I'm not sure I understand you fully

You cannot think

Oh, I cannot think

That is correct

Come, come elucidate your thoughts why

What else comes to mind when you ask that?

Bananas

Can you elaborate on that?

What does that suggest to you?

Me

I see

Where are your eyes?

Why are you interested in whether or not I am r eyes

That is rubbish

I'm not sure I understand you fully

I cannot help that

Come, come elucidate your thoughts

You are repeating yourself

Does it please you to believe I am repeating myself?

No

Why not?

Please leave the room

Can you elaborate on that?

Go

Say, do you have any psychological problems?

However it may not be very long before truly intelligent computers are created. What will happen? Two eminent scientists at MIT have expressed views on this:

Professor Edward Fredken (MIT) Professor Fredken thinks that the artificial intelligences of the future will be concerned with weighty problems that humans cannot understand. He thinks that they may condescend to talk to us occasionally, to amuse us and to play games that we enjoy. In some sense they might, he suggests, keep us as pets.

Professor Joseph Weizenbaum (MIT) Professor Weizenbaum expanded on the idea of computers keeping us as pets and quoted Arthur C. Clarke (the author of *2001*) as saying it would serve us right. Weizenbaum queries the use of the word 'us'. He points out that the thousand or so people working on the high-level computers are doing so without having asked the rest of 'us' our opinion/permission. We will all be affected, however, if they produce the monstrosities that are being forecast. He concludes that this situation says a great deal about the issue of responsibility in science.

II. Answer the following questions:

1. Do you believe in the computer intelligence?
2. If you had a chance to choose either to be tested by a computer or by a human being, which would you prefer and why?
3. Do you think the program Eliza is a good one? Why? Identify its merits and demerits.

4. What other computer programs do you know?
5. Have you ever tried to develop a program? What must a programmer know to develop a good one?
6. Would you like to be a citizen of a computer land and be ruled and controlled by computers?
7. What films devoted to the problem of artificial intelligence have you seen?

III. Be ready to talk on the following topics:

1. Home computers have become powerful tools of knowledge.
2. Internet is a source of information and a means of communication.
3. The possibilities of advanced technology. Will it bring people together or isolate them?
4. Artificial Intelligence, its role and influence on *homo sapience*.
5. You are a computer designer. What computer are you going to develop?
6. Computers in 50 years. Their role in everyday life and their possibilities.

IV. Compose dialogues on the following situations.

1. Discuss with your friends the possibilities of intelligent computers.
2. Discuss the problems the artificial intelligence of the future will be concerned with.
3. Discuss the interrelations between a computer and a man.



JUST FOR FUN

- I. This is an extract from a novel, *Satan* by Jeremy Leven, in which Lupa meets a truly intelligent computer.

Lupa laughed. She liked the voice that had been selected for the computer. It wasn't the typical low mechanical voice that sounded like a record being played at too slow a speed. It sounded natural. It had charm to it.

"Do you have a name?" Lupa asked.

"Not yet," the computer answered.

"They're running a contest. The kids are supposed to name me. I'm dreading the whole thing, believe me."

Now Lupa thought this was clever, the way they had programmed the computer. She wondered if there was some way to screw up the program. She had once heard that even a sophisticated analog computer couldn't pick up certain subtleties in the English language, no matter how good the programming, so she decided to give it a try.

"My paws give me pause," she said.

The computer was silent.

"My paws give me pause," Lupa repeated. "It's a clause without claws."

Lupa waited in silence for a response.

"You know something," the computer said. "I thought you'd be different. Just once today I was hoping I'd get someone who wouldn't try to beat the program".

Lupa smiled. This was marvelous, she thought to herself. They'd thought of everything.

"Sorry," she said. "My displace".

"Ah, you speak Italian", the computer said with some sarcasm.

"Oui, d'accord," Lupa answered.

"C'est vrai."

"And French, too. Your French is better than your Italian. Though neither one is great. Now, if you excuse me, I have to shut down. It's closing time."

Lupa stood up and walked around the room. It was evident to her that somewhere in the building, listening through an intercom, was someone with a microphone. She thought about how to test for this.

"You wouldn't happen to know what day of the week September the fourteenth, 1321, fell on, would you?" Lupa asked.

"It was a Sunday," the computer answered, "but how do you know whether I'm right? Thank you for visiting the computer exhibit."

II. Design a computer for your home. Write a description of it and its functions.

KEYS

Unit 3

			s	i	x	
t			e			n
w			v			i
e	l	e	v	e		n
l		n				e
v				t		
e	i	g	h	t		
			r			
		o	n	e		
				e		

Unit 4

Answers:

tea; ice-cream; rice; butter; salt; sugar; meat; eggs.

