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ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ  
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образования  
**«ТОМСКИЙ ПОЛИТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»**  
**ЮРГИНСКИЙ ТЕХНОЛОГИЧЕСКИЙ ИНСТИТУТ**

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Пособие представляет собой базовый курс английского языка для студентов неязыковых вузов. Материал пособия подобран в соответствии с ГОС для технических специальностей вузов и рабочими программами и нацелен на развитие навыков говорения, чтения аутентичных текстов по социально-бытовой тематике, письма и восприятия иноязычной речи на слух.

Предназначено как для аудиторной, так и для самостоятельной работы студентов.

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## PART 1

### SELF-IDENTIFICATION

#### Unit 1

#### Анкета (Register form)

WHO ARE YOU?



#### 1.1 Заполните анкету.

Name

Age

Nationality

Occupation

Home address

Telephone number

Marital status

#### 1.2 Расскажите о себе, используя информацию анкеты.

Для этого вы должны знать формы глагола to be (быть, являться) в настоящем времени.

To be

I	}	am	You	}	are
He			We		
She	}	is	They		
It					

**My class**

The students in my English class are very interesting. Nicole is French. She is from Paris, France. She is 20. Hans is German. He is from Berlin, Germany. He is a computer programmer. Mr Den is Chinese. He is from Beijing, China. Mr and Mrs Osaka are Japanese. They are from Tokyo, Japan. They are married. Our teachers are Americans. I'm Russian. I'm 18. I'm single. We are all from different countries and we are friends.

What a shame!

Nicole is absent today. She is ill. Hans is absent too. He is at the dentist. Mr Den is absent because today is his birthday. Mr and Mrs Osaka are absent too. They are at home. What a shame!

**1.3** Заполните такую же анкету для своего друга, который не знает английского, и расскажите о нем.

**1.4** Задайте вашему другу вопросы к каждому пункту анкеты. Помните структуру вопроса.

Вопросительное слово -- вспомогательный глагол -- подлежащее -- сказуемое

What is your address?



**1.5** Прослушайте диалог, обращая внимание на формы приветствия. Научитесь читать диалог с правильной интонацией и произношением.

- Excuse me, are you Melanie Tompson?
- Yes, I am.
- Good afternoon. I'm Ted Brown.
- How do you do?
- Ah, how do you do?
- Ted! Ted! Hello!
- Hello, Sam! How are you? I'm very well, thanks. How are you?
- Fine thanks. Sam, this is Melanie Tompson. She's from the United States.
- Hello, miss Tompson. How do you do?
- How do you do?
- Where are you from?
- I'm from England. I'm English.
- Are you in Dublin for a holiday?
- No, no. I'm here to visit an Irish computer company ...
- I see\* ... Can you speak Irish?
- Not really, no.
- All my friends here are English or American. But my best friend is Japanese. His name is Koji and he's the director of the computer company Sam is here to visit\*.
- Oh, how interesting. Looks like\* Ireland is the country that brings all nationalities together.
- Yes, you are right.

\*I see Понимаю.

\*he's the director of the computer company Sam is here to visit Он - директор компьютерной компании, которую приехал посетить Сэм.

\*Looks like Кажется, что...

## Unit 2

### Внешность (Appearance)

#### WHAT DO YOU LOOK LIKE?

**2.1 Для рассказа о внешности человека вам понадобится глагол to have (have got) (иметь) в настоящем времени.**

#### To have

I	}	have (have got)	He	}	has (has got)
We			She		
You			It		
They					

#### Mike

Mike is unlike (like) his mother. His forehead is narrow (broad) and low (high), his teeth are large (small) and even (uneven). He has an aquiline (straight) nose and hollow cheeks. Betsy is rather short (tall) and plump (thin). She has black (fair) and straight (curly) hair. Her eyebrows are bushy (penciled) her eyelashes are thin (thick) and long (short). She has small (large) hazel eyes and crooked (turned up) nose. Her cheeks are never rosy (pale). She has thin (full) and red lips. Her face is very unpleasant (pleasant).

**2.2 Опишите свою внешность с помощью слов, данных ниже.**

Height (рост): tall – высокий, short – низкий, middle-sized – среднего роста.

Constitution (телосложение): thin – худой, slim – стройный, stout – полный, broad-shouldered – широкоплечий.

Hair (волосы): straight – прямые, curly – вьющиеся, dark – темные, fair – белокурые, chestnut – каштановые, bald – лысый.

Face (лицо): round – круглое, oval – овальное, square – квадратное, wrinkled – в морщинках, mole – родинка.

Complexion (Цвет лица): pale – бледный, fair – светлый, dark – смуглый, freckles – веснушки.

Nose (нос): turned up – курносый, aquiline – орлиный, crooked – искривленный.

Lashes (ресницы): long – длинные, short – короткие, thin – редкие, thick – густые.

Lips (губы): thin – тонкие, full – полные.

Brows (брови): bushy – густые, penciled – тонкие.

Eyes (глаза): small – маленькие, large – большие, hazel – карие, grey – серые, black – черные, blue – голубые, deep-set – глубоко посаженные.

Cheeks (щеки): plump – пухлые, hollow – впалые, dimples – ямочки.

Beard – борода, moustaches – усы, shoulders – плечи, neck – шея, arms – руки, legs – ноги, hands – руки (кисти), feet – ноги (ступни), back – спина, tummy – живот, forehead – лоб, teeth – зубы.

Handsome – красивый (о мужчине), beautiful – красивая (о женщине), pretty – симпатичная, pleasant – приятный(ая), ugly – некрасивый(ая).

### 2.3 На кого из своих родственников вы похожи? Сравните себя с вашим братом/ сестрой/ отцом/ матерью. Вам могут понадобиться степени сравнения прилагательных.

#### Степени сравнения прилагательных

tall	высокий	taller	выше	the tallest	самый высокий
beautiful	красивый	more beautiful	красивее	the most beautiful	самый красивый
good	хороший	better	лучший	the best	лучше всего
well	хорошо	(лучше)			
bad	плохой	worse	худший	the worst	хуже всего
badly	плохо	(хуже)			
much	много	more	больше	the most	больше всего
many	много	(более)			

#### It isn't Easy Being a Teenager.

I try to be good, but my parents never seem to be satisfied. They think my food should be\* healthier, my clothes should be nicer, my grades\* should be better. And according to them, my hair should be shorter, my room should be neater, and my friends should be more polite when they come to visit me.

never seem to be satisfied\*      кажется никогда не удовлетворены

should be\*      следует (должен) быть

grade\*      оценка



## The Nicest Person

Mr and Mrs Smith are very proud of their daughter Vicky. She is a very nice person. She's friendly, she's polite\*, she's talented, and she's very pretty.

Their friends and neighbours always compliment them about Vicky. They say she's the nicest person they know. According to them she's the friendliest, the most polite, the most talented, and the prettiest girl in the neighbourhood.

polite            вежливый

## Unit 3

### Распорядок дня (Timetable)

WHAT DO YOU USUALLY DO? WHAT ARE YOUR LIKES AND DISLIKES?

**3.1** Для того, чтобы описывать действия, происходящие регулярно, необходимо помнить формы глаголов в Present Simple Tense.

#### Present Simple Tense.

I You They We	} read.	<b>Do</b>	I you they We	} read?	I You They We	} <b>don't</b> read.
He She It	} reads.	<b>Does</b>	he she it	} read?	He She It	} <b>doesn't</b> read.

### Taylor family

Every weekend is important for the Taylor family. During the week they don't have very much time together, but they spend a lot of time together during the weekend.

Mr Taylor works at the shoe store downtown during the week, but he doesn't work there during the weekend.

Mrs Taylor works in the city hospital during the week, but she doesn't work there on the weekend.

Nick and Pete Taylor go to school during the week, but they don't go there on the weekend.

On Saturday and Sunday the Taylors spend all their time together. On Saturday morning they clean the house together. On Saturday afternoon they work in the garden. And on Saturday evening they sit in the living room and watch TV together. They watch adventure films, comedies, and cartoons.

On Sunday morning they go to church. On Sunday afternoon they have a big dinner. On Sunday evening they listen to music. They usually listen to jazz and rock'n'roll.

As you can see every weekend is special for the Taylors. It's their only time together as a family.

### **3.2 Пользуясь образцом и выражениями, данными ниже, расскажите о том, что вы любите и что не любите делать.**

*I like to get up early.*

*I don't like to get up early.*

to do shopping, to get up early, to take a cold shower, to have friends in, to have parties, to go out on Sundays, to read horoscopes, to speak English, to watch soap operas, to listen to classical music, to go in for sport, to cook meals, to eat in the canteen, to smoke cigars, to travel by air, to work with a computer, to wear jeans, to wear snickers, to read detective stories, to drive a car, to clean flat, to sing folk-songs, to sit at the back of the class, to walk your dog, to work in the garden, to do crossword puzzles, to go skiing, to go skating, to drink beer, to listen to news on TV, to go to church, to sit with your legs crossed, to walk fast, to complain about the life, to interrupt people, to boast of, to come late, to come on time, something else.

### **3.3 Воспользуйтесь словами и выражениями из упражнения 3.2 и расскажите о том, что вы делаете часто - often, редко - seldom, обычно - usually, всегда - always, никогда - never, иногда - sometimes. Обратите внимание на место наречий в предложении.**

*I often eat in the canteen.*

*I seldom (rarely) drink beer.*

*I always come on time.*

*I never take a cold shower.*

*Sometimes I travel by air.*

### **3.4 Ответьте на вопросы, данные ниже. Обратите внимание на структуру вопросов.**

1. When do you usually get up?
2. When do you usually clean your flat?
3. When do you listen to news on TV?
4. Where do you do your shopping?
5. Where do you go skiing (skating)?
6. Where do you sit in class?
7. How often do you have friends in?
8. How often do you eat in the canteen?
9. How often do you drink beer?
10. How well do you speak English?
11. How well do you work with a computer?
12. How well do you sing folk songs?
13. Why do people take a cold shower?
14. Why do (don't) you read horoscopes?
15. Why do you (don't) you wear jeans?
16. What kind of sport do you go in for?
17. What kind of books do you read?
18. What kind of music do you listen to?
19. Who cooks meals in your family?
20. Who walks your dog?
21. Who washes up in your family?



### **3.5 Задайте как можно больше подобных вопросов вашему товарищу.**

### **3.6 Прослушайте диалог и расскажите о вашем распорядке дня.**

- So Karen, tell us about your normal working day.
- Well I get up with my husband at about 6 o'clock. Then I have a shower and a bit of breakfast. Richard takes kids to school at 7 and I start to work at 8.
- How do you get to work?
- Ur... I usually take a tube, but if it's raining I go by taxi.
- Oh, I see. And what kind of things do you have to do once you arrive?\*

- It depends\*. Sometimes I go to meetings, sometimes I contact my clients because of a problem or something and occasionally I just play with PC.
- Do you travel much with your work?
- Yes, I do. Every month I visit my company regional offices to check that everything is OK and every quarter I go to New York. So you see I'm very busy.
- And what do you usually do after work?
- Well, it depends on how I'm feeling. I take the kids for walks. I go to the gym a lot and twice a week my husband and I hire a babysitter\* so that we can spend some time alone.
- Gosh, you certainly are very busy. Well, I'm glad that I don't work as hard as you. Thank you very much and our next guest is ...

It depends on ...

Это зависит от ...

And what kind of things do you have to do once you arrive?      Что вам приходится делать, когда вы уже на месте?

hire a babysitter

нанимать няню

Gosh    Ого! Надо же!

### **3.7    Расскажите, как вы относитесь к:**

Economics, art, TV, history, cooking, computing, folk dancing, politics, English lessons, archaeology, parties and raves, being with friends, discos, theatre, kids, video, maths, philosophy, poetry, pop music, psychology, religion, wild life.

#### **Используйте следующие выражения:**

I really enjoy ...

I'm extremely interested in ...

I'd like to know more about ...

I don't know anything about ...

I want to learn something about ...

I'm not very interested in ...

I don't much like ...

I hate ...

I think ... is a waste of time.

I used to like ... but I've lost interest in it.

I used to think ... was boring, but then I got interested in it.



**3.8** Вам предлагается прослушать радиопередачу *What's My Job* с Джоном Смитом. Джон расскажет вам о своем рабочем дне. Ваша задача определить его профессию.

Перед прослушиванием назовите время по-английски.

5:00am, 6:00am, 6:45 am, 8:30 am, 1:30 pm, 4:30 pm, 6:15 pm, 8:15 pm, 11:00 pm

**3.9** Прослушайте и заполните таблицу информацией о том, что делает Джон в разное время дня. отгадайте его профессию.

5:00am	wake up, have shower
6:00am	have .....
6:45 am	..... the house, catch .....
8:30 am	.....
1:30 pm	have .....
4:30 pm	....., ..... home
6:15 pm	get .....
8:15 pm	....., then ....., or .....
11:00 pm	go .....

**3.10** После прослушивания расскажите о рабочем дне Джона.

## Unit 4

### Характер (Character)

#### WHAT KIND OF PERSON ARE YOU?

**4.1** Что вы можете сказать о своих личностных качествах? Из прилагательных, данных ниже, выберите те, которые подходят для описания вашего характера. Расскажите о себе по образцу:

*I'm analytical.*

*I'm not romantic.*

Cheerful – веселый, carefree – беззаботный, careful – осторожный, independent – независимый, sensitive – чувствительный, reflective – вдумчивый, well-balanced – уравновешенный, understanding – сочувствующий, practical – практичный, honest – честный, reliable – надежный, sociable – общительный, pragmatic – расчетливый,

realistic – реалистичный, hard-working – усердный, трудолюбивый, easy-going – легкий в общении, analytical – склонный к анализу, intellectual – интеллектуальный, romantic – романтический, dreamy – мечтательный, emotional – эмоциональный, active – активный, full of life – полный жизни, optimistic – оптимистичный, self-centred – эгоцентричный, bold – смелый, kind – добрый, modest – скромный, shy – робкий, nervous – раздражительный, indecisive – нерешительный, sincere – искренний.

**4.2 Переведите данные ниже выражения. При необходимости используйте словарь. Расскажите, что из перечисленного ниже характерно для вас.**

To enjoy life to the full, to live according to your own ideas, to swim against the tide, to stay alone for a long periods of time, to try to better understand the world, to take a realistic view of the things in your daily life, to allow your heart to rule your head, to go after your goal with hard work, to make friends easily, to enjoy privacy and independence, to do something the way it should be done, to look for balance, harmony and justice in the world, to be carried away by dreams and unrealistic plans, to lead an unconventional lifestyle, to take risks, to be on move.

**4.3 Психологи используют разнообразные тесты для определения качеств личности. Вам предлагается тест с использованием цветных картинок.**

**Быстро посмотрите на картинки, выберите наиболее понравившуюся вам и прочитайте соответствующую характеристику.**

#### INTERPRETATION:

1. You are cheerful and carefree. For you the new is always more attractive than the old. You try to enjoy life to the full and your motto is «You only live once».
2. You like freedom and independence. Your lifestyle is very individualistic. You try to live according to your own ideas, even if it means swimming against the tide.

3. You are sensitive and reflective. You don't mind being alone for long periods of time and seldom become bored. You continuously strive to better understand the world in which you live.
4. You are well-balanced, understanding and practical. People like you because you are honest and reliable. They often come to you with their troubles.
5. You are professional and pragmatic. You take a realistic view of the things in your daily life and don't allow your heart to rule your head. Once you've decided what you want, you go after your goal with determination and hard work.
6. You are easy going and sociable. You make friends easily, yet you enjoy your privacy and independence. People feel comfortable in your company, and it's likely you're one of the best liked people around.
7. You are analytical and intellectual. Often you think you are the only one who can do something the way it should be done. You look for balance, harmony and justice in the world around you.
8. You are romantic, dreamy, and emotional. Often your imagination knows no limits and you get carried away by dreams or unrealistic plans.
9. You are active full of life and optimistic. You try to lead an unconventional lifestyle, often take risks and like to be on the move.

#### **4.4 Расскажите о:**

- your good qualities
- drawbacks
- what you want to change in your character



**4.5 Вам предстоит прослушать радиопередачу *COLOURS AND CHARACTERS*. Перед прослушиванием прочитайте вслух и запомните следующие слова.**

to mean	означать
to describe	описывать

to be afraid	бояться
to lose one's temper	выйти из себя (потерять хладнокровие)
to remain	оставаться
calm	спокойный
quite the opposite	совсем наоборот
for that reason	по этой причине
to share	делиться
to belong to	принадлежать

**4.6 Закончите предложения с помощью слов из предыдущего упражнения, подходящих по смыслу. Прочитайте предложения вслух.**

1. Sorry, I can't understand what you \_\_\_\_\_.
2. Colours can \_\_\_\_\_ people and their personalities.
3. Don't \_\_\_\_\_ to wear bright colours. They suit to you.
4. She likes to \_\_\_\_\_ yellow. But today she is in black.
5. He is a well-balanced person. He never loses \_\_\_\_\_.
6. It is not easy to remain \_\_\_\_\_ in crisis.
7. - I thought he was rather energetic. - Oh, no. Quite the opposite! He is very lazy.
8. Jonnie, \_\_\_\_\_ the apple with your brother.
9. This house \_\_\_\_\_ to the Martins' family.

**4.7 Заполните таблицу в соответствии с вашими представлениями о том как ассоциируются различные цвета и черты характера.**

*brave, happy, kind, calm, jealous, sociable, mean, loyal, shy, serious, warm-hearted, honest, lazy*

Red	Blue	Green	Black	Purple	Yellow	White

**4.8 Прослушайте запись и проверьте свои ответы. (Лектор ассоциирует каждый цвет с двумя чертами характера)**



#### 4.9 Закончите предложения словами лектора.

Many people are afraid \_\_\_\_\_ this colour because it's so \_\_\_\_\_.  
You will never see someone wearing blue \_\_\_\_\_, because they always remain **calm** in a crisis.  
They like being with friends, and always have \_\_\_\_\_.  
Purple is a colour that \_\_\_\_\_ who is very **loyal** and a little shy.  
Everybody knows that black represents \_\_\_\_\_.  
They're also very **warm-hearted**, though, and they \_\_\_\_\_.  
Like green-lovers, they're also **sociable** and enjoy \_\_\_\_\_.

#### 4.10 После прослушивания расспросите своего друга о его любимых цветах. Расскажите о его / ее характере, используя таблицу 4.7.

*Ann's favourite colour is ..... It means she is probably ..... and .....*



#### 4.11 Вам предлагается прочитать текст о человеке по имени Моби. Перед чтением текста выполните следующий тест.

- Moby is  
a) a composer      b) a writer      c) a pop-singer
- A masterpiece is  
a) a musical genre    b) a work of art    c) something very expensive
- The opposite to mainstream is  
a) underground      b) commonplace    c) unhealthy
- All of the following are music genres except  
a) trash      b) break-beat      c) fiction      d) ambient
- Star fever is  
a) a cosmos phenomena    b) a catching disease  
c) a psychological syndrome

#### 4.12 Прочитайте текст и обобщите информацию о различных сторонах личности Моби в таблице.

Appearance	Personal qualities	Beliefs	Music preferences

## DISCOVERING NEW DEPTHS

Moby... The name is often associated with *Moby Dick*, a book by the classic of American literature Herman Melville. In fact, he is Richard Hall's great-great granduncle.

But for today's teenager this name is associated mainly with a spectacled bald guy who creates fantastic electronic music. Moby fuses different genres: trash, break-beat, ambient, dance-pop. He combines the simple and complicated and comes to create a masterpiece.

He has phenomenal sense of rhythm. One of his singles (Thousand) was even put into the Guinness Book as the fastest single ever, clocking in at 1000 beats a minute. Moby also remixes mainstream and underground acts, including Michael Jackson, Pet Shop Boys, Depeche Mode, Erasure, Orbital.

He is a star but star fever hasn't spoiled him. Moby is perfectly modest and touching. For instance, he refuses to complain about doing a lot of interviews. He says he remembers the time when there were only two journalists who wanted to interview him. He is also sincere. Moby openly speaks about his personal convictions.

He is a fervent vegetarian. However he doesn't eat meat not because he considers it unhealthy. He believes that a cow or a hen has the same sacred right for life as we do. He is a member of several organizations which struggle for the rights of animals, he finances such organizations and gives concerts contributing to their funds.

Moby's views on religion are contradictory. On the one hand, Moby doesn't go to church, as he doesn't feel any necessity for it. On the other hand, he says it is hard to believe that a human being is a result of a chemical reaction in the ocean millions of years ago. So he may be considered a Christian as he believes in Christ and tries to follow the commandments.

Moby works all by himself. His studio is equipped in his house. So for months he doesn't see a single soul. His studio is a kind of microcosm protecting Moby from harmful outer influence.

Moby loves music as such, not just jazz, rock, an electronic music but Music. In any genre there can be a masterpiece or a commonplace. For his music he draws inspiration from nature. There is a glass ceiling in his bathroom and at night he gazes at the stars.

### Слова для запоминания:

**guy** – парень, **to create** – создавать, **complicated** – сложный, **masterpiece** – шедевр, **sense of rhythm** – чувство ритма, **clocking in at 1000 beats** – насчитывающий 1000 тактов, **mainstream** –

признанный, **underground** – альтернативный, **star fever** – звездная болезнь, **to spoil** – портить, **touching** – трогательный, **to refuse** – отказываться, **to complain** – жаловаться, **conviction** – убеждение, **fervent** – убежденный, **however** – однако, **to consider** – считать, **unhealthy** – нездоровый, **sacred right** – священное право, **to contribute** – делать взнос, **fund** – фонд, **views** – взгляды, **contradictory** – противоречивый, **on the one (other) hand** – с одной (другой) стороны, **necessity** – необходимость, **Christian** – христианин, **to follow** – следовать, **commandments** – заповедь, **to be equipped** – быть оборудованным, **soul** – душа, **microcosm** – малая вселенная, мирок, **to protect** – защищать, **harmful** – вредный, **outer influence** – внешнее влияние, **music as such** – музыка как таковая, **commonplace** – банальность, **to draw inspiration** – черпать вдохновение, **glass ceiling** – стеклянный потолок, **to gaze** – смотреть.

**4.13 Найдите в тексте все интернациональные слова и слова, заимствованные в русском языке из английского. В чем разница? Найдите русские синонимы заимствованных слов.**

**4.14 Ответьте на вопросы.**

1. What is the real name of Moby?
2. What does he look like?
3. What kind of music does he create?
4. Why is his single *Thousand* put into the Guinness Book?
5. What do you know about Moby's character?
6. Why doesn't Moby eat meat?
7. Does Moby believe in Christ?
8. Where does Moby create his music?
9. What kind of music does Moby prefer?
10. What inspires Moby?

**4.15 а) Представьте, что вы журналист, который взял интервью у Моби. Воспроизведите вопросы, которые вы ему задали?**

**б) Сыграйте роль Моби и ответьте на вопросы журналиста, используя информацию текста. Вот примерное начало интервью:**

- Moby is your nickname, isn't it?
- Yes, of course.
- And what is your real name?
- My real name is Richard Hall.
- Is there any connection between you and *Moby Dick* a book by the classic of American literature Herman Melville?

## Unit 5 Биография (Biography)

### WHAT DID YOU DO BEFORE?

**5.1 Чтобы рассказать о прошлом необходимо использовать глаголы в Past Indefinite Tense.**

#### Past Indefinite Tense

I He She It worked ( <b>went</b> )*. We You They	I he she <b>Did</b> it work (go)? we you they	I He She It <b>didn't</b> work (go). We You They
--	---	--

\*Вторая форма от глагола *go*. Смотри таблицу неправильных глаголов.

#### Late for Work.

Arthur usually gets up at 7 a.m., he does his morning exercises for twenty minutes, takes a long shower, has a big breakfast, and leaves for work at 8 o'clock. He usually drives his car to work and gets there at 8:30.

This morning, however, he didn't do his morning exercises for twenty minutes. He did them only for five minutes. He didn't take a long shower, he took a very quick shower. He didn't have a big breakfast, he had only a cup of coffee. He didn't leave for work at 8, he left at 7.

Arthur rushed\* out of his house an hour earlier this morning because his car is at the repair shop and he had to take the bus.

He walked a mile from his house to the centre of the town. He waited fifteen minutes for a bus. And after he got off the bus, he walked half a mile to his factory.

Even though he got up early and rushed out of the house, he didn't get to work on time. He got there fifteen minutes late and his supervisor got angry and shouted at him.

Poor Arthur! He really tried to get to work on time this morning.

\*rush – спешить, мчаться, бежать

**5.2 Расскажите о том, что вы делали вчера. Не забудьте о разнице в образовании Past Indefinite Tense правильных и неправильных глаголов.**

To get up, to take a shower, to have breakfast, to eat sandwiches, to walk the dog, to leave for the Institute, to go by bus, to walk, to have classes, to go to a canteen for lunch, to come home, to cook dinner, to have a rest, to watch TV, to do homework, to go out with friends, to wash up, to listen to music, to read a book, to play computer games, to go to bed, something else.

**5.3 Ответьте на вопросы.**

1. When and where were you born?
2. Where did you spend your childhood?
3. How was your family organized?
4. Who looked after you?
5. Did you have brothers or sisters to play with?
6. Did you have a younger brother or sister to look after?
7. Did you go to kindergarten?
8. What pets did you have?
9. At what age did you start schooling?
10. Did you like your school?
11. Who helped you in your studies?
12. What subjects did you like?
13. What subjects did you dislike?
14. What subjects were you good at?
15. What subjects were you bad at?
16. Could you choose the subjects you studied?
17. How much time did you spend at school?
18. What did you do in your free time?
19. Did you take part in any hobby clubs?
20. Did you go in for sport?
21. Where did you spend your holidays?
22. What were your household duties?
23. When did you leave school?
24. Why did you decide to enter the Institute?

**5.4 Расспросите своих бабушек и дедушек о жизни во времена их молодости. Запишите их рассказ на английском языке. Вот примерные вопросы, на которые вам нужно найти ответ.**

1. Where was your grandfather/grandmother born?
2. What subjects did they study at school?
3. What games did they play?
4. What did they like eating then?
5. In what home did they live?
6. At what age did your grandfather/grandmother start working?
7. At what age did he or she get married?
8. How was family life different?
9. What problems did your grandparents have many years ago, which we don't have now?
10. What striking or surprising fact from their life did your grandparents tell you?



**5.5 Вам предлагается прочитать текст о популярном голливудском актере Дэвиде Духовном. Перед чтением подтвердите или опровергните следующие утверждения.**

1. Duchovny is David's stage name.
2. David's father is Russian by origin.
3. David knows Russian quite well.
4. David was trained to become an actor.
5. Fox Mulder from the X-Files is the first role of David Duchovy.
6. David has something in common with his hero.
7. David believes in UFOs and life on other planets.

**5.6 Прочитайте текст и проверьте ваши догадки.**

**DD'S UNSECRET FILES**

He is UFO obsessed FBI agent Fox Mulder of the X-Files, a true believer in ancient genetic mutants and parasites from another galaxy. His name means "spiritual" in Russian. He is David Duchovny.

David Duchovny was born in New York City on August 7, 1960. His Russian-Jewish father, Amram 'Ron' Ducovny (yes, they spell their names differently!) is a writer. His Scottish mother is a housewife. Before David was born his parents had been English teachers at the Berlitz

school. When his parents divorced, David was raised by his mother, along with his sister Laurie and his brother Daniel.

"My father took the 'h' out of our last name because he was tired of having it mispronounced," says David. "But when my parents divorced, my mother put the 'h' back in, as a show of solidarity with how a family member spelled the name. I think it's a beautiful name that I'm told means 'spiritual' in Russian. I don't care how people spell the name as long as they get the meaning."

When David was a boy he went to a prestigious private school in Manhattan. "He was a very bright kid with a brilliant sense of humour," his father remembers. "At school he was always top of the class."

After school he entered Princeton University. Then he studied English Literature at Yale University and worked as a teaching assistant.

David was working at his PhD thesis at Yale when one of his friends suggested that he should try acting classes.

"It made sense," says David, "because I was 26 years old and didn't feel like spending the rest of my life teaching. I liked teaching, but it seemed like living in an unreal world."

Soon he made \$9,000 for appearing in a TV commercial for Lowenbrau beer. It was twice as much money as he made as a teaching assistant.

Duchovny's PhD thesis, "Magic and Technology in Contemporary Fiction and Poetry" was never finished. He moved to Hollywood.

David's first year in Hollywood was very hard. He was unemployed and could hardly make both ends meet. Luckily, he was invited to play in a commercial and later in a feature film.

Very soon Duchovny appeared in such feature films as Chaplin, Beethoven, Julia Has Two Lovers, Red Shoe Diaries, and California. His work in the movies attracted the attention of Chris Carter, the famous creator of The X-Files. So he became agent Fox Mulder.

David Duchovny admits that he has some things in common with Fox Mulder. "We look alike. We're not completely different. Nothing shocks either of us... And I think it would be impossible *to act* all the time 10 months of the year. It would kill you."

David is often asked if he believes in UFOs. "I don't know if we've been contacted or the aliens have landed," he says, "but it would seem rather odd to me if this planet is the only one in the universe with life on it."

David is very surprised not only by the success of The X-Files but by his own personal popularity. Chris Carter has called him 'frighteningly smart'. Gillian Anderson (Dana Scully) has described him as 'hysterically

funny'. Other actors who have worked with him describe him as modest, professional and hard-working. He also has a good memory for names and faces.

David is fond of sports. He played basketball and baseball at school and university. He keeps in shape with jogging and yoga exercises. He writes poetry, but, as he says, he does not read it in public any more.

David lives in Malibu with his beautiful wife, Tea Leone, his daughter, Madeline, and his dog, Blue.

#### Слова для запоминания

UFO (Unidentified Flying Object)		could hardly	make both ends
НЛО		meet	едва сводил концы с
obsessed	одержимый	концами	
to divorce	разводиться	to appear	появляться
to mean	означать	to attract attention	привлекать
spiritual	духовный		внимание
Jewish	еврей	feature film	художественный
spell	писать		фильм
private	частный	creator	создатель
bright kid	умный мальчик	to shock	поражать
PhD (Doctor of Philosophy)		to have smth in common	
доктор философии			иметь ч-л общее
thesis	диссертация	to seem	казаться
to suggest	предлагать	odd	странный
acting classes	уроки актерского	success	успех
мастерства		to admit	признавать
to make sense	иметь смысл	alien	инопланетянин
the rest	остаток	universe	вселенная
commercial	реклама	frighteningly	пугающе
contemporary	современный	smart	умный
fiction	художественная	to keep in shape	
литература			держаться в форме
		jogging	бег

#### 5.7 Расскажите, что вы узнали о:

1. David's childhood
2. The education which he got
3. David's early time in Hollywood
4. David's attitude to his hero
5. David's lifestyle



## Unit 6

### Планы на будущее (Plans for the future)

#### WHAT ARE YOU GOING TO DO?

**6.1 Чтобы рассказать о том, что определено произойдет в будущем, следует употреблять глаголы в Future Indefinite Tense.**

#### Future Indefinite Tense

I		I		I		
He		he		He		
She		she		She		
It	<b>will</b> come.	<b>Will</b>	it	come?	It	<b>will not</b> come.
We			we		We	<b>won't</b>
You			you		You	
They			they		They	

#### I Can't Wait for Spring to Come!

I'm tired of winter. I'm tired of snow. I'm tired of cold weather.

Just think! In a few weeks it won't be winter any more. It'll be spring. The weather won't be cold. It'll be warm. It won't snow any more. It'll be sunny.

I won't have to stay indoors any more. I'll go outside and clean my garden and plant new flowers.

Just think! In a few more weeks my flowers will bloom, and the trees will become green again.

My family will spend more time outdoors. My father and mother will work in the yard. On the weekends we won't just sit in the living room and watch TV. We'll go for walks in the park, and we'll have picnics on Sunday afternoons.

I really can't wait for spring to come.

**6.2 Если вы рассказываете о планируемом или предполагаемом действии, используйте выражение *to be going to* в нужной форме.**

I He She It  We You They	<b>am going to</b> come.  <b>is going to</b> come.  <b>are going to</b> come.	Am I he Is she it  we Are you they	going to come?  going to come?  going to come?	I He She It  We You They	<b>am not going to</b> come.  <b>isn't going to</b> come.  <b>aren't going to</b> come.
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### **The Fortune-Teller**

- Sam visits Madam Blavatska, the famous fortune-teller. She tells him what is going to happen next year.
- In January he is going to meet a wonderful woman and fall in love.
- In February he's going to get married.
- In March he's going to take a trip to a warm, sunny place.
- In April the weather is going to be very bad and he is going to get ill.
- In May his parents are going to visit him.
- In June he's going to find a new place to live.
- In July his friends are going to give him a radio for his birthday.
- In August his boss is going to lose his job.
- In September he's going to start a new job with a very big salary.
- In October he's going to be in a car accident, but he isn't going to be hurt.
- In November he's going to be on a television game show and win a new car.
- And in December he's going to become a father!

### 6.3 Расскажите, что вы собираетесь делать в ближайший выходной.

To have friends in, to sleep all day, to have a family dinner, to clean your flat, to have a picnic in the country, to go to movies, to go to discotheque, to watch TV, to cram for exams, to visit a restaurant, to visit a sport club, to go to church, to go to your native place, something else.

### 6.4 Расскажите о том, что вы будете (не будете) делать через 6 лет.

Если вы не можете с полной уверенностью предсказать будущее, используйте следующие слова и выражения: **to hope** – надеяться, **to think** – думать, **to believe** – полагать, **perhaps** – возможно, **maybe** – может быть, **to be afraid** – бояться. Для выражения уверенности используйте выражения: **to be sure** – быть уверенным, **to know** – знать.

I believe	get the diploma
I hope	have a good job
Perhaps	get married
Maybe	have children
I'm sure	my husband/wife be a nice person.
I think	know the English language
I know	travel a lot
	buy a car
	move to a different city

### 6.5 Расскажите о своих планах на будущее в небольшом сочинении.



**6.6 Прочитайте текст о принце Вильяме, наследнике британского престола и скажите что принц собирается делать в будущем.**

#### PRINCE WILLIAM: THE “PERFECT PRINCE”

On the 21 of June 1982, Prince William Arthur Philip Louis Windsor was born at St Mary’s Hospital, London. The eldest son of the Prince of Wales Charles and the Princess of Wales Diana, Prince William

is the second in line to the throne after his farther Prince Charles. On the 21<sup>st</sup> of June 2003, Prince William celebrated his 21<sup>st</sup> birthday.

Being a prince is not as easy as it may seem. Being a future king is even more difficult. So, what does the future hold for Prince William, a modern prince of the 21<sup>st</sup> century?

Since the tragical death of Princess Diana, who was deeply loved and admired in Britain, British people have been desperate for a new hero. Prince William whose good looks are so like his mother's, who has her smile, charm, and a great sense of humour, seems the only possible candidate. William also inherited his grandmother's strength of character and determination. It is already clear that William knows his own mind. This is why William is often called "the perfect Prince" by the media.

However, William faces a lot of challenges in his life. To start with, he doesn't like seeing his name in the newspapers. So far, William hasn't done anything that journalists could make into a scandal. But will he be able to do the "right thing" forever? Finding a girl-friend is not easy either. William knows that the minute somebody sees him with a girl, the whole world will know about it.

William also needs to find what he will do with his life until he becomes King. As he is the second in the line to throne and his grandmother, Queen Elizabeth II, is still alive (as well as his farther), William may have to wait for about forty years before he becomes King. At the moment he is studying History of Art at St Andrews University in Scotland but it will not be long before he needs to start thinking about what he wants to do in life.

Therefore, it is not surprising that there are rumours that William doesn't want to be King and sees his royal status more as a burden than a blessing. This doesn't seem true. In a special birthday interview to *Hello* magazine, William said that these rumours were wrong, as he was born to be King and it's his "duty". Whatever the truth, it is clear that William will have to work hard to organise his life.

Let's wish him very good luck.

in line to the throne – в очереди на трон, celebrate – праздновать, to admire – восхищаться, to be desperate for – очень хотеть жажда, good looks – красота, to inherit – наследовать, determination – решительность, he knows his own mind – он знает, чего хочет, perfect – совершенный, безукоризненный, to face challenges – сталкиваться с трудностями, to be able – мочь, to have to – быть вынужденным, rumours – слухи, royal status – статус короля, burden – бремя, blessing – благо, duty – долг.

**6.7 Составьте вопросы, на которые можно дать следующие ответы.**

1. On the 21<sup>st</sup> of June 1982.
2. Prince Charles and Princess Diana.
3. William looks like his mother.
4. No, William doesn't like media attention.
5. No, he doesn't have a girl-friend.
6. He studies History of Art at St Andrews University in Scotland.
7. It may be forty years before William becomes King.
8. William sees his royal status as his duty.

**9.3 Объясните следующие слова текста.**

*Being a prince is not as easy as it may seem. Being a future king is even more difficult.*



**9.4 Вам предстоит прослушать рассказ о принце Вильяме.**

**Перед прослушиванием объясните следующие слова.**

Eton college, exclusive boys-only school, Chile, Art History,

**9.5 Прочитайте и запомните следующие слова.**

boarding school	школа-интернат
charity	благотворительность
rowing	гребля
to join	присоединяться
navy	флот

**9.6 Прослушайте рассказ и скажите, что нового вы узнали о принце Вильяме.**



**Расскажите о себе. Ваш рассказ должен содержать следующую информацию.**

- анкетные данные
- внешность
- особенности характера
- привычки и предпочтения
- распорядок дня
- биография
- планы на будущее

## PART 2

# SYSTEMS OF HIGHER EDUCATION IN GREAT BRITAIN AND THE USA



### Unit 1

### Система образования в

### Великобритании

### (System of higher education in Great Britain)

**1.1 В таблице приведены основные термины из сферы образования. Найдите соответствующее определение для каждого термина и переведите их на русский язык.**

1 education	<b>A</b> a title given by a university to a student who has completed the course of study
2 training	<b>B</b> to complete a university course of study
3 tuition	<b>C</b> to give teaching and practice, usually for a particular job or skills
4 (theoretical) knowledge	<b>D</b> what someone knows about a particular subject
5 (practical) skills	<b>E</b> to get knowledge of some subject or skill in some activity
6 to learn	<b>F</b> money given by the state to a student during a period of study
7 to study	<b>G</b> a course of special exercise, practice
8 to teach	<b>H</b> to give a person knowledge, to give lessons
9 to train	<b>I</b> to gain knowledge, it refers only to knowledge, not skills or abilities
10 to enter a university	<b>J</b> money paid for education
11 to graduate from a university	<b>K</b> formal instruction at school or university
12 degree	<b>L</b> special ability to do something well
13 grant	<b>M</b> to become a university student



**1.2 Вам предстоит прочитать текст HIGHER EDUCATION IN GREAT BRITAIN. Перед чтением проверьте, знаете ли вы следующие слова и выражения.**

**train** – обучать, **fairly** – довольно, **faculty** – факультет, **department** – кафедра, **law** – закон, **theology** – богословие, **to award** – присуждать, присваивать; **degree** – степень, **Bachelor** – бакалавр, **Postgraduate** – относящийся к аспирантуре, **postgraduate course** – аспирантура; **Master** – магистр, **Research** – исследование, **to head** – возглавлять, **staff** – коллектив, **to admit (to)** – принимать, **basis** – основание; **to provide** – предоставлять, **hostel** – общежитие, **to accept** – принимать, **grant** – грант – безвозмездная ссуда, выдаваемая на учебу; **to cover** – покрывать, здесь: оплачивать; **expenses** – расходы, **income** – доход, **contribution** – вклад, пожертвование; **loan** – ссуда, заем; **to introduce** – вводить, **commerce** – коммерция, **curriculum** – курс обучения, **advanced** – продвинутый, передовой, углубленный; **to correspond (with, to)** – соответствовать

**1.3 Соотнесите английские фразы с их русскими эквивалентами.**

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1. institute of higher education | a) сделать вклад (оплачивать) |
| 2. bachelor's degree             | b) расходы на проживание      |
| 3. a great variety               | c) вуз                        |
| 4. post-graduate course          | d) возможность дискутировать  |
| 5. to award a degree             | e) предоставлять общежития    |
| 6. a system of loans             | f) присуждать ученую степень  |
| 7. living expenses               | g) принимать студентов        |
| 8. to make a contribution        | h) коллектив преподавателей   |
| 9. to admit students             | i) система ссуд               |
| 10. a staff of teachers          | j) большое разнообразие       |
| 11. a chance to discuss          | k) аспирантура                |
| 12. to provide hostels           | l) степень бакалавра          |

**1.4 Многие глаголы в тексте, который вы будете читать, стоят в страдательном залоге. Чтобы вспомнить, что вы знаете о действительном и страдательном залоге, прочитайте предложения в таблице и ответьте на вопросы.**

- Когда совершается действие в предложениях?
- Известно ли кто выполняет действие?

- Какой член предложения выполняет действие?
- В какой форме стоит глагол-сказуемое?

Действительный залог (Active Voice)	Страдательный залог (Passive Voice)
All universities <b>admit</b> men and women.	After taking examinations a university graduate <b>is awarded</b> the degree.
Students <b>receive</b> grants from their local authority.	Each faculty <b>is headed</b> by one or more professors.

### 1.5 Изучите формы страдательного залога в таблице.

#### Passive Voice

to be + Ved/3		
<b>Present</b>	I am asked He is asked She is asked	We are asked You are asked They are asked
<b>Past</b>	I was asked He was asked She was asked	We was asked You was asked They was asked
<b>Future</b>	I will be asked He will be asked She will be asked	We will be asked You will be asked They will be asked

### 1.6 Прочитайте текст и ответьте на вопросы.

1. How many universities and institutes of higher education are there in Great Britain?
2. Which is the biggest modern English university?
3. What faculties & departments does a university have?
4. What is a college?
5. What degrees do university graduates get?
6. What is the admission to universities based on?
7. What is a grant given for?
8. Do wealthy parents pay for their children's education?



## HIGHER EDUCATION IN GREAT BRITAIN

There are forty-seven universities in Britain and thirty polytechnics, 350 colleges and institutes of higher education (some of which **train** teachers). All English universities except Oxford and Cambridge are **fairly** new. London University is the biggest of the modern English universities and is made up of a great variety of colleges and other institutions including medical schools.

A university usually has both **faculties** and **departments**. The most common faculties are art, **law**, medicine, science and **theology**. The departments include engineering, economics, commerce, agriculture, music and technology.

Many British universities can be classified as collegiate universities. Their university functions are divided between the central administration of the university and a number of constituent colleges. Colleges do not have degree-awarding power. Degrees are always awarded by universities, colleges are institutions or organisations which prepare students for the degree. In some cases, colleges prepare students for the degree of a university of which the college is a part and in some cases colleges are independent institutions which prepare students to sit as external candidates at other universities. There are many types of colleges within universities. There are teachers' training colleges. There are also technical colleges of various types, colleges of Arts and **commerce**.

After taking examinations a university graduate is **awarded** the **degree** of **Bachelor** of Arts, Science, Engineering, Medicine, etc. There are various **postgraduate** degrees, including **Master** of Philosophy and Doctor of Philosophy, the last two being awarded for **research** in Arts or Sciences.

Each faculty or college is **headed** by one or more professors, who are helped by a **staff** of teachers called lecturers. Professors & lecturers spend some of their time giving lectures to large numbers of students or training much smaller groups, and there the students have a chance to debate and discuss. All universities **admit** men and women, but within some universities there are some **male** and **female** colleges. The proportion of men is rather more than 75 per cent. Most of the universities **provide hostels** for their students.

Universities **admit** students mainly on the **basis** of their "A" level results, although they may interview them as well. At present, students who have been **admitted** 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**, books and travel, although 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**.

**1.7 Найдите в тексте все предложения в страдательном залоге и переведите их на русский язык.**

**1.8 Найдите в тексте соответствия.**

1) Довольно новые; состоит из большого разнообразия; другие заведения; 2) наиболее часто встречающиеся факультеты; выпускнику присваивается степень; различные ученые степени; эти две присуждаются за; 3) имеют возможность спорить и обсуждать; есть колледжи для мужчин и женщин; 4) студенты, принятые в вуз; денежное пособие от местных властей; может покрыть затраты на проживание; состоятельные родители; вносить средства (делать пожертвования); введена система займов; 5) принимают студентов; на основе результатов уровня «А»; могут также проводить собеседование; дают профессиональную подготовку; список преподаваемых предметов шире; углубленный курс; передовая технология; диплом соответствует степени.

**1.9 Переведите следующие предложения на английский язык.**

1. Студенты поступают в аспирантуру после окончания университета.
2. Лондонский университет состоит из разнообразных колледжей.
3. Наш университет не готовит учителей.
4. После окончания университета нашим студентам выдают (give) диплом.
5. Коллектив преподавателей кафедры экономики довольно молодой.
6. Каждый студент хочет получить грант, чтобы покрыть все расходы на учебу.
7. Мои родители взяли ссуду, чтобы покрыть расходы на мое образование.
8. Наш университет предоставляет студентам общежитие.
9. Нам преподают курс передовой технологии машиностроения (machine construction /engineering).
10. Студенты могут спорить и обсуждать на занятиях по общественным наукам (classes of social science/humanities).

**1.10 Сравните системы высшего образования в Британии и в России и заполните таблицу.**

	<b>in Britain</b>	<b>in Russia</b>
<b>educational institutions</b>		
<b>university structure</b>		
<b>admission</b>		
<b>tuition fees and grants</b>		
<b>graduation results</b>		



**1.11 Используйте таблицу 1.6 в качестве плана и расскажите о системе университетского образования в Великобритании и в России.**



**1.12 Вам предстоит прослушать аудио запись устного опроса на уроке истории HISTORY QUIZ. Перед прослушиванием закончите следующие предложения, основываясь на ваших знаниях истории. затем прослушайте и проверьте ваши ответы.**

1. America was discovered by \_\_\_\_\_.
  - a) Christopher Columbus in 1492.
  - b) Louis Lumiere in 1492.
2. The telephone was invented by \_\_\_\_\_.
  - a) Samuel Colt in 1786.
  - b) Alexander Graham Bell in 1876.
3. The *Mona Lisa* was painted by \_\_\_\_\_.
  - a) Paul Gaugin in 1698.
  - b) Leonardo da Vinci in 1506.
4. The Parthenon was built by \_\_\_\_\_.
  - a) the ancient Greeks in the 5th century BC.
  - b) the ancient Egyptians in the 3rd century BC.
5. *Romeo and Juliet* was written by \_\_\_\_\_.
  - a) William Wordsworth in 1695.
  - b) William Shakespeare in 1595.
6. The *Blue Danube* was composed by \_\_\_\_\_.
  - a) Richard Strauss in 1876.
  - b) Johann Strauss in 1867.

**1.13 В парах задайте вопросы в страдательном залоге и ответьте на них по образцу.**

SA: Who was America discovered by?

SB: It was discovered by Christopher Columbus.

SA: When was it discovered?

SB: It was discovered in 1492.



**1.14 Вам предстоит прочитать текст BRITISH UNIVERSITIES. Перед чтением проверьте знаете ли вы следующие слова и выражения.**

**civic** – гражданский, **residential** – жилой, **respect** – отношение, **tutorial system** – наставничество (университетская система обучения путем прикрепления студентов к отдельным консультантам); **don** – преподаватель (в Оксфорде и Кембридже), **to arrange** – организовывать, **conduct** – руководство, **to attend** – посещать, **compulsory** – обязательный, **admission** – прием (студентов), **keen** – трудный, **to provide** – предоставлять, **top** – находящийся на самой вершине; **afford** – позволять себе, осилить; **collegiate** – объединяющий ряд колледжей, **campus** – территория университета, **that is to say** – то есть, **specified** – определенный, **G.C.E. – General Certificate of Education** - аттестат, **scholarships** – стипендия, **LEA – Local Education Authority** - управление образованием, **Fund** – фонд, **to obtain** – получать.

**1.15 Выберите единственный эквивалент русского слова.**

Похожий – same, similar, slight, serious;

Черта – feather, favor, flavor, feature;

Внимание – attention, attraction, admission, addition;

Наставник – dean, doctor, don, dreamer;

Степень – degree, decrease, demand, depend;

Предоставлять – to consider, to suppose, to provide, to figurate;

Прием – arrival, occasion, origin, admission;

Уровень – level, lesson, leather, light.

**1.16 Соотнесите английские фразы с их русскими эквивалентами.**

in most respects	традиционная черта
on the basis of	кандидаты на одно место
a traditional feature	давать образование
individual attention	письменные и устные тесты
a federation of colleges	во многих отношениях
candidates for a place	индивидуальное внимание
a special place among the universities	особое место среди университетов
to provide an education	определенное количество студентов
a specified number of students	на базе чего-либо
written & oral tests	федерация колледжей

**1.17 Прочитайте текст и заполните пропуски словами из нижеследующего списка, подходящими по смыслу.**

<i>campus</i>	<i>scholarships</i>	<i>tutorial</i>
<i>attend</i>	<i>compulsory</i>	<i>obtaining</i>
<i>keen</i>	<i>afford</i>	<i>arranges</i>
<i>residential</i>	<i>admissions</i>	<i>admit</i>
<i>provide</i>		

**BRITISH UNIVERSITIES**

*British universities can be divided into 3 main groups:  
The old universities: Oxford and Cambridge (or Oxbridge).  
Civic universities (or "Redbrick").  
The new universities (founded after 1960).*

Oxford is the oldest English university. Like Cambridge it is organized on the basis of some 20 1\_\_\_\_\_ independent colleges. The two universities are similar in most respects and differ from other universities in Britain. The 2\_\_\_\_\_ system is a traditional feature of the colleges of Oxbridge. Every undergraduate receives individual attention from a tutor. Each college has about 20-30 tutors ("dons"). The university may be called a «federation» of colleges. It 3\_\_\_\_\_ courses and lectures, conducts examinations and awards degrees. Most dons give one or two lectures a week, which

students from any college may 4\_\_\_\_\_. No lectures are 5\_\_\_\_\_ and tutors usually advise their students which lectures they should attend.

6\_\_\_\_\_ to Oxford and Cambridge are controlled by the colleges.

A college has about 10 candidates for every place, so that competition is very 7\_\_\_\_\_. Oxford and Cambridge take a special place among the universities. It is much more expensive to study there, but they clearly 8\_\_\_\_\_ an education for the top people.

Redbrick universities were founded in the large industrial towns and are used to educate those, who couldn't 9\_\_\_\_\_ to study away from home. Most of these universities are non-residential and nearly all are non-collegiate.

The new universities are planned on the "10\_\_\_\_\_" system, that is to say, students live in halls of residence, grouped round the main building. Each university can 11\_\_\_\_\_ each year a specified number of students for each course. The admission depends on school teachers' reports, good **G.C.E.** "A" levels, sometimes on written & oral tests, there may also be an interview. Some students receive 12\_\_\_\_\_ or grants from either LEAs or from university funds.

Degree titles vary according to the practice of each university; most common titles are: Bachelor of Arts (BA) or Bachelor of Science (BSc), Master of Arts/Science (Ma or MSc), Doctor of Philosophy (PhD).

About 15 per cent of British university students leave university without 13\_\_\_\_\_ a degree.

### **1.18 Найдите в тексте соответствия.**

1) независимые колледжи с проживанием; похожи во многих отношениях; нет обязательных лекций; прием контролируется колледжами; конкуренция очень сильная; занимают особое место; гораздо дороже; правящий класс (вершина общества); 2) позволить себе учиться далеко от дома; без проживания; 3) жилые помещения; определенное количество; поступление зависит от; получают стипендии или гранты;

### 1.19 Answer the questions.

1. Which English universities are called “old”?
2. Why Oxbridge universities should be called “federations”?
4. What do we understand by the tutorial system?
5. How often do tutors give lectures?
6. Why is it very difficult to be admitted to Oxford and Cambridge?
7. Who usually studies at Redbrick universities?
8. What system is basic in the organization of new universities?
9. What does the admission to new universities depend on?
10. From where do students receive scholarships or grants?



1.20 Расскажите по-английски чем Оксфорд и Кембридж отличаются от других британских университетов.

## Unit 2

### Система высшего образования в США (System of Higher Education in the USA)



2.1 Вам предстоит прослушать рассказ THE STORY OF AMERICAN SCHOOLS. Перед прослушиванием прочитайте предисловие.

*People have always been concerned with the education their children get. In the 19 century Americans discussed the problem of organizing a national system of education. There were three groups of people who had different ideas about the problem.*

2.2 Прочитайте следующие интернациональные слова и выражения и дайте их русские эквиваленты.

Bible, basic subjects, large numbers, different ideas, farm, agricultural work, manufacturing, public schools, Massachusetts-born

2.3 Прочитайте и запомните следующие слова.

religious beliefs

религиозные верования,

work to be done

работа, которую необходимо

выполнить,

mostly

по большей части, главным образом,

up to	вплоть до, до (о времени),
to develop	развивать,
to support	поддерживать,
to devote smth to smth (smb)	посвятить что-л. чему-л. (кому-л.),
throughout	повсюду.
attract attention	привлекать внимание

#### 2.4 Прослушайте рассказ и заполните таблицу.

	Group 1	Group 2	Group 3
The children should learn to read, to write, etc.			
work at factories			
know the Bible			
help their families at homes			
The winners of the debate			

#### 2.5 Послушайте рассказ еще раз и закончите предложения так, чтобы они соответствовали содержанию рассказа.

- The first schools in America started in\_\_\_\_\_.
- The Puritans are people who left England because of\_\_\_\_\_.
- So they organized schools to teach\_\_\_\_\_.
- The problem of children's education started \_\_\_\_\_in America.
- There were three groups of people who\_\_\_\_\_.
- As most Americans lived on farms there was always much\_\_\_\_\_.
- America's Industrial Revolution had begun, and this group knew that there would be\_\_\_\_\_.
- Each state should develop a system of public schools, called\_\_\_\_\_, or\_\_\_\_\_.
- This idea was supported by Thomas Jefferson, \_\_\_\_\_and later by Abraham Lincoln who said that education\_\_\_\_\_.
- In 1839 Horac Mann, a Massachusetts-born educator, a lawyer by profession, opened the first\_\_\_\_\_.
- The free school supporters had\_\_\_\_\_.



**2.6** Разделитесь на три группы в соответствии с вашим мнением по обсуждаемому вопросу. Каждая группа должна предоставить через некоторое время обоснование своей точки зрения, т.е. в нескольких предложениях объяснить членам других групп и учителю, почему вы придерживаетесь именно этой позиции. После выступления каждой группы остальные участники дискуссии могут задавать вопросы.

**2.7** Прочитайте и переведите на русский язык следующее высказывание об образовании. Согласны ли вы с этими словами? Справедливы ли они для России?

*“Americans regard education as the means by which the inequalities among individuals are to be erased and by which every desirable end is to be achieved”*

*George S. Counts*

**2.8** Прочитайте краткую информацию об американском образовании и дайте русские эквиваленты выделенных слов.

Education in the United States comprises three levels: **elementary, secondary and higher education**. There are two types of educational institutions - **private and state**. State institutions are called public schools, they are open to all classes and **financed by taxes** collected from all citizens. Americans view their public school system as an **educational ladder**, rising from secondary school to university programs.

Though there is no separate educational system for the wealthy, there have always been private schools. Private high schools are sometimes called prep schools, that is, preparatory schools, meaning **preparation for college**.



**2.9** Вам предстоит узнать некоторые подробности об американской образовательной системе. Вы прочитаете о следующем:

*Basic subjects, grades, exams*

*IQ test*

*After high school*

Перед чтением составьте по два вопроса к каждому из этих пунктов. Затем прочитайте тексты и попытайтесь найти ответы на свои вопросы.

## Basic subjects, grades, exams

**Follow** - следовать, придерживаться (пути, курса); **include** – включать; **science** – естественные науки; **physical education** – физическое воспитание (физкультура); **elective** – избранные, факультативные; **high school students** – старшеклассники; **select** – выбирать; **vocational** – профессиональный; **grade** – отметка; **test** - проверочная работа; **throughout** – в течение; **participation** – участие; **completion** – завершение; **assignment** – задание

Most pupils **follow** a course that **includes** basic subjects - English, **science** and mathematics, social sciences and **physical education** - as well as **elective** subjects for **high school students** who plan their careers and **select** subjects that will be useful in their chosen work - foreign languages, fine arts, advanced mathematics and science, and **vocational** training.

Students usually receive **grades** from A (excellent) to F (failing) in **tests** given **throughout** the year, **participation** in class discussions and **completion** of written and oral **assignments**. End-of-the-year examinations are given in many schools, but it's not a must.

## IQ test

**Ability** – способность; **score** – балл; **bright** – сообразительный, умный; **perfect** – совершенный, **to fail** – терпеть неудачу, провалиться; **to bring out** – выявлять.

Sometimes students are given an IQ test (an Intelligence Quotient test). It is not a test of their knowledge, but of their **ability** to think. The results (**scores**) from these tests are known only by the teachers, and not by the students or their parents. If you have a high IQ score the teachers expect more of you, and give you more interesting work to do. At the same time, you could have a bad IQ score and be quite **bright** because the tests aren't **perfect** and often **fail to bring out** your best abilities.

## After high school

**Diploma**-аттестат; **transcript** – приложение (вкладыш); **to summarize** – суммировать; **to drop out** – уйти, бросить; **to seek employment** – искать работу; **further** – дальнейшее; **to lead** – вести;

**full-time** – дневной; **part-time** – вечерний; **sandwich courses** – смешанные курсы; **to alternate** – чередоваться, заменяться.

Each American high school graduate is given a **diploma** and a **transcript** which **summarizes** the courses taken and the grades obtained. That is the end of **free** public education, however, some students **drop out** of school and never graduate. At that point young people have to decide whether they want to continue their education or whether they want to **seek employment**. Over half of school graduates enter institutions of higher education, others may get **further** education at special colleges. It is mainly vocational, and **leads** to a certificate, or a diploma, not a degree. Courses vary from a few months to two years. There are **full-time**, **part-time** and **sandwich** courses, that is to say, courses where periods of full-time study **alternate** with periods of full-time work, usually in industry.

## 2.10 Соотнесите английские фразы с их русскими эквивалентами.

- |                            |                                     |
|----------------------------|-------------------------------------|
| 1. Educational institution | a) студент дневной формы обучения   |
| 2. elective subjects       | b) аттестат о среднем образовании   |
| 3. oral assignment         | c) определенное число               |
| 4. throughout the year     | d) факультативные предмет           |
| 5. vocational training     | e) получать поддержку               |
| 6. high school diploma     | f) старшеклассник                   |
| 7. high school transcript  | g) приложение к аттестату (вкладыш) |
| 8. specified number        | h) в течение всего года             |
| 9. full-time student       | i) устное задание                   |
| 10. high-school student    | j) образовательное учреждение (ВУЗ) |
| 11. to receive grades      | k) вести к научной степени          |
| 12. to be a must           | l) бросать школу                    |
| 13. to be supported by     | m) искать работу                    |
| 14. to drop out of school  | n) закончить (учебное заведение)    |
| 15. to seek employment     | o) получать отметки                 |
| 16. to graduate from       | p) быть обязательным                |
| 17. to lead to a degree    | q) профессиональная подготовка      |

## 2.11 Переведите на английский язык.

1. Наш курс обучения включает естественные и общественные науки, иностранный язык, современные технологии и физическое воспитание. В течение года нам дают проверочные работы по (on) всем предметам.

2. Вчера нам давали тест на коэффициент интеллекта. Нам не сообщают (inform) результаты теста. Они будут известны только преподавателям. Я полагаю, что у меня высокий балл.

Тебя тестировали на IQ?  
Вам сообщили результаты теста?

3. Я должен был решить, хочу ли я продолжать обучение или искать работу. Я поступил в ВУЗ, а мой друг выбрал техникум. Сейчас он получает профессиональное образование. Меня приняли на основании полученных отметок, а моему другу провели собеседование.

Куда поступил твой друг?  
Тебе проводили собеседование?



**2.12 Вам предстоит прослушать рассказ TO LEAVE SCHOOL OR NOT TO LEAVE. Перед прослушиванием прочитайте предисловие.**

*When a boy or a girl in Great Britain is 15 they can decide to stay at school or to go to work. William Parker and Margaret Weber have made up their choice.*

**2.13 Догадайтесь о значении следующих слов.**

Industrial city	engineering firm	qualification,
technical college	the course of studies	electrician
certificate exams	secretary	practical.

**2.14 Прочитайте вслух и запомните следующие слова.**

secondary school	средняя школа
to do well	заниматься хорошо (плохо)
three quarters	три четверти
to be trained	обучаться

to type	печатать
to get a job	получить работу
though	хотя
to attend classes	посещать занятия
to take exams	сдавать экзамены
to fail	провалиться (на экзаменах).

**2.15 Прослушайте рассказ и заполните таблицу.**

**To Leave School Or Not To Leave**

		William Parker	Margaret Weber
The city they live in	London		
	Birmingham		
	Glasgow		
The age they left school	16		
	15		
	18		
The place they work in	a shop		
	a library		
	an engineering firm		
The institution they study at	a university		
	a technical college		
	an evening school		
The occupation they are trained for	a secretary		
	an electrician		
	a typist		

**2.16 Прослушайте еще раз и ответьте на вопросы.**

1. Why do many parents want their children to stay on at school?
2. How many young people leave school at the age of fifteen or sixteen?
3. Why did William Parker leave school? What about Margaret Weber?
4. What is “vocational training”?
5. Why did William decide to take a course of vocational training? What about Margaret?
6. how long does William’s course of studies last?

**2.17 Замените подчеркнутые слова словами, которые употреблены в рассказе.**

1. If a student leaves secondary school he or she may get a better work.
2. And if a student studies well he can enter a university.
3. Most parents would like their sons and daughters to stay on at school.
4. He did badly at school and thought he would be much better working.
5. He got a job with a big engineering company.
6. As he did not have any qualification he got little money though his work was hard.
7. Once a week he is trained to be a professional electrician now.
8. Margaret found a job in a shop without difficulty.
9. But she hates her work; it's not interesting and gives little money.

**2.18 Представьте себе, что Вильям Паркер и Маргарет Вебер встретились и обсуждают их работу и учебу. Передайте их возможный разговор, используя информацию текста.**

**2.19 Темы для обсуждения**

- Do you like the idea of performing (проведение) IQ tests?
- Why do private schools prepare better students?



**2.20 Прочитайте текст о высшем образовании в США и найдите название для каждой из шести частей текста.**

*Academic Standard Tests*

*Credits*

*Ivy League Universities*

*Academic year*

*An American College / University*

*State supported universities*

**Comprise** – включать (в себя); **fall term** – осенний семестр; **approximately** – приблизительно; **intermission** – перерыв; **Easter** – Пасха; **in addition to** – в добавление к, вдобавок; **offer** – предлагать; **accelerate** – ускорять; **average** – средний, обычный; **credit** – зачет; **accumulate** – набрать, накопить; **acquire** – приобрести, получить;

**degree** – степень; **Bachelor** – бакалавр; **graduation** – окончание учебного заведения; **standardized** – стандартизованный; **to consist (of)** – состоять из; **suitable** – подходящий; **to mail** – отправлять почтой; **Ivy League** – Лига Плюща (объединение старейших университетов); **competitive** – соревновательный; **extremely selective** – крайне избирательный; **high fee** – высокая плата; **to apply** – обращаться, подавать заявление; **opportunity** – возможность; **it's worth all the money** – это стоит тех денег; **to earn** – зарабатывать; **unlike** – в отличие; **partly subsidized** – частично субсидируются; **tuition** – плата (syn. fee); **to compete** – соревноваться, конкурировать; **applicants** – претенденты, абитуриенты.

1 The period of study in an American college or University is four years. Each year **comprises** two terms or semesters. The first, or **fall term**, usually begins the last week of August and continues until the middle of December. Students have **approximately** four weeks **intermission** for the Christmas holidays. The second semester begins in January and continues until the end of May. Students are usually given three to five days for the **Easter** holidays. **In addition to** the regular academic year, many colleges **offer** courses during the summer months. These courses are attended by students who are interested in making up courseworks and by those who would like to **accelerate** their program of study.

2 An **average** student is expected to take 15 or 16 **credits** each semester. When the student has **accumulated** more than 30 credits he passes to the next class. After the student has successfully completed four years of study and **acquired** 124 or 150 credits, he becomes a candidate for the **degree** of **Bachelor** of Arts or Science, and he is ready for **graduation**.

3 A high school diploma is not a ticket that allows someone to enter a university automatically. There are two widely used **standardized** tests for high school students who wish to attend a college or university. One is the SAT (Scholastic Aptitude Test) The other is ACT (American College Testing program), both **consisting** of three parts: Math, English and Logic. You have to choose the most **suitable** answer out of the four given. Each year over three million high school students take those tests. The results of the test are **mailed** to students. The maximum score for each subject is 800 points, a score of 700 is very good, 550 is the lowest score for getting into university.

4 The system of higher education in the US is rather **competitive**, and it becomes **extremely selective** the higher the level of education. A lot of individuals seek admission to world-known private universities, although they must pay a **high fee** even **to apply** for admission. The most prestigious universities are the oldest private universities like Harvard (founded in 1636), Yale (1701), Princeton (1746), Pennsylvania (1740), and some others. Academic standards are also very high; the most famous professors teach at them, and the wealthiest students attend them. The quality of education is always better, and an “Ivy League” University diploma gives much better career **opportunities**. So, **it's worth all the money** that goes into it. Americans believe that the more schooling you have the more money you will **earn** when you leave school.

5 State universities, **unlike** private colleges are **partly subsidized** by state governments, so the **tuition** is lower. Of course, the professors won't be so famous, or the students so rich. Young people usually go to the university in the state they live, for they have to pay less in their own state and don't have **to compete**, because some public colleges and universities accept nearly all **applicants**. However, many state-supported universities have very good reputations, and the best of them, like the University of California at Berkeley, or State University of New York (SUNY) are rather competitive, and have many students from other states and countries

6 The **academic** year in all types of educational institutions **is divided** into two **terms**, or semesters (unlike British universities that have three terms) - fall and spring semesters. Upon term completion students **break up** for **holidays** (university students have vacations)

## 2.21 Найдите в тексте соответствия

Срок обучения; начинается / продолжается; примерно четырехнедельный перерыв;  
студентам дают; основной учебный год; курсы; заинтересованы;  
курсовая работа; выполнение курсовой; учебная программа.

Сдавать зачеты; в каждом семестре; переходить на следующий курс; успешно завершил; получил зачеты; стать кандидатом на степень

Поступить в университет автоматически; широко используемые тесты; которые желают поступить; наиболее подходящий ответ из четырех; высший балл по каждому предмету.



Система весьма соревновательная; становится крайне избирательной; добиваются поступления; Чем выше уровень образования; стремятся к поступлению; даже за подачу заявления о приеме; учебные стандарты; качество обучения; гораздо лучшие возможности для карьеры; чем больше учишься, тем больше денег заработаешь.

В отличие от частных колледжей; власти штата; поскольку они должны меньше платить; не приходится конкурировать; принимают всех абитуриентов; университеты, финансируемые государством.

## 2.22 Переведите на английский язык

1 Срок обучения в Юргинском технологическом институте составляет 6 лет. Каждый год включает два семестра. Первый семестр начинается(starts) в начале (at the beginning of) сентября и заканчивается в конце декабря. У нас есть перерыв на рождественские каникулы. Зимние каникулы – в начале февраля. Второй семестр начинается после каникул и продолжается до конца мая. Мы делаем курсовые работы в течение учебного года.

Какой срок обучения в вашем институте? У вас есть перерыв на Рождество? Когда вы делаете курсовые работы?

2 Мы сдаем примерно (about) 5 или 6 зачетов в каждом семестре. После зачетов мы сдаем несколько экзаменов. У нас экзамены в январе и июне в конце каждого семестра. Студент, который успешно завершил пять лет учебы и выполнил дипломную работу, готов к окончанию учебного заведения.

3 Наш институт не дает степень Бакалавра. Нашим выпускникам (graduates) выдают диплом профессионала (professional Diploma).

Сколько зачетов вы сдавали в прошлом году? Когда у вас экзамены? Вам присваивают степень бакалавра или выдают диплом?

4 Я хочу учиться во всемирно известном престижном ВУЗе, например, в Томском политехническом университете. Там преподают известные профессора. Качество обучения гораздо лучше, и диплом ТПУ дает больше возможностей для карьеры.

Там преподают известные профессора? Диплом ТПУ дает больше возможностей для карьеры?

5 Многие выпускники школ нашего города поступают в Юргинский Технологический институт. Институт принимает почти всех претендентов, им не приходится конкурировать. И все же ЮТИ имеет хорошую репутацию. Здесь есть студенты из других городов и областей.

Где ты учишься? Плата за обучение высокая? Сколько у вас семестров? Когда у вас каникулы?

**2.23 Вставьте по смыслу глагол, прилагательное или существительное:**

***to differ (v.) - different (adj.) - difference (n.)***

1. The curriculum is \_\_\_\_\_ at various universities. 2. What is the \_\_\_\_\_ between private and state colleges? 3. The Harvard diploma \_\_\_\_\_ from that of a state university. 4. You may select \_\_\_\_\_ courses at the University.

***to compete (v.) - competitive (adj.) - competition (n.)***

1. The system of higher education is rather \_\_\_\_\_ in this country. 2. To become a student you have to \_\_\_\_\_. 3. The \_\_\_\_\_ is very high. 4. Our product is very \_\_\_\_\_. 5. We must win the \_\_\_\_\_.

***to apply (v.) - application (n.) - applicant (n.)***

1. To \_\_\_\_\_ to a University you should write an \_\_\_\_\_ and send it by mail. 2. They admit only 15 % of all \_\_\_\_\_. 3. They must pay even to \_\_\_\_\_ for admission. 4. Where is the \_\_\_\_\_ form? 5. I'd like to \_\_\_\_\_ for this job.

***to admit (v.) - admission (n.); to accept (v.) - acceptance (n.)***

1 \_\_\_\_\_ policies differ throughout the country. 2. Some public colleges \_\_\_\_\_ almost all applicants. 3 \_\_\_\_\_ to law faculty is very selective. 4. He is \_\_\_\_\_ to Yale.

**2.24 Переведите на русский язык**

*news program = программа новостей;*

public school system; university program; high school student; end-of-the-year examinations; upper-class children; tuition fees; American College Testing program; maximum score; entrance standards; Ivy League University diploma; career opportunities; fall semester; IQ.

## **2.25 Темы для обсуждения**

- Private or state education?
- State support and tuition fees.
- Quality of education and career opportunities.

### **Unit 3 My Institute Мой институт**

#### **3.1 Ответьте на вопросы о своей учебе.**

1. Where do you study?
2. What year student are you?
3. What is your future speciality?
4. How long is the course of studies in your Institute?
5. How often do you take exams and credit tests?
6. When do you have holidays?
7. What basic subjects do you study?
8. Are there any optional courses to choose?
10. How is your practice period organized?
11. What degree will you get on graduating the institute?

### **ПРОЕКТНАЯ РАБОТА PROJECT WORK**

#### **3.2 Познакомьтесь с информацией о различных университетах и составьте презентацию Юргинского технологического института.**

##### **1 UNIVERSITY OF NORTH CAROLINA-PEMBROK (UNCP)**

The university is located to the small town Pembrok in the southeastern region of North Carolina about halfway between Washington, DC, and Atlanta, Georgia. The beautiful beaches of the North Carolina coast are just an hour and a half drive from campus.

Adjacent – поблизости, близлежащий

## **Academics**

There are 38 undergraduate degree programs in the College of Arts and Science, the School of Business and the School of education. Business administration is the university's most popular major. Programs in the social science are also popular, including sociology, criminal justice, social work, and psychology.

The Honors College promotes the academic and personal growth of outstanding undergraduate students. Opportunities in the Honor College include special interdisciplinary courses taught in small seminars, cultural and service programs, and a residential area especially for honor students.

UNC Pembrok offers master's degree programs in business administration, public administration, counseling, and several education areas.

## **Athletics**

It is the mission of UNC Pembrok's athletics department to develop champions and to encourage student athletes to excel in the classroom and on the playing field. UNCP prides itself on recruiting high-quality international student athletes. For the athletic season the university has more than 100 athletes to compete.

## **Campus life**

Students are encouraged to expand their horizons through participation in activities outside of the classroom. There are more than 80 student organizations and honor societies plus intramural athletics and the well-regarded Leadership and Service Opportunities Program. Special features of the campus include a wellness center with a wide variety of exercise equipment, a performing arts center that schedules numerous cultural events throughout the year, a student-run television station and a multicultural center.

## **International Students**

The Center for International Student Services offers a variety of services and programs to help international students adjust and enjoy their time at UNC Pembrok. Currently 60 international students from all over the world are being served.

The Office of International Programs is responsible for setting up international partnerships, faculty and student exchange programs,

international grants, international economic development programs. This office also coordinates all aspects of international academic programs at UNC Pembrok.

(Please visit [www.uncp.edu/ip](http://www.uncp.edu/ip) for more information)

## **2 TOMSK POLYTECHNIC UNIVERSITY**

Tomsk Polytechnic University is the first technical Higher Education Institute in the Asian part of Russia. For the past years more than 100 thousand students graduated from the University, who in fact created the industry of Siberia and the Far East. World-famous helicopter designers N. I. Kamov and M.L. Mil studied here as well as the builder of Ostankino tower N.V Nikitin and the director of Magnitka G.I. Nosov, the founder of Norilsk N.N. Urvantsev, the founder of oil extraction in Siberia M.K. Korovin and many others. More than 500 graduates of the institute became academicians, prize-winners of the most prestigious grants, holders of the highest awards.

### **Departments**

Technical Physics Department trains engineers for the nuclear power industry.

Engineering and Economics Department trains economists, managers, engineers-ecologists.

Department of Automation and Computing trains computer-programmers, experts in business communications and management.

Department of Automation and Electronic Machinery is a Russia leader in training highly qualified electro- mechanical engineers.

The graduates of Geological Prospecting and Oil and GAS Extraction Faculty are trained in searching, prospecting, and exploitation of mineral wealth; deposit exploitation management and natural resources protection.

Department of Sciences Graduates that have received a diploma in Physics can work in industry, scientific and teaching activities.

Engineering Department trains specialists for design and construction of machinery, metal processing, instrument-making, and other branches of industry.

Thermal Energy Department trains experts in thermal energy for industry and science.

There is also Chemical Technologies Department, Department of Humanities, Automation and Electrical Power Department, Electrical Physics Department, Russian - American Center, Russian - German Center, International Students Center.

There are also some research institutes, such as Research Institute of Introscopy, Research Institute for High Voltages, Research Institute for Nuclear Physics.

### **Library and Museums**

The Scientific Technological Library (STL) is the first technological library in Siberia and one of the largest higher educational libraries in Siberia. For one hundred years of its existence the Library formed a unique fund of educational and scientific literature in numerous areas of knowledge. The readers can use the fund of 2.7 million volumes of technical and humanitarian literature.

The Museum Complex plays a leading role in keeping, development and promotion of TPU best traditions.

### **Academics**

TPU diploma today is a true "Quality Mark". There are 77 specialties in engineer training, 15 directions in Bachelor training, 17 Master programs, a Doctorate program.

The outward appearance and the interior equipment of 18 laboratories and educational buildings of TPU are close to world standards for educational institutions. The 13 hostels of TPU are regarded as the best in Tomsk. There are 3000 computers at the students' and employees' disposal.

## **3 YURGA INSTITUTE OF TECHNOLOGY OF TOMSK POLYTECHNIC UNIVERSITY (YTI OF TPU)**

### **Educational programs:**

060500 Accounting, Analysis and Audit  
060800 Enterprize Economics and Management  
061100 Management  
061100 Mechanical Engineering Technology  
120500 Welding Equipment and Technology  
110100 Metallurgy of Ferrous Metals  
170100 Mining Machines and Installations  
311900 Machine Maintenance in Agricultural Sector (Farming)  
351400 Applied Computer Science (in Economics)

### **Faculties and Departments:**

1) Mechanical and Industrial Equipment  
Faculty

Departments: Welding Production; Mechanical Engineering; Metallurgy of Ferrous Metals; Agroengineering; Mechanics and Engineering Graphs;

2) Economics and Management Faculty

Departments: Economics and Automated Control Systems; Information Systems; Natural Science; Humanities; International Languages;

3) Part-time and Correspondence Education Faculty

4) Pre-University Training Faculty

### **Yurga Institute of Technology**

TPU has long been in close cooperation with the Kuzbass region, providing different branches of the region industries with highly qualified specialists. Yurga Institute of Technology of Tomsk Polytechnic University was established as a consequence of some reorganizations: Educational Advisory Office (1957) - Mechanical Engineering Faculty (1987) - Branch Campus of TPU in Yurga (1993) - YTI of TPU (2003).

The main purpose of YTI establishment was providing machine-building industry of the Kuzbass region with engineers. Yurga Machine Building Plant is the base enterprise of the Institute.

The Institute trains more than 2000 students in full-time, part-time and correspondence courses. There are 7 buildings housing more than 60 laboratories equipped with teaching facilities, and a publishing office. The total amount of personal computers is over 200.

26 Doctors of Science, professors and 70 Masters of Science and associate professors are engaged to teaching.

Full-time students studies alternate with practice at the base enterprise. Training is inseparably related to industrial activity corresponding with the chosen profession. The main goals of the integrated system is providing students with practical skills alongside with theoretical knowledge. During practice students work at the base or some other company in the daytime and have lessons in the evening. All the students who have completed the first year become, in accordance with their specialty, certified turners, arc welders, fitters, tractor-drivers, truck drivers, steel worker's assistants, heating furnace operators, forgers, operation assignors, inspectors, etc. Later students improve their professional skills in compliance with their industrial engineering training program. 2500 specialists have been trained so far.

### **Researches**

Scientific researches in the Institute are carried out in the following matters:

1. Development of theory and technology of metal spatter and labour input reduction when welding in CO<sub>2</sub>. The scientific advisor is V.T. Fed'ko. D.Sc., professor.

2. Optimizing cutting tool bits based on metal cutting process study. The scientific advisor is S.I. Petrushin, D.Sc., professor.

3. Wave mechanics of rod systems. The scientific advisor is

A.P.Slistin, Cand. Sc., associate professor.

4. Technical testing and nondestructive control. The scientific advisor is A.M.Apasov, Cand. Sc., associate professor.

5. Geometric modeling of complex technological objects. The scientific advisor is S.V.Shcherbinin, Cand. Sc., associate professor.

6. Development of theory and automated power supply for welding in gas envelope. The scientific advisor is A.F.Knyaz'kov, Cand. Sc., associate professor.

7. Condensed-state physics. The scientific advisor is V.N.Belomestnikh. D. Sc., professor.

Yurga Institute of Technology is a branch of TPU.

There are 4 faculties: Mechanical Engineering, Economics and Management, Part-time Studies and Pre-graduation Training.

There are 12 departments.

Computer assisted education is being developed.

Over 200 PC are in use.

Rather experienced teaching staff.

35 professors and associated professors.

Over 2000 undergraduates, half of them are full-time students.

A student-run radio station.

A performing arts center (=A department of out-of-class activities)

The Students Park with athletic and playing fields is being built.

PT lessons are given in the swimming-pool.

**Сделайте устные сообщения по следующим темам:**

1. System of higher education in Great Britain and the USA
2. Yurga Institute of Technology
3. My studies

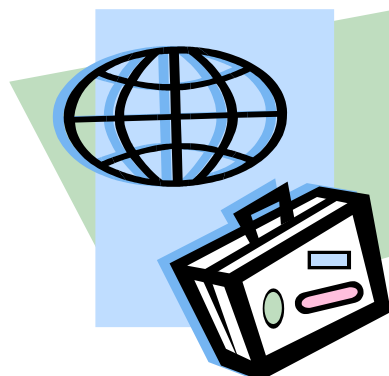


**PART 3**  
**THE ENGLISH LANGUAGE**

**UNIT 1**  
**ENGLISH AS A WORLD LANGUAGE**



**1.1 Обсудите с партнером, какую роль играют иностранные языки в вашей жизни. Find out if your partner**



- ... likes learning languages.
- ... speaks three languages or more
- ... finds languages easy to learn.
- ... reads books or watches films in foreign languages.
- ... has used a foreign language outside the classroom recently.
- ... believes that in the future the whole world will speak the same language.



**1.2 Сопоставьте цифры (A-D) с фразами (1-4). Прочтите текст и проверьте свои ответы.**

1	words in the English language
2	native speakers of English
3	countries where English is the/an official language
4	languages spoken in the world today

- A** 400-500 million                      **C** 6,000  
**B** 600,000                                      **D** 55

## ENGLISH AROUND THE WORLD

Imagine a meeting between two people from different parts of the world - Russia and Mexico, let's say, or Japan and Brazil - when neither speaks the other's native language. How do they communicate? Nowadays, they would almost certainly use English.

Unofficially, English *is becoming* the international language of travel and tourism, technology and computers, business, medicine and so on.

Officially, it is the international language of air traffic control\* and shipping. Also, in countries with several tribal or ethnic groups speaking different languages, they often choose English as the official language of government, as in Nigeria, India and Papua New Guinea.

Geographically, English is the most widespread language on earth. It *is being widely spoken* on six continents, and is the official language, or one of the official languages, in 55 countries.

400-500 million people speak it as their native language (second only to Mandarin Chinese, which has about 700 million native speakers). In addition, roughly the same number speak English as their second language, or use it in their daily lives for business, study and so on.

In other words, one in every 6-7 people on our planet regularly uses some sort of English - and the percentage *is growing* all the time.

Even in the countries where English is not the first language, a number of English words are used. Words from no other language are borrowed more often than from English. Hundreds of words borrowed from English can now be found in other languages such as soda, hotel, golf, tennis, jeans, O.K., baseball, and airport. Many words are used just as they are. Others are changed to make them more like the native language, easier to say and remember.

English is everywhere. It is on signs, clothing, soft drinks and other goods around the world. In spite of the popularity of the English words and phrases, they are not always welcome. Some people think that the use of English words is dangerous for the purity of their native language. Some countries *are trying* to eliminate English as their official language in order to save their native tongue.

Languages *are changing and disappearing* throughout the history. This change is inevitable. But because people have very strong feelings about the importance of their native language, we probably will not have English as a universal language in the near future. It is certain, however, that English words will continue to pop up everywhere, whether some people like it or not. It is also certain that English *is becoming* the

international language. English is needed as the main and the most efficient means of information exchange. With the acceptance of English as the international language of technology and commerce appears a new generation of people who know why they are learning the language. Scientists and scholars need it to keep up with developments in their fields. Many students need English because their course of studies includes textbooks available only in English. Young people around the world need English in order to be able to use the Internet, communicate with their partners in other countries, understand films and songs. It is certain that English will be the language of business, diplomacy and international relations. Most educated people speak English fluently.

**The following are a few of the many reasons why English is so widely spoken.**

- English is the official language in many of Britain's former colonies, such as America, Australia and New Zealand.
- The economic power of Britain in the 18th and 19th centuries, and of the US in the 20th century, helped to make English the language of world trade.
- Entertainment has helped to spread the use of English, because of the worldwide popularity of English-language films, TV programmes and pop music.

#### Слова для запоминания

widespread	распространенный	exchange	обмен
native	родной, национальный	generation	поколение
to be borrowed from	заимствоваться из	scholar	научное направление
air traffic control	авиадиспетчерская служба	entertainment	развлечения
international relations	международные отношения	worldwide	повсеместный
fluently	бегло	influence	влиять
former	бывший	disappear	исчезать
trade	торговля	inevitable	неизбежный
		purity	чистота
		to eliminate	устранять
		tongue	язык

### 1.3 Составьте фразы из слов в левой и правой колонках.

- |                  |            |
|------------------|------------|
| 1. strong        | a)experts  |
| 2. dangerous for | b)smoothly |
| 3. native        | c)change   |
| 4. ancient       | d)words    |
| 5. mother        | e)groups   |
| 6. ethnic        | f)language |

7. to run	g)control
8. inevitable	h)tongue
9. new	i)purity
10. borrowed	j)roots
11. international	k)English
12. language	l)relations
13. air traffic	m)feelings
14. French	n)invention

#### **1.4 Найдите английские эквиваленты.**

Родной язык; официальный язык; универсальный язык; спасти свой родной язык; устранить английский язык; несмотря на популярность; некоторые люди считают; если все будут говорить на одном и том же языке; хотя существует почти...; наука; примерно 400-500 миллионов человек; говорить на английском языке; языки исчезли со временем; ближайшее будущее; официально (формально); иностранный язык; кроме того; примерно то же самое количество; иначе говоря; товары; вывески; заимствованные слова; говорящий на двух языках; один из семи; общество, которое, главным образом, двуязычное.

#### **1.5 Ответьте на вопросы.**

1. How can you prove that the English language is the most universal one?
2. In what ways does the English language influence other languages?
3. Why do some people think that English is dangerous for their native languages?
4. Why do some people believe that English should be the international language?
5. Why do language experts think that some languages are disappearing?
6. Why will the international language probably be English, and not an artificial language?
7. For which two things is English used as the official international language?
8. Which of the world's languages has the greatest number of native speakers?
9. What are the three reasons given in the texts to explain why English is so widely spoken?
- 10 Which of the world's languages has the largest vocabulary?

## **1.6 Переведите на английский, используя выражения данные ниже.**

1. Английский язык является официальным языком в 40 странах. Это наиболее распространенный язык в международном бизнесе, науке, медицине.
2. Слова, которые заимствуются из английского языка, могут использоваться в том же виде. Некоторые слова, заимствованные из английского языка, изменяются.
3. Лингвисты считают, что исчезновение многих языков неизбежно.
4. Каждый образованный человек обязан знать хотя бы один иностранный язык.
5. Знание иностранных языков дает возможность общаться и понимать людей других стран.
6. На английском языке говорят во всем мире.
7. Настоящий профессионал не может обходиться без знания английского языка, так как это язык международного общения.
8. Инженер сможет прочесть инструкции к машинам, если он будет знать английский язык.
9. Ученый должен знать английский язык, чтобы читать научные книги и выступать с докладами на международных конференциях.
10. Знание иностранных языков помогает нам знакомиться с обычаями и традициями других народов.

(necessary; in English; scientific books; to make reports; customs and traditions; a language of international communication; in science; words which are borrowed from; may be used just as they are; to save the purity of one's native tongue; language experts; consider; the disappearance of ... is ...; every educated person; at least one foreign language; the knowledge of ...; English is spoken all over the world; the most widespread language; a real professional; a scientist.)

## UNIT 2

### HISTORY OF ENGLISH



**2.1** Прочитайте информацию из истории английского языка и расставьте события (A-G) в хронологическом порядке (1-7), снабдив их датами там, где необходимо.

- A\_\_\_\_\_ Germanic tribes invaded British Isles in \_\_\_\_\_  
.  
B\_\_\_\_\_ Normans conquered Britain in \_\_\_\_\_ .  
C\_\_\_\_\_ Britain was a part of the Roman Empire in \_\_\_\_\_  
.  
D\_\_\_\_\_ Celts were pushed into the mountainous regions of the islands.  
E\_\_\_\_\_ French became the language of rich people for three centuries and many French words and grammar rules came into English.  
F\_\_\_\_ Vikings invaded Britain in \_\_\_\_\_ and added many Norse words.  
G\_\_\_\_\_ Latin alphabet was borrowed from Christian missionaries and became the written system of English.

#### OLD ENGLISH

When Julius Caesar, later to be Roman Emperor, invaded Britain in BC 54-5, the 'Celtic' tribes lived in the British Isles. The Romans brought Latin to Britain, which was part of the Roman Empire for over 400 years. But early English did not develop mainly from Latin. So it is unlike French, Spanish and Italian, which did come directly from Latin.

'Early English' was the language of three **Germanic** tribes which came to the British Isles during the 5th Century AD. **Angles, Saxons** and **Jutes** crossed the North Sea from what is the present day Denmark and northern Germany. They spoke different dialects of a 'Germanic' language. This explains why German and English are often similar, as many of their words developed from the same original language.

Most of the Celtic speakers were pushed into Wales, Cornwall and Scotland.

**Old English** was written in an alphabet called **Runic**, derived from the Scandinavian languages. The **Latin** Alphabet was brought over from Ireland by Christian missionaries. This has remained the writing system of English.

At this time, the vocabulary of Old English consisted of an **Anglo Saxon** base with borrowed words from the Scandinavian languages (**Danish** and **Norse**) and **Latin**. Latin gave English words like *street, kitchen, kettle, cup, cheese, wine, angel, bishop, martyr, candle*. The Vikings who invaded Britain from Scandinavia in 878 AD, added many Norse words: *sky, egg, cake, skin, leg, window (wind eye), husband, fellow, skill, anger, flat, odd, ugly, get, give, take, raise, call, die, they, their, them*. Many pairs of English and Norse words coexisted giving us two words with the same or slightly differing meanings.

In 1066 the Normans conquered Britain. **French** became the language of the Norman aristocracy and added more vocabulary to English. More pairs of similar words arose.

French	English	French	English
close	shut	chamber	room
reply	answer	desire	wish
odour	smell	power	might
annual	yearly	ire	wrath / anger
demand	ask		

Because the English underclass cooked for the Norman upper class, the words for most domestic animals are English (ox, cow, calf, sheep, swine, deer) while the words for the meats derived from them are French (beef, veal, mutton, pork, bacon, venison).

The Germanic form of plurals (house, housen; shoe, shoen) was eventually displaced by the French method of making plurals: adding an s (house, houses; shoe, shoes). Only a few words have retained their Germanic plurals: men, oxen, feet, teeth, children.



**2.2 Вам предстоит прослушать рассказ A CONQUERED LAND. Перед прослушиванием убедитесь, что вы знаете следующие слова.**

was born out	был порожден	resulting mixture	в результате
invasion	вторжение		слияния
invader	захватчик	a conqueror	завоеватель
drive (drove) into	вытеснять	the majority of common people	
inhabitants	житель	большинство	простых
known as	известные как	людей	
to establish	устанавливать,	AD	наша эра
учреждать			

**2.3** Прослушайте рассказ и скажите, какие события из восстановленного вами хронологического списка 2.1 упомянуты в нем.

**2.4** Прослушайте рассказ еще раз и вставьте пропущенные слова.

What we know as the English language was born out of \_\_\_\_\_ and later spread across the world by invasion. From the fifth century AD onwards, waves of invaders from \_\_\_\_\_ came across the North Sea to England. They were \_\_\_\_\_ and came from present-day Germany and Scandinavia. They drove the \_\_\_\_\_ of England westwards into those areas known today as Wales, Cornwall, Cumbria and the Scottish borders. They established themselves and \_\_\_\_\_ in the territory the Celtic speakers had occupied. The resulting mixture of Germanic and Scandinavian languages became the \_\_\_\_\_.

In \_\_\_\_\_, William the Conqueror led the Norman French invasion of England. For a period of nearly 300 years French became the \_\_\_\_\_, although English continued to be spoken by the \_\_\_\_\_. Modern English has its main origins in the \_\_\_\_\_ Anglo-Saxon and French.



**2.4** Прочитайте текст о следующем этапе развития английского и расскажите, кто такой Чосер.

### MIDDLE ENGLISH

It wasn't till the 14th Century that English became dominant in Britain again. In 1399, King Henry IV became the first king of England since the Norman Conquest whose mother tongue was English. By the end of the 14th Century, the dialect of London had emerged as the standard dialect of what we now call **Middle English**. Chaucer wrote in this language. He has been called the greatest English poet before Shakespeare. It is difficult for even English-speakers to read and understand his writings well.

Can you understand these lines:

*"Whan that Aprille with his shoures swote*



*The droghte of Marche hath perced to the rote..."*

In modern English this is:

*"When April with his sweet showers has struck to the roots the dryness of March.."*

This 'Middle English' was very different in different parts of the country, and of course travel was limited in those days. But another big revolution was coming - the printing press. Just as radio, television, video, and computers, have changed communication in our time, so did printing after about 1500 AD. Now there was a common language in print, as well as access to the old languages of Latin and Greek.



## **2.5 Прочитайте текст о современном этапе развития английского и расскажите, как пополняется лексический состав современного английского языка.**

### MODERN ENGLISH

**Modern English** began around the 16th century. Now came the 'Renaissance' in Europe - a time of great advance of learning and culture. By this time, English was not very different from the English used today. And the most famous person to write in English in this period was William Shakespeare (1564-1616). His insight into human nature, and his gift for using words, make him possibly the most famous playwright of all time! Having in his hands such a new rich language must have helped him too.

Since the time of Shakespeare, English has continued to change. Settlers from Britain moved across the world - to the USA, Australia, New Zealand, India, Asia and Africa, and in each place, the language changed and developed, and took in words from other local languages. For example, 'kangaroo' and 'boomerang' are native Australian Aborigine words, 'juggernaut' and 'turban' came from India.

With the increase in communication, travel, radio and television, all these different types of English have mixed. So in Britain now, because of American and Australian TV programming, we use many parts of Australian and American English. And words from many other languages - French, German, Spanish, Arabic, even Nepali - have been borrowed. So English continues to change and develop, with hundreds of new words arriving every year to produce, what many people believe, is the richest of the world's languages.



## **2.6 Подготовьте и проведите ролевую игру «Экзамен по истории английского языка».**

1. Choose the examination board of two or three people.
2. While students revise the subject the examiners make up examination questions on the history of English to control students' knowledge. Questions should be written on examination cards.
3. Each student chooses a card and answers the question. The examiners can ask more questions to the student.
4. Finally each student gets a mark (bad, satisfactory, good, excellent).

## **UNIT 3 STUDYING ENGLISH**



### **3.1 Обсудите следующие утверждения в группе: согласитесь или опровергните, докажите свою точку зрения.**

- Everybody should speak at least two languages.
- In the future there won't be so many different languages in the world.
- Tourists in my country should make an effort to speak my language.
- Life would be easier if all countries spoke the same language.
- I think learning languages is really important these days.
- Girls are normally better at learning foreign languages than boys!
- If languages disappear, different ways of thinking also disappear.
- I would like to know more foreign languages.
- Some languages are more important than others.
- English is an 'international language'.
- Knowing foreign languages helps you to get a good job.

### 3.2 Дайте развернутые ответы на следующие вопросы.

1. When do children start learning foreign languages in Russia?
2. Why do people learn foreign languages in Russia?
3. What is a distinguishing feature of English?
4. Is English an easy language to learn?
5. What do you think is the most difficult about English?
6. Why are foreign languages important for specialists?
7. What kind of foreign language do specialists have to know?



### 3.3 Найдите и прочитайте ответы на вопросы из упр.

#### 3.2. Сравните их с вашими ответами.

A - English belongs to a group of Germanic languages. Thus German is relatively close to English. At the same time England had numerous contacts with France, so French had tremendous influence on English. Today a person who knows both English and French will easily find numerous similarities in these languages. Those who already know English will have less difficulties learning French.

B - Russia is integrating into the world community and the problem of learning English for the purpose of communication is especially urgent today. In Russia people learn English to be able to exchange the latest information concerning science, technology and commerce with their colleagues; to be able to read foreign newspapers and books. Learning foreign languages is especially popular among young people. For them English is a way of exploring a completely new world. A person who travels a lot also needs English. Even in the countries where English is not an official language people will generally be able to understand it.

C - Much depends on the parents. Some children start to learn foreign languages very early, in kindergartens for example. They are taught ABC English there: they sing songs, recite nursery rhymes and learn to construct some phrases. Others start learning languages at school. At some specialised schools foreign languages are taught from the second to the eleventh class. But generally pupils learn foreign languages from the fifth to the eleventh class.

D - Yes, it is. Basically English is an easier language to learn than almost any other language. Its grammar is not difficult at all.

E - The richness of the vocabulary makes English a difficult language. Moreover, spelling and pronunciation make trouble. Another thing is that Russian and English are very different. It is not easy for a Russian to learn how to use definite and indefinite articles properly because there are no articles in Russian. In this context it should be said that the Germans and the French have less difficulties with English.

F - Specialists have to know that kind of English which will help them to solve their professional problems. They need English for specific purposes. It has been established that there are important differences between, say, the English of commerce and that of engineering. That is why a great deal of English courses for specific groups of learners have been developed. The discovery that language varies from one situation of use to another allowed to determine the features of the specific situations making them the basis of the learners course. Today specialist of different branches of sciences and professionals can learn English for their specific purposes. Nowadays there are English courses for Biology, Geography, Law, History, Mathematics, Medicine, Economy, and other sciences.

G - Specialist should know foreign languages to communicate with their colleagues at the conferences, through books and journals or the Internet. Today it is not enough for a professional to know only one foreign language. That is why many young people who begin to think about their future early start learning several languages. For Russian specialists it is good to know not only English, but German and French as well. Undoubtedly, English is number one language that specialists should learn.

**3.3 Вы на уроке английского. Расскажите подробно, чем вы занимаетесь в данный момент.**

**WHAT ARE YOU DOING NOW?**

**Для этого вам потребуется  
Present Continuous Tense.**

<b>Active</b>	<b>Passive</b>
<b>To be + Participle 1</b>	<b>to be + being + Participle 2</b>
I am speaking English now.	English is being spoken now .
Я говорю на английском сейчас.	Сейчас говорят на английском.

**3.4 Найдите в тексте все глаголы в Continuous и объясните их употребление.**

**3.5 Познакомьтесь с данной информацией.**

### Grammar in Rhyme

**A noun** is the name of anything:  
As “school or garden, hoop, or swing”  
**Adjectives** tell the kind of noun;  
As “great, small, pretty, white, or brown”  
Instead of nouns the **pronouns** stand:  
“Their heads, your face, its paw, his hand”  
**Verbs** tell us of something being done:  
“You read, count, sing, laugh, jump or run”  
How things are done the **adverbs** tell:  
As “slowly, quickly, ill or well”  
**Conjunctions** join the words together:  
As “men and women, wind or weather”.  
The **preposition** stands before a noun:  
As “in the room, or on the ground”  
The **exclamation** shows surprise:  
As “Oh! How pretty! Ah! How wise!”

### Remember!

#### Части речи:

**a noun** – существительное,  
**an adjective** – прилагательное,  
a **pronoun** – местоимение,  
**a verb** – глагол,  
**an adverb** – наречие,  
**a conjunction** – союз,  
**a preposition** – предлог.  
**exclamation** - восклицание  
**a sentence**- предложение  
**Члены предложения:**  
**подлежащее** – a subject,  
**сказуемое** – a predicate,  
**дополнение** - an object,  
**an adverbial modifier** – обстоятельство

**3.6 Сделайте синтаксический анализ предложений по данной схеме**

обстоятельство	подлежащее	сказуемое	дополнение	обстоятельство
•	I	was translating	an article	at this time yesterday
•	• Я	• переводил	статью	вчера в это время

1. English is an official language in 55 countries.
2. In many others it is the language of business, commerce and technology.
3. Nobody can learn English for you.

4. She was making a dinner at that time.
5. The students were taking their exams from 9 till 12 o'clock.
6. English has German and French roots.
7. Many words have been formed from Latin and ancient Greek.
8. In England I found two difficulties.
9. In those days I put this down to my lack of knowledge of English.
10. Most world languages have contributed some words to English at some time, and the process is being reversed now.

**3.7 Неформальный язык называется сленгом. В правой колонке найдите эквиваленты для сленговых слов из левой колонки.**

<b>British English slang</b>	<b>Standard English</b>
a cops	1 girl
b wicked	2 the police
c tele	3 beer or other alcoholic drinks
d chick	4 really good
e guy	5 boy/man
f thick	6 a pound (money)
g fag	7 steal
h booze	8 cigarette
i mate	9 television
j quid	10 stupid
k nick	11 friend

**3.8 Замените сленговые слова на более формальные.**

"My mate can be really thick sometimes. He stopped to get some fags and left the car open. He talked to the bird in the shop for about five minutes, and some guy nicked his stereo and two hundred quid from the car. Then he called the cops - but what can they do?"

**3.9 Замените формальные слова на сленговые.**

I've got a friend. He's a really good young man. Last week we made friends with two nice girls. In fact they are Australian.



**3.10 Текст, который вам предстоит прочитать, написан в шуточной форме. Однако, как известно, в каждой шутке есть доля правды. Прочитайте текст и скажите, какие сведения, полезные для изучающих английский, можно извлечь и какие выводы можно сделать.**

## LANGUAGE

*By G. Mikes*

When I arrived in England I thought I knew English. After I'd been here an hour, I realized that I did not understand one word. In the first week I picked up a tolerable working knowledge of the language and the next seven years convinced me gradually but thoroughly that I would never know it really well, let alone perfectly. This is sad. My only being that nobody speaks English perfectly.

Remember that those five hundred words an average Englishman uses are far from being the whole vocabulary of the language. You may learn another five hundred and another five thousand and yet another fifty thousand and still you may come across a further fifty thousand you have never heard of before and nobody else either.

If you live here long enough you will find out to your greatest amazement that the adjective *nice* is not the only adjective the language possesses, in spite of the fact that in the first three years you do not need to learn or use any other adjectives. You can say that the weather is nice, a restaurant is nice, Mr Soandso\* is nice, Mrs Soandso's\* clothes are nice, you had a nice time, and all this will be very nice.

Then you have to decide on your accent. The easiest way to give the impression of having a good accent or no foreign accent at all is to hold an unlit pipe in your mouth, to mutter between your teeth and finish all your sentences with the question: 'isn't it?' People will not understand much, but they are accustomed to that and they will get a most excellent impression.

\*Mr Soandso, Mrs Soandso - мистер такой-то, миссис такая-то

**tolerable** – терпимый; **pick up** - зд. научиться ч-л. быстро, нахвататься; **convince** – убеждать, **thoroughly** – тщательно, **consolation** – утешение, **possess** – обладать, **in spite of the fact that** – несмотря на то, что; **to give the impression** – производить впечатление, **to mutter** – бормотать, **to be accustomed** – привыкать

### 3.11 Замените *nice* другими прилагательными.

*attractive, pleasant, exciting, sunny, fashionable, comfortable, kind, terrific, considerate, delicious, interesting, modern, lovely, grand, great, pretty, splendid, wonderful*

"It's **nice** to be home," sighed Gloria. "But I did have such a **nice** time at Ann's. Friday was **nice** and warm. I wore my **nice** blue suit and that **nice** white blouse I got for my birthday. I had a **nice** seat in the train, and the conductor was very **nice** about warning me before we came to West Lake. Ann and her mother met me in their **nice** new BMW."

"Wasn't that **nice** of them?"

"What comes next is even **nicer**. We drove to their place, a **nice** brick house, and had the **niciest** supper. After supper Joe and Tommy, two **nice** boys, took us to see a very **nice** movie, and after that we all had **nice** big sandwiches at the *Sugar Bowl*.

"On Saturday we had a **nice** game of tennis on those **nice** new high school courts, and Saturday night we went to a **nice** barn dance. Ann looked very **nice** in her **nice** light-blue print dress. On Sunday she and her mother drove me to the train, and I thanked them for the **niciest** weekend I've ever had."



**3.12 Прочитайте следующий юмористический рассказ и скажите, в чем его мораль. Затем переведите рассказ письменно на русский язык для тех, кто не знает английского.**

#### SPOKEN ENGLISH AND BROKEN ENGLISH

*By G. B. Shaw*

If you are learning English because you intend to travel in England and wish to be understood there, do not try to speak English perfectly because if you do, no one will understand you.

Though there is no such thing as perfectly correct English, there is presentable English which we call 'Good English', but in London nine hundred and ninety nine out of every thousand people not only speak bad English but speak even that very badly. You may say that even if they do not speak English well themselves they at least understand it when the speaker is a foreigner, the better he speaks the harder it is to understand him. Therefore the first thing you have to do is to speak with a strong foreign accent, and speak broken English: that is English without any grammar. Then every English person will at once know that you are a foreigner, and try to understand and be ready to help you.



## PART 4 HEALTHY LIVING

### Unit 1

#### A healthy mind in a healthy body

**1.1 Выберите определение из правой колонки для слов в левой колонке.**



1. health	a. illness or physical disorder caused by infection on unnatural growth
2. disease	b. a person's way of thinking or feeling
3. body	c. the condition of being well; the state of body and mind
4. mind	d. physical structure of a person

**1.2 Составьте все возможные словосочетания из слов в левой и правой колонке.**

health	to recover, to die of, to ruin, to catch, to suffer from, to cure, bad, poor, good, catching, physical, heart, mental, serious, care.
disease	
body	to build up, healthy, human, a state of, clear, sound, out of
mind	

**1.3 Ответьте на вопросы.**

1. Do you have any health problems? Do you suffer from heart (lung (легкие), stomach (желудок), liver (печень), kidney (почки) disease?
2. Do you have an extra weight problem?
3. Have you ever gone on a diet?
4. Are you a smoker or non-smoker?
5. Do you think smoking is harmful for your health?
6. How often do you do physical exercises?

7. Which of the following factors are good and which are bad for one's health: *diet, smoking, alcohol abuse, drugs, physical exercises, environmental pollution, positive thinking, extra weight?*



**1.4 Прочитайте текст и заполните пропуски словами, подходящими по смыслу.**

**1.5 Заполните пропуски словами из списка, а затем употребите получившиеся фразы в собственных предложениях.**

contain, desirable weight, a great deal, to take, associated, its best, decline, care, require, lead, heart disease, liver damage, life, alcohol intake, work.

1. to \_\_\_\_\_ together properly
2. to do \_\_\_\_\_
3. to \_\_\_\_\_ care of itself
4. to work at \_\_\_\_\_
5. day-to-day \_\_\_\_\_
6. to \_\_\_\_\_ only air, water, food, and a few simple rules
7. linked to \_\_\_\_\_
8. the \_\_\_\_\_ in efficiency of the heart and lungs
9. to prolong \_\_\_\_\_
10. to \_\_\_\_\_ plenty of vegetable fibre
11. above the \_\_\_\_\_
12. \_\_\_\_\_ with many potentially dangerous conditions
13. excessive \_\_\_\_\_
14. to cause \_\_\_\_\_
15. to \_\_\_\_\_ to dependence.



**1.6 Сформулируйте основные правила здорового образа жизни на основе информации текста. Скажите, что следует (*you should do*) и чего не следует делать (*you shouldn't do*).**

## Unit 2 Diseases and injuries

**2.1 Скажите куда вы пойдете, если у вас возникнут следующие проблемы со здоровьем:**

в аптеку – *to a chemist*, в больницу – *to a hospital*, в поликлинику (к терапевту) – *to your GP (general practitioner)*, к зубному врачу – *to a dentist*.

a headache, a toothache, a backache, an earache, a stomachache, a cold, the flu, a sore throat, a blocked (running) nose, a cough, a deep cut on your finger, a serious sunburn, a broken bone, a heart attack.

**Model:** *If I have(I've got) a headache I'll go to a chemist.*

**2.2 Используйте слова и выражения, данные ниже и составьте диалоги по образцу:**

**A:** *What's the matter, Steve?*

**B:** *I've got a headache.*

**A:** *Why don't you take an aspirin, then?*

**a headache**

a stomachache

a toothache

a cough

the flu

a sunburn

a blocked nose

a deep cut on my finger

a broken bone

a sore throat

backache

see the dentist

apply some cream

use some antiseptic

**take an aspirin**

go to bed

stop eating chocolates

consult a surgeon

take more rest

buy one of those nasal sprays

take some cough medicine

gargle and drink some hot milk

**2.3 Скажите имели ли вы когда либо в вашей жизни данные проблемы со здоровьем.**

**Чтобы рассказывать об опыте, который имел место в настоящем (в нашей жизни), необходимо использовать глаголы в настоящем совершенном времени**

**The Present Perfect Tense**

**Active**                    **to have + P II (Ved/3)**

**Passive**                    **to have been + P II (Ved/3)**

I have worked (I've worked) You have worked (You've..) We have worked (We've...) They have worked (They've...) He has worked (He's ...) She has worked (She's ...) It has worked (It's ...)	Have I worked? Have you worked? Have we worked? Have they worked? Has he worked? Has she worked? Has it worked?	I haven't worked. (I have not...) You haven't worked. We haven't worked. They haven't worked. He hasn't worked. She hasn't worked. It hasn't worked.
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**2.4**    **Заполните анкету. Затем составьте предложения о себе в Present Perfect.**

**Medical Survey**

<b>Have you ever ...</b>	<b>Yes</b>	<b>No</b>
<b>had a sore throat?</b>		
<b>had the flu?</b>		
<b>had toothache?</b>		
<b>had a tropical disease?</b>		
<b>broken a bone?</b>		
<b>had a serious burn?</b>		
<b>had a backache?</b>		
<b>had a heart attack?</b>		

*I've had a sore throat. / I've never had a sore throat.*

**Проанализируйте примеры употребления Present Perfect**

Tom was 80 kilograms. Now he weighs 70. He has lost weight.

Would you like a cigarette? No, thanks. I have just put one out.

I think my indigestion is due to something I have eaten.

Many patients have been successfully treated with this drug since it was introduced two years ago.

Have you ever tasted caviar? Yes, I have. But I didn't like it much.

I have never smoked.

I haven't smoked for three years.

I haven't smoked since September.

I'm going to make a cake. I have to buy some flour, butter, eggs and baking powder. I don't have to buy sugar and fruits. I have already bought them.

## 2.5 Поставьте глаголы в скобках в нужное время (Present Perfect, Past Simple, Present Simple)

My grandfather is 96 years old, and he (to live) ..... a long and interesting life. He (to travel) ..... a lot, especially in the Far East. He (to see) ..... the Taj Mahal in India, and the Pyramids in Egypt. He (to hunt) ..... lions in Africa, and (to ride) ..... camel across the Sahara Desert. He says that the most beautiful place he (to be)..... to is Kathmandu in Nepal. He (to meet) ..... the Queen on several occasions. In 1959 he (to be) ..... a soldier in New Zealand when she came to visit, and in 1972 he (to go) ..... to a garden party at Buckingham Palace.

He (to be) ..... married twice. His first wife (to die) ..... when she was 32. He (to meet) ..... his second wife while he was traveling round France by bike. He and his wife, Eleanor, (to be) ..... married for 50 years, and they (to live) ..... In the same cottage in the country since they got married.

He says that he (to be) ..... never ill in his life. The secret of good health, according to my grandfather, is exercise. He ..... (to go) swimming every day. He (to do) ..... this since he was a boy. He also (to have) ..... a glass of whisky every night! Perhaps that is his secret!

## 2.6 Прочитайте диалоги и вставьте *yet, already or just*.

A: I've felt ill all week.

B: Have you seen a doctor.....?

A: I've.....got back from the doctor's. He says I've got the flu.

A: Has Janet returned to work.....?

B: No. She's still in hospital.

A: John is staying at home again today. He's got a temperature.

B: He's.....missed two days of school! I hope he gets better soon.

A: I've.....found out that my son has got measles. Perhaps you shouldn't come to the house.

B: Oh don't worry. I've.....had measles.

A: Have you done your homework .....

B: I'm sorry. I haven't finished.....

A: I've still got a terrible headache.

B: Would you like an aspirin?

A: I've.....taken one, but it hasn't worked ..

**2.7 Заполните пропуски словами из списка. Затем разыграйте диалог в парах.**

*Write, aspirin, wrist (запястье), hurts (болит), sprained (растянул)*

Sue: Doctor, I think I've broken my 1).....

Doc.: Can you move it?

Sue: Yes, I can.

Doc.: Well then, you haven't broken it. You have 2).....it.

Sue: Is that bad?

Doc.: It means you can't play basketball for a few weeks.

Sue: Can I still 3).....?

Doc.: Yes, but not too much. You should rest it as much as possible.

Sue: It really 4).....!

Doc.: You can take some 5)..... to stop the pain.

Sue: Thanks, Doctor!

**2.8 Прочитайте письмо и ответьте на вопросы.**

17<sup>th</sup> May ...

Dear Elaine,

Guess what? I'm in hospital! I'm in the Royal General, in ward 4 and I've been here since Saturday. I've broken my leg-but don't worry, I'm okay.

It happened on Saturday night outside the fish and chip shop in Rose Square. I was in a hurry and I ran down some steps. There was some oil on the steps, but I didn't see it so I slipped and fell.

I was lucky that my parents were with me. They took me straight to the hospital. I had an X-ray and the doctor said my leg was broken. Now it is in plaster and I'm not allowed to move it. The doctors and nurses have been very kind, but the food here is awful! Anyway, they've said I can go tomorrow or the next day.

How are things with you? I hope you're well. Can you send me a nice long letter, or phone me when I get home.

Best wishes,

Carol

1. Where is Carol?
2. Why is she in Hospital?
3. How did the accident happen?
4. What happened at the hospital?
5. When can she go home?

**2.9 Используя фразы, данные ниже, напишите письмо своему другу. Используйте письмо из предыдущего упражнения в качестве образца.**

lucky/sister/with me – she/take me/straight/hospital – doctor/  
examine/arm/say/badly scalded — now/it/in a bandage/not allowed/get it  
wet – doctors/nurses/very nice – say/I/go home/ tomorrow  
City General/ward 17/Sunday – scald/arm/not worry/okay  
hope/you/family/well – write soon/tell me/all/news  
happen/Sunday morning/kitchen/home — boil/some water/ pan/fall  
off/stove/all/water/go/on/arm

*To scald – ошпарить*



**Вам предстоит прослушать лекцию ALTERNATIVE THERAPIES, посвященную нетрадиционным методам лечения.**

**Перед прослушиванием:**

**2.10 Прочитайте вслух интернациональные слова и переведите их на русский язык.**

Alternative medicine, alternative therapies, practice, western and alternative medicine, iridology, homeopathy, aromatherapy, osteopathy,

patient, to diagnose, procedure, symptoms, relaxed, perfume, stress related, to channel, positive energy, produce, actually, physical illnesses, mental health.

### 2.11 Прочитайте и запомните следующие слова.

conventional	обычный	side effects	побочные эффекты
available	имеющийся	be concerned with	заниматься ч-л
наличии, доступный		be concerned about	заботиться
walk alongside	идти рядом	calm	спокойный
accept	принимать	relieve	облегчать
fight	бороться	pain	боль
safe	безопасный	needle	иголка
treatment	лечение	point	точка
treat	лечить	area	область, место

### 2.12 Закончите предложения с помощью слов из предыдущего упражнения.

1. Doctors are people who \_\_\_\_\_ patients. 2. Now we have many alternative therapies \_\_\_\_\_. 3. Many people prefer alternative therapies to \_\_\_\_\_ medicine. 4. This kind of treatment has many dangerous \_\_\_\_\_. 5. This drug will help you to \_\_\_\_\_ illness. 6. We are \_\_\_\_\_ about his mental health. 7. I can't \_\_\_\_\_ this idea. It is absurd. 8. There are many ways to \_\_\_\_\_ pain but not of them are \_\_\_\_\_ enough.

### 2.13 Прочитайте вступительную часть лекции. Соотнесите термины 1-4 с определениями а – d.

*In Britain, treatments such as acupuncture and osteopathy have become very popular. These are called alternative therapies, as they are different from conventional, science-based medicine.*

1 iridology	a. treatment that uses massage and perfumed oils
2 homeopathy	b. moving the patient's bones and muscles to treat pain
3 aromatherapy	c. treating a disease with substance



	which actually causes the disease
4 osteopathy	d. looking at the patient's eyes to discover what is wrong

**2.14** Прослушайте лекцию и проверьте свои ответы в предыдущем упражнении. Какой из методов лечения в таблице не упоминается в лекции?

**2.15** Закончите предложения в соответствии с содержанием лекции.

- 1) Ian Stanley says that alternative therapy will be used .....
  - a) in the place of Western medicine
  - b) together with Western medicine
- 2) Iridology will help ...
  - a) discover a patient's disease.
  - b) cure a patient's disease.
- 3) Homeopathy ...
  - a) cures the symptoms of the disease.
  - b) uses medicine to produce the symptoms of the disease.
- 4) Today's conventional treatments sometimes...
 

has side effects on the patient.

does not work.
- 5) Aromatherapy ...
  - a) can cause stress.
  - b) helps you to relax.

**2.16** Прослушайте еще раз. Пронумеруйте предложения в порядке их следования в лекции и закончите их.

1 - ....., 2 - ....., 3 - ....., 4 - ....., 5 - ....., 6 - .....

a) The doctor of the future will not just be concerned with physical illnesses. He or she will also be more concerned about

\_\_\_\_\_

b) I'm sure doctors in the future will use more of

\_\_\_\_\_

- c) I think many doctors will feel that alternative therapies are safer than some of today's conventional treatments, which \_\_\_\_\_
- d) I'm sure that in the future there will be many more alternative therapies available, which \_\_\_\_\_
- e) There are many therapies which can help patients to feel calmer and \_\_\_\_\_
- f) I believe that in fifty years time we will find doctors who practice both western and alternative medicine.



**2.17** Сделайте короткое сообщение о нетрадиционных методах лечения. Скажите, как вы к ним относитесь.

## Unit 3 You Are What You Eat

**3.1** Заполните таблицу, с помощью слов, данных ниже.

Meat	Vegetables and fruit	Milk	Bread and cereals	Sweets

**Key words**

watermelon	turkey	spaghetti	yogurt
figs	cheese	pasta	fish
milk	soya beans	apples	rice
onions	eggs	butter	lemon
raisins	poultry	ice cream	pork
peas	goose	beef	mutton
marmalade	potatoes	veal	grapes
carrots	sausages	bread	ham
plums	chocolates	sandwiches	lettuce
flour		sugar	

**3.2** Прочитайте грамматический комментарий и употребите *a* (*an*) или *some* со словами из 3.1.

**a (an)** используется в утвердительных предложениях перед исчисляемыми существительными в единственном числе.

**some** используется в утвердительных предложениях перед неисчисляемыми существительными в значении «некоторое количество, немного».

**any** используется в отрицательных и вопросительных предложениях перед исчисляемыми и неисчисляемыми существительными в значении «какой-нибудь, никакой».

**3.3 Изучите таблицу и употребите *a few a little* с теми же словами.**

	Исчисляемые сущ.	Неисчисляемые сущ.
много	<b>many</b>	<b>much</b>
мало	<b>few</b>	<b>little</b>
несколько / немного некоторое количество	<b>a few</b> <b>some</b>	<b>a little</b> <b>some</b>

**3.4 Выберите правильное слово.**

- 1 How *many/much* biscuits would you like?
- 2 There isn't *many/much* sugar in this tea.
- 3 How *many/much* chocolates did you eat?
- 4 I didn't use *many/much* eggs to make the omelette.
- 5 There isn't *many/much* milk left.
- 6 How *many/much* hot dogs would you like?
- 7 You didn't put *many/much* salt in the soup.
- 8 How *many/much* bacon do you need?
- 9 There isn't *many/much* lettuce in this salad.
- 10 We haven't got *many/much* wine for the party.

**3.5 соотнесите слова с их определениями.**

A	B
snack	fermented liquor made from milk
yogurt	light, hurriedly eaten meal
cereal	sort of food usually eaten by a person
diet	unit of energy supplied by food
vitamin	any kind of grain used for food
calorie	organic substances that are present in certain food stuffs and are essential for the health of

	man
--	-----

**3.6 Прочитайте список блюд и напитков и заполните таблицу.**

Fresh carrot juice, fried chicken, bacon and cheese sandwich, fruit salad, chocolate cake, steak and mashed potatoes, cereal, fried eggs with sausages and toasts, wholegrained bread, spaghetti with cheese and ketchup, mushroom soup, bread rolls, nuts, chips, rice with vegetables.

Healthy food	Low-fat food	Fatty food	Junk food



**3.7 Расскажите, что вы едите:**

**at the institute; on a picnic, at a fast-food restaurant; at home for dinner?**



**3.8 Прочитайте текст и ответьте на вопросы.**

1. What is a well-balanced diet?
2. When do people establish their food tastes and preferences?
3. What sorts of snacks are considered to be more health-giving?
4. What sort of diet is less likely to cause heart problems?
5. Which vitamins can be used to prevent heart disease?
6. What is angina according to the text?
7. Which people mentioned have an unhealthy diet?

**DO YOU EAT THE RIGHT FOOD**

What do we mean by a well balanced diet? This is a diet that contains daily servings from each of the basic food groups: meat, vegetable and fruit, milk, bread, and cereals. There is no doubt that food tastes and preferences are established early in the life. No one is born a "sugar freak" or a salt craver. An incredible statistics is that between 30 and 50 % of all calories eaten each day are consumed in the form of between-meal snacks. Unfortunately, the usual between-meal food is low in nutritive value and too high in calories and refined sugar. Some excellent snacks that should always be available are plain yogurt, carrots, pieces of apple, cheese and natural fruit juice. Eating yogurt as a snack

food is far healthier and more nutritionally sound than eating so-called “junk” foods, which are less nutritious and too high in sugar and calories.

People who diet know that if they stick to low-fat, high-fibre intake they will be able to eat well without putting on weight. Instead of going on crash diets they are learning to educate their stomachs by eating sensible food. They can still enjoy chocolates and cream cakes once a week or so, but they know they have to cut down their intake slightly the next day.

Research is indicating that we are what we eat. Recent work shows that Italians who tend to eat lots of fresh fruits and vegetables which contain vitamins C and E, have low level of heart attacks. The Scots however tend to have a diet that is high in animal fat and low in fibre. Heart disease is a widespread problem in Scotland.

Now evidence shows that it is especially vitamins C and E which control the probability of attacks of angina – the severe chest pains which are usually a warning of a heart disease. The answer seems to be to cut down on meat, cheese, lard and butter and tuck into fruit, vegetables, olive oil, and other vitamin C and E rich foods.

### Слова для запоминания

to contain	содержать	junk	отбросы
servings	порция	stick to	придерживаться
no doubt	без сомнения	fibre	клетчатка
preference	предпочтение	intake	потребление
freak	каприз, причуда	stomach	желудок
crave	жаждать	cut down	сокращать
incredible	невероятный	to tend to	быть склонным к
to consume	потреблять	heart attack (disease)	сердечный приступ (болезнь)
nutritious	питательный	slightly	слегка
value	ценность	lard	свиное сало
available	имеющийся в наличии	tuck into	жадно набрасываться

### 3.9 Найдите соответствия в тексте.

Сбалансированное питание, дневная порция, нет сомнения, питательная ценность, вкусы и предпочтения в еде устанавливаются рано, перекусывание между основной едой, обезжиренный, набирать вес, строгая диета, сократить потребление, быть склонным, распространенная проблема, вероятность приступа.

### 3.10 Переведите на английский язык.

Сбалансированная диета содержит основные группы продуктов: мясо, овощи и фрукты, молоко, хлеб, злаки. Если вы хотите перекусить, вам следует съесть йогурт и выпить натуральный сок, вместо того, чтобы есть нездоровую пищу. Если вы хотите сбросить вес, придерживайтесь нежирной пищи, богатой клетчаткой. Ешьте больше овощей и фруктов, которые богаты витаминами.

### 3.11 Вы скажите свое мнение относительно следующих утверждений. Выразите свое согласие или несогласие.

	<b>Standard</b>	<b>Informal</b>
<b>Agreeing</b>	That's quite right. That's true. Yes, I agree.	Well, that's the thing. Yes, right. I'm with you there. Exactly.
<b>Disagreeing</b>	I don't agree. Nothing of the kind. You can't be serious. You must be joking.	Don't be silly. You're kidding. Rubbish! Nonsense! No way. Never.
<b>Saying you are partly agreed</b>	I partly agree, but ... I suppose so, but ... Yes, but don't you think	Yes, perhaps, but ... I see your point, but... That's true up to the point.

1. Cream is as good for your heart as yogurt because they are both come from milk.
2. An egg every day might be good for your heart.
3. Drinking regular coffee has no implications to heart disease.
4. Baked fish is better for your heart than fish fried in butter.
5. Fruit and vegetables are the best source of fibre.
6. A couple of drinks every day not only prevent some serious diseases but improve learning and reasoning skills.
7. No meal is complete without a glass of wine.
8. It is not necessary to add salt to foods since there is plenty of natural food already there.
9. It is sometimes hard to resist hot chips with salt and vinegar.

10. Yogurt is a nutritious, natural product which is high in proteins and relatively low in calories.

**3.12** Глаголы *boil, fry, bake, chop, slice* обозначают некоторые способы приготовления пищи. Догадайтесь об их значении, прочитав предложения, данные ниже.

You can **boil** eggs by putting them in boiling water.

To **bake** a cake, cook it in the oven (духовка) for about 30 minutes.

To **fry** a chicken cook it in a pan (сковорода) of hot oil.

We usually **chop** vegetables to make salad.

We **slice** bread, meat and cheese to make a sandwich.

**What can you boil, fry, bake, chop, slice?**



**3.13** Трейси Майлз собирается стать эстрадной певицей. Прочитайте ее рассказ о том, как она питается и скажите как вы оцениваете ее диету?

#### CEREAL KILLER TRACEY

I'm a chocoholic. I used to eat chocolate onto the top diving board (вышка для прыжков в воду) during training. I train at 10 am and 3 pm so I usually take two or three mini Mars bars. Trying to keep my energy level up is my excuse.

Apple turn-overs (пирожки) and chocolate éclairs are my faves. I can't resist them, even though I feel guilty later.

Breakfast is the best meal of the day. I can kill a bowlful of cereals mixed with sliced bananas or dried fruit any time I feel hungry.

I'm very fond of seafood. Crab sticks are easy to eat. I love mussels (мидии) too.

If I get home at lunch time I cook an omelette with cheese, scramble eggs in the microwave, or hard-boil them for a salad.

I go shopping once a week and chop up fruits and veg for salads. They last a week, and I take it when I'm hungry.

I love Edam cheese and strawberry jam sarnies (бутерброды). A friend's mother made me one when I was 11 and I have been addicted ever since.

to resist	сопротивляться, устоять
to be addicted	пристраститься
to feel guilty	чувствовать вину

**3.14 Скажите какие продукты вы вероятнее всего найдете в холодильнике у Трейси. Используйте *some* или *any* по образцу.**

**Model:**     *There is some chocolate in the fridge.*  
                   *There is not any pork.*

Chocolate, bananas, apple juice, pork, cereal, eggs, wine, fish, mussels, ham, peaches, watermelon, figs, milk, onions, beef, raisins, peas, marmalade, carrots, plums, bread, chicken, ketchup.



**3.15 Задайте Трейси вопросы об ее диете.**



**3.16 Прочитайте текст о том, как ваши кулинарные пристрастия отражают ваш характер и скажите, какое описание подходит вам больше всего.**

### **Suzie Sweet-Tooth**

I don't mind what I eat, as long as there is some chocolate on the menu. I adore desserts: I have so many favourites I often find it difficult to choose! I like milk shakes and fizzy drinks better than tea or coffee.

### **Charlie Chilli**

I love eating hot, spicy food. I enjoy trying foreign specialities in restaurants, and I'm also fond of preparing exotic dishes in my own kitchen. I hate eating the same thing two days running — I would rather go hungry!

### **Hungry Hurry**

I'm more interested in quantity than quality. I can't stand getting up from, the table if I still have room in my stomach. I prefer rice or potatoes and cooked vegetables to salads, and would rather drink Coke than fruit juice.

### **Picky Polly**



I'm not keen on dishes which don't look beautiful. In fact, I haven't got a large appetite. There are all sorts of things I refuse to eat at all, and even when I'm

given one of my favourites I always leave half of it on the plate.

to reveal	обнаруживать, показывать	fizzy	газированный hot зд. острый
chilli	красный перец; острый	spicy	острый, пряный
soус		speciality	фирменное блюдо
sweet-tooth	сластена, сладкоежка	two days running	два дня подряд
picky	разборчивый, привередливый	I would rather go hungry	Я скорее останусь голодным
to identify	отождествлять	to be keen on	очень любить
as long as	пока, если	quantity	количество
to adore	обожать	quality	качество
dessert	десерт, сладкое	I can't stand	Я не выношу
milk shake	молочный коктейль	room	зд. место

### Character analysis

**Chilli eaters** are brave and adventurous; they like to shock, but they get bored and restless very easily.

**Sweet-eaters** are easy going and sociable but they lack confidence. They are kind and sympathetic but not always reliable.

**Hungry eaters** are hard-working and generous; they aren't ambitious and hate changes of any sort. They worry about the future.

**Picky eaters** are artistic and sensitive but they lose their tempers easily. They set themselves very high standards and don't like to fail.



Вам предстоит прослушать текст **BRITISH FOOD**. Перед прослушиванием:

**3.17 Прочитайте вслух интернациональные слова и переведите их на русский язык.**

Restaurant, hamburger, Kebab houses, popular, microwave, yogurt, Coke, per cent, vegetarian, chef.

**3.18 Read and listen to the words.**

French fries	картофель фри	noodle	лапша
convenience	удобство	cuisine	кухня
heat up	подогреть	boring	скучный

### 3.19 Послушайте рассказ и ответьте на вопросы.

1. What is the most popular fast food in Britain?
2. Do people spend much time cooking now?
3. What is convenience food?
4. How many British people are vegetarians?
5. Where can vegetarians go out to eat in Britain?
6. Why is vegetarian food rather boring?

### 3.20 Послушайте еще раз и закончите предложения.

People in Britain are more likely \_\_\_\_\_ than go out to eat in a posh restaurant. A hamburger and french fries is \_\_\_\_\_ in Britain, but not all fast food is American. Kebab houses, \_\_\_\_\_ Greek or Turkish Cypriots, are also very popular.

People spend \_\_\_\_\_ cooking now. An increasing number of people eat \_\_\_\_\_ in the evenings. Convenience meals are \_\_\_\_\_ - all you have to do is \_\_\_\_\_ in the microwave.

I eat \_\_\_\_\_, which I heat up in the microwave, a pocket of crisps, a Mars bar and probably a yogurt for my dinner. If there is Coke \_\_\_\_\_, then I drink that. Otherwise, I have \_\_\_\_\_. I like to eat it \_\_\_\_\_ in my room.

About \_\_\_\_\_ of British people are vegetarian. If you are vegetarian, eating out is \_\_\_\_\_ in Britain because there are quite a few *vegetarian restaurants*. Unfortunately, there are very few \_\_\_\_\_ who specialise in vegetarian cuisine, which means that most vegetarian food is \_\_\_\_\_.



### 3.21 Расскажите о том, что едят русские.

3.22 Изложите свои представления о здоровом питании в небольшом сочинении.

## UNIT 4

### BAD HABITS



**4.1 Прочитайте текст и скажите, какие аргументы против курения вы находите наиболее убедительными. Расположите аргументы по степени их важности.**

*You'd have to be living on Mars not to know that smoking is dangerous. Yet statistics show that young people today smoke more, not less. Why?*

One answer is that many teens think it cool. Another is the enormous sums of money invested in advertising cigarettes. Tobacco companies spend millions to encourage the young to start, or to continue, smoking. "The Marlboro Man", "Joe the Camel" and others do cool things and act important while smoking — just to get you to think that if you smoke this brand, you can do these things too. This isn't true. These people are not real and the things they do are made-up.

For tobacco companies cigarettes mean money. For us they mean disease and even death. Smoking kills about 3 million people every year. Some aren't even smokers. They are people who live or work with heavy smokers.

If you think it cool, think again!

Here are some sad, sad, sad facts about smoking.

Your clothes and hair will have a terrible smell.

Your teeth will turn yellow.

You will have bad breath.

Your hair and skin will become dry. You'll get premature wrinkles.

Smokers store more fat around the waist.

A smoker is 22 times more likely to die of lung cancer than a non-smoker. In fact, 30% of all cancer deaths are caused by smoking.

Smoking causes heart attacks. By the way, heart disease is now the number-one killer in Russia.

Babies with mothers who smoke develop more slowly during childhood.

Cigarette smoke clogs and makes lungs awfully dirty.

Nicotine is as addictive as heroin or cocaine. Seven out of 10 smokers want to quit, but can't.

Nicotine is not the only bad thing in cigarette, there are over 400 chemicals that are known to be harmful.

Pregnant women (especially teenagers) who smoke will face a lot of pregnancy risks. They even may give birth to stillborn babies.

Babies of women smokers are more likely to have mental disorders than babies of women non-smokers.

Girls, cigarette packs leave no room in your purse for your compact and lipstick.

You'll become richer. Cigarettes cost money.

So think twice before lighting up that cigarette of yours!

### Words to remember:

enormous	огромный	fat	жир
to invest	инвестировать	waist	талия
to advertise	рекламировать	lung cancer	рак легких
to encourage	подстрекать,	pregnant	беременная
brand	марка	to face	сталкиваться
made-up	выдуманный,	stillborn	мертворожденный
искусственный		to clog	засорять
average	средний	to quit	бросать
smell	запах	pack	пачка
bad breath	дурной запах изо рта	purse	сумочка
skin	кожа	compact	компактная пудра
to store	накапливать	lipstick	губная помада
to get you to think that	чтобы убедить вас в том, что		
heavy smoker	заядлый курильщик		
mental disorder	психическое расстройство		
addictive	вызывающий привыкание		
premature wrinkles	преждевременные морщины		

**4.2 Вас просят принять участие в опросе общественного мнения. Напишите ответы на вопросы на отдельном листе бумаги. Имя указывать не обязательно.**

### Public Opinion Poll

#### Questions to smokers:

1. How long have you been smoking?
2. At what age did you try your first cigarette?
3. Did you first try smoking in a company of friends or being alone?
4. Do your parents and elder brothers or sisters smoke?
5. Do your parents approve of your smoking?

6. How many cigarettes a day do you smoke? How much money a week do you spend on cigarettes?
8. Do you feel that your health has become worse since you started smoking?
9. Do you want to give up smoking?
10. Do you believe you are able to give up smoking if you want?

**Questions to non-smokers:**

1. Have you ever tried a cigarette?
2. Do you smoke from time to time or you never touch cigarettes?
3. Do your parents and elder brothers or sisters smoke?
4. Does your boyfriend (girlfriend) smoke?
5. Do you like your boyfriend (girlfriend) to smoke?/Will you mind if he (she) starts smoking?
6. Is there smoking in your home, at the place where you work or study?
7. Does smoke have any bad effect on you?
8. What is the main reason that stops you from smoking?
9. Do you think that smoking should be banned in public places?
10. Do you think it would be good to make tobacco illegal?

**4.3 Объедините аргументы за и против запрета курения в общественных местах в таблице.**

<b>For</b>	<b>Against</b>

**SHOULD SMOKING BE BANNED IN PUBLIC PLACES?**

Smokers in America sometimes feel as though war has been declared on them. There is no more smoking in offices, restaurants, airplanes or most other public places.

But there are different points of view on the problem.

Smoking is awful and I personally can't stick the smell. As for me, I wouldn't just ban smoking in public but I would ban it everywhere in every country.

*Lizzie (USA)*

I have friends who smoke. Sure, I don't want them to, but they do anyway. I don't think that banning it in public will work at all. People will do what they want when they want!

*Sergei (Russia)*

I think people should stop smoking because it gets young people into smoking and it's not good for the environment.

*Sharon (UK)*

I think that smoking should be banned in public because you are more likely to die of passive smoking than actual smoking!

*Linda (Sweden)*

As an asthmatic I strongly believe that smoking should be banned in public places. If smokers knew how asthmatics felt when they breathe in smoke many people would stop.

*Olga (Russia)*

What's all this fuss about? Perfumes also have bad effects on asthmatics. Should we ban the use of perfumes and air fresheners?

*Anna (France)*

Smoking is not a crime. There are lots of things around us which do more harm to our health than cigarette smoke. Just look at all these cars with their smog and noise. Smoking is just one of those harmful things that make the life comfortable and pleasant.

*Sofia (Poland)*

### **Words:**

to ban	запрещать
to declare	объявить (войну)
can't stick the smell	не выношу запаха
to suffer	страдать
will power	сила воли
environment	окружающая среда



### **4.4 Прочитайте текст. Догадайтесь о значении слов, выделенных курсивом.**

#### SHAMEFUL DRINKING TALES

### **Blackout**

I woke up because something was digging in my face. As soon as I opened my eyes my head started hurting, everything was really bright. When my eyes got used to the daylight I found that I had been lying face

down in a car park. I have no idea for how long or how the hell I got there. I remember going to a party with friends the night before but I really cannot remember anything else at all. I picked myself up and wiped off bits of gravel that had stuck to my face. I had to wander round in the freezing cold for a while to get my bearings. I was in a car park on the other side of town. I wanted to get a taxi back home but I couldn't find my wallet or keys anywhere. I eventually *made it home by walking* and phoned my friends who told me that they had said goodbye to me at 11 the night before and that I was *pretty well plastered*. What happened to me between then and waking up in the car park is a mystery.

*Jim, aged 18.*

### **I'll never touch it again**

I know this might sound dumb but I'll never touch alcohol again.

The party was over and on the way home I was showing off to some of the girls with us by walking along a wall. I don't think they were very impressed so I decided *to knock their socks off* by doing a handstand on the wall. I think they were even less impressed when I slipped off the wall breaking my arm in two places. *The booze* that had made me act like a *prat* did nothing to hide the pain, or worse the shame.

*Ben, aged 17.*

#### **Слова для запоминания**

blackout	провал памяти	to get one's bearings	
to dig (dug)	зд. вонзаться,	сориентироваться	
врезаться		wallet	бумажник
to get used to	привыкать	eventually	в конце концов
how the hell	как, черт	mystery	тайна, загадка
возьми		dumb	глупый
to pick oneself up	подняться	to show off	красоваться,
to wipe off	вытирать,	рисоваться	
стирать		wall	зд. барьер, ограда
gravel	гравий	to be impressed	поражен
to stick (stuck)	прилипнуть	handstand	стойка на руках
to wander	бродить	to slip off	соскользнуть
freezing cold	леденящий	shame	стыд
холод			

### **4.5 Проанализируйте временные формы глаголов в тексте.**

**4.6** Ниже излагаются события ночной вечеринки. Организуйте их в хронологическом порядке, чтобы получился связанный рассказ.

1. It's all rubbish because the real Sara ended up sitting on the toilet floor.
  2. I had a glass of wine with ice and left it at that but Sara just kept drinking more and more.
  3. It was a terrible sight.
  4. We returned home only in the morning. I'd rather not tell you what my dad said...
  5. My friend Sara and I went to that huge New Year party.
  6. I made her drink lots of water, washed her (which was extremely difficult), wrapped her in a clean towel and lay her on the sofa, with a bucket on the floor.
  7. She told me that she felt more relaxed and that she could be the real Sara after a few drinks.
  8. She was sick all over her beautiful red dress.
- Mary, aged 16.*

**Words:**

kept drinking	продолжала пить
rubbish	чепуха, ерунда
to be sick	тошнить, рвать
sight	вид
extremely	крайне, чрезвычайно
to wrap	завернуть, укутать

**4.7** Научитесь использовать следующие речевые образцы.

1. **Sarah kept drinking.** Сара продолжала пить.

Keep doing smth Продолжать делать ч-л.
---

Переведите.

1. Я был, очевидно, прав, но она продолжала настаивать. 2. Цены продолжали расти. 3. Она все время плачет. 4. Продолжайте изучать английский. 5. Я по-прежнему думаю о ней.

2. **I made her drink lots of water.** Я заставила ее выпить много воды.

Make smb do smth Заставлять к-л. делать ч-л.
---



Переведите.

1. Алкоголь заставил меня сделать много глупостей. 2. Как ты заставляешь эту машину работать? 3. Что заставило тебя сделать это? 4. Ее рассказ довел меня до слез. 5. Если ты не сделаешь этого по доброй воле, я тебя заставлю. 6. Ее заставили ждать целый час.



#### 4.8 Составьте диалоги между:

- Mary and her friend Sarah the next morning after New Year party;
- Jim who has just got home and his friends (on the phone);
- Ben and one of the girls from his company who he met some days later.



#### 4.9 Вам предстоит прочитать текст **KEEPING FIT**. Перед чтением убедитесь, что вы знаете значения следующих глаголов и употребите их в собственных предложениях.

to suffer

to avoid

to protect against

to improve

to benefit from

#### 4.10 Несколько предложений были удалены из текста. Прочитайте и восстановите текст.

- A Walking is a very popular activity too.
- B Many sports activities have become part of daily Russian life.
- C First of all it is necessary to do exercises.
- D Unfortunately, many people do not take enough exercise to keep themselves healthy.
- E A healthy body becomes a fashion, an ideal of the life of today.

#### 4.11 Переведите фразы, выделенные курсивом на русский язык.

##### KEEPING FIT

Everybody wants to live a long healthy life. Unfortunately, now it has become a dream. Because of the *contaminated environment* people **suffer** a lot of diseases. And the best way to be healthy is to do sports. Doing exercises is the best way **to avoid** depression caused by the *abnormal rhythm* of the *contemporary city life*.

The fitness boom of the past decades led to a big rise in the numbers of people participating in sports and activities. For anyone who really wants to be healthy, fitness has become an integral part of their lives. There are many opportunities for keeping fit.

1 \_\_\_\_\_ P  
eople of different ages can design exercises that will fit them. Running, jumping, swimming, bending and stretching are among the most popular exercises. Many people prefer jogging, which is the cheapest and *the most accessible sport*.

2 \_\_\_\_\_ I  
n order to keep fit some people do aerobics or yoga; others prefer some kind of *weight training* in a gym.

People can easily learn more about fitness through popular books and videos that are sold almost everywhere.

3 \_\_\_\_\_ E  
ven *moderate physical activity* can **protect against** heart disease and strokes as well as **improve** general health and the quality of life. Everyone can **benefit from** being a little more active. Making small changes like using the stairs instead of the lift or walking or cycling instead of taking the bus can help people live a more active, healthier and enjoyable life.

4 \_\_\_\_\_  
Football has always been the most popular sport among boys. Playing football is healthy; football also brings people close because in order to win people have to work as a team. Bicycling is very popular in Russia. Skiing, skating, fishing and hunting are wide spread in our country. In summer many people like to go to the bank of the river on a hot day to swim. Another activity that is popular in our country is roller-skating.

5 \_\_\_\_\_ A  
ccording to the statistics nowadays 60 percent of men and 91 percent of women are *below activity levels necessary for a fit and healthy life*. Many men and women are overweight.



**4.12 Вам предстоит прослушать рассказ FITNESS. Пред прослушиванием:**

**1 Назовите как можно больше видов спорта по-английски.**

**2 Употребите *play, go, или do* со следующими видами спорта.**

\_\_\_\_\_ snowboarding, \_\_\_\_\_ aerobics, \_\_\_\_\_ volleyball,  
\_\_\_\_\_ fishing, \_\_\_\_\_ golf, \_\_\_\_\_ jogging, \_\_\_\_\_

basketball, \_\_\_\_\_ football, \_\_\_\_\_ yoga, \_\_\_\_\_ mountain biking, \_\_\_\_\_ skiing, \_\_\_\_\_ skating, \_\_\_\_\_ swimming

**Послушайте, что рассказывают Мэри, Джени и Томас о своем отношении к спорту и заполните таблицу.**

	Mary	Jenny	Thomas
1 Which sport/ activity do they do?			
2 How often do they do it?			
3 Where do they do it?			
4 What equipment and clothes do they need?			
5 Are they good at it?			



**Расскажите о своем отношении к спорту и здоровому образу жизни.**

## PART 5 NATIONAL CHARACTER

### Unit 1 The British



#### 1.1 Проверьте свои знания культуры Великобритании, выполнив этот тест.

- The capital of Northern Ireland is \_\_\_\_\_  
a) Dublin                      b) Cardiff                      c) Belfast
- The British flag is called \_\_\_\_\_  
a) the Union Jack    b) the Stars and Stripes    c) the Maple Leaf
- The kilt is \_\_\_\_\_  
a) a shirt                      b) a skirt                      c) a pair of trousers
- The mysterious Loch Ness Monster is from \_\_\_\_\_  
a) Wales                      b) Ireland                      c) Scotland
- British kings and queens are crowned at \_\_\_\_\_  
a) Westminster Abbey                      b) St Paul's Cathedral  
c) Buckingham Palace
- Madam Tussaud's is a museum of \_\_\_\_\_  
a) wax figures                      b) western paintings                      c) ancient coins
- The tower of London was started by \_\_\_\_\_  
a) Julius Caesar                      b) William the Conqueror                      c) Henry VIII
- The Beatles started their career in \_\_\_\_\_  
a) London                      b) Liverpool                      c) Birmingham
- British football fans \_\_\_\_\_  
a) are the most indifferent fans in the world  
b) are very reserved  
c) have a very bad reputation in Europe for their behaviour
- Big Ben is \_\_\_\_\_  
a) the clock tower                      b) the clock                      c) the largest bell at the top of the tower



## 1.2 Прочитайте текст WHEN IN BRITAIN ... Объясните и закончите название текста.

### WHEN IN BRITAIN ...

Visitors to Britain are often surprised by the strange behaviour of its inhabitants. The British like forming queues. They queue up when waiting for a bus, theatre tickets, in shops ... A well-known writer George Mikes, a Hungarian, by birth joked: “An Englishman, even when he is alone, forms an orderly queue of one”.

So one of the worst mistakes is to get on a bus without waiting your turn. The British are very sensitive to such behaviour and they may get really annoyed with queue jumpers – people who don't wait their turn in the queue.

Drivers in cars can become quite aggressive if they think you are jumping the queue in a traffic jam. Newspapers often publish angry articles about people who pay money to bypass a hospital waiting list in order to get an operation more quickly.

The British, especially the English, are more reserved than the people of many other countries. They don't like to show their emotions. They usually don't easily get into conversation with strangers. They don't like personal questions (for example how much money they earn or about their family life). They take more time to make friends. They would like to know you better before they ask you home. So don't be upset if your English friends don't invite you home. It doesn't mean they don't like you.

If you are invited to a party it is considered polite to call and say if you can or cannot come. Most parties are informal these days, so you don't have to worry about what to wear - anything from jeans to suits will do.

If you are told to “help yourself” to something, it doesn't mean that your host is rude – he or she is showing that you are completely accepted and just like “one of the family”.

It is considered rude - or bad manners – to smoke in someone's house without asking “Do you mind if I smoke?”

If you enjoyed the evening, call the hostess the next day, or write you a short “thank you” letter. Perhaps it seems funny to you, but British people say “thank you” “thank you” “thank you” all the time. They say “thank you” even when they give money to a shop assistant.

These days most people in Britain do not wear formal clothes. Of course, when they are on duty they have to obey certain rules. You cannot imagine a bank employee without a suit or a tie. But when he is no longer at work, he can put on an old sweater and jeans sometimes with holes in them.

If you go out to enjoy yourself, you can wear almost anything. It is no longer a requirement of theatres that the audience should wear evening dress. People do, however, tend to dress more formally ballet or opera than for the theatre or concerts.

In recent years smoking has received a lot of bad publicity, and fewer people now smoke. There is no more smoking on the London Underground, in cinemas and theatres and most buses. Many companies have banned smoking from their offices and canteens. And non-smokers can be rude to smokers who break the rule and smoke in public places. There are, however, special smokers' carriages on trains and special cinemas for those who haven't given up smoking yet.

Pubs are important part of British life. People, especially men, go to pub to relax, meet friends, and sometimes to do business.

At one time, it was unusual for women to go to pubs. These days, however there are only a few pubs where it is surprising for a woman to walk in.

Children under the age of fourteen are still not allowed into some pubs.

Pub food is cheaper than most restaurant food, and you don't have to leave a tip. But you do have to go to the bar to get your food and drink. There are no waiters in pubs.

In some countries it is considered bad manners to eat in the street. In Britain it is quite common to see people having a snack while walking down the road, especially at lunchtime.

Good and bad manners make up the social rules of a country and are not always easy to learn because they are often not written down in books. The British have an expression for following these unwritten rules. "When in Rome, do as the Romans do."

### **Words to remember:**

behaviour	поведение	rude	грубый, не
inhabitant	житель	воспитанный	help yourself
queue	очередь	угощайтесь	
orderly	организованный	host(ess)	хозяин (ка)
sensitive	чувствительный	to accept	принимать
to get annoyed	раздражаться	to imagine	воображать

traffic jam	дорожная “пробка”	requirement	требование
reserved	сдержанный	audience	зрители
conversation	беседа	to tend	быть склонным
stranger	незнакомец	to ban	запрещать
upset	расстроенный	canteen	буфет
to mean	означать	to allow	позволять
to consider	считать, рассматривать	tip	чаевые
polite	вежливый	to have a snack	перекусить
waiter	официант		
to wait one’s turn	ждать своей очереди		
to jump the queue	пройти без очереди		
to bypass	идти обходными путями		
to obey certain rules	подчиняться определенным правилам		
bad publicity	общественное осуждение		
to break the rule	нарушать правила		

### 1.3 Найдите английские эквиваленты в тексте.

Образовать очередь, странное поведение жителей, самая грубая ошибка, ждать очереди, пройти без очереди, вступать в разговор с незнакомцем, задавать личные вопросы, заводить друзей, член семьи, благодарственное письмо, быть на службе, в последнее время, подчиняться правилам, нарушать правила, бросить курить, оставлять чаевые, перекусить, запретить курение, пойти куда-нибудь развлечься.

### 1.4 Скажите