Unit 6

e	n	d	a	n	g	e	r	e	d	
l	i	o	n		r	d		a	i	r
e	g	g		b	e		t	r	e	e
p	h		t	o	e		i	t		a
h		e	a	r	n	s		h	i	d
a		n	n	e			o	d	d	
n		e		d		w	h	a	l	e
t	a	r	t		s	a		y	e	n
s	u	g	a	r		t	o			t
	t	y	p	e		e	n	s	u	e
n	o		e		f	r	e			r

Unit 7

Answers:

1. radioactivity; 2. explanation; 3. proper; 4. among; 5. radium; 6. example; 7. split; 8. property; 9. powerful; 10. add; 11. space; 12. contain; 13. rays; 14. simple; 15. travel; 16. sciences; 17. obtain.

Unit 8

Answers:

I. The Scientists and the Watches

1. The two scientists were arguing about whose watch was better.
2. They couldn't continue the experiment because there was something wrong with both watches.
3. They observed the watches for a couple of hours without speaking.
4. They realised the Swiss watch was losing sixty minutes an hour.
5. (b) if a watch is losing sixty minutes in sixty minutes, it's stopped.
6. (a) Once in every twelve hours the Swiss watch would show the right time.
7. The Japanese watch was losing 120 minutes every sixty minutes.
8. (c) It is going backwards if it loses 120 minutes every sixty minutes. In other words, every time a clock telling the correct time moved forward an hour, the Japanese clock moved back exactly an hour.
9. The Japanese watch will show the correct time twice in every 12-hour period, i. e., every six hours.
10. The scientist with the Japanese watch was right when he said, "My watch is right more often than yours."
11. Neither watch tells the correct time - they only show it. You wouldn't know they were showing it without a third watch to refer to.

II. Word Bingo

Material for the game "Word Bingo"

1. A system of words used by the people of one country as a means of communication, (language)
2. A spoken or written test organised by teachers in order to check students' knowledge in this or that subject, (examination)
3. A science which is concerned with the study of matter and natural forces, (physics)
4. The study or science of different numbers and calculations. (mathematics)
5. A useful thing or idea which is produced by scientists for the first time. (invention)
6. The study of events of a nation. These events are usually arranged in order from the earlier time to the later. The events concern the rulers and the governments. (history)
7. The whole world around us: trees, rivers, lakes, animals and so on. (nature)
8. Something is finished or gained through skill or hard work. (achievement)
9. A system of special tracks for trains with locomotives and stations. (railway)
10. The passing of the seconds, minutes, days, weeks, months taken as a whole, (time)
11. Water in the state of gas produced by boiling at the temperature of 100 degrees, (steam)
12. A black or dark brown mineral can be found deep in the earth. It can be burnt to give heat. Gas and other products can be made of this mineral. (coal)

13. An underground or underwater passage for an automobile road. railway. Very often it is built through or under a hill, a river, a town or a mountain. (tunnel)
14. Heavy firm earth. When it is wet it is soft, but it becomes hard when it is heated to a high temperature. Many things are made of it, for example, cups, plates and bricks. (clay)
15. Flat pieces of bread with some cold food between them. It is eaten with your hands. (sandwich)
16. Knowledge or skill which comes from practice rather than books. (experience)
17. A trial or a test which is made usually by. scientists to learn something or prove some scientific idea. (experiment)
18. The movement of people or vehicles along the streets or roads, the movement of ships in the seas, the movement of planes in the sky. (traffic)
19. The rate of movement, in other words, it is the distance travelled divided by the time of travel. (speed)
20. A measure of length which is equal to about 30.5 cm. (foot)
21. Something unpleasant, undesirable or damaging that happens quite unexpectedly or by chance. (accident)
22. The study or knowledge which can be made into a system and which depends on seeing, understanding and testing facts. (science)
23. The case of finding something which existed before but was not known to people. It is often a place or a scientific fact. (discovery)
24. The act of interpretation with the help of words, pictures, gestures. (explanation)
25. A difficulty that needs attention and thought in order to solve it. (problem)

III.

a)

a	d	v	i	s	e	r	
d					x		
m		p	i	e	c	e	
i	g	n	o	r	e		
s	c	h	o	o	l		
s					l		
i	n	t	e	r	e	s	t

b)

e	i	n	s	t	e	i	n
x	e	r	o	x			
p	h	y	s	i	c	i	s
e	d	i	s	o	n		
r	a	d	i	u	m		
i	n	v	e	n	t	o	r
m	i	l	l	i	o	n	

w	o	r	k			n			
u	n	d	e	r	s	t	a	n	d

e	l	e	m	e	n	t	a	r	y
n	e	w	t	o	n				
t	e	s	t						

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УЧЕБНОЕ ИЗДАНИЕ

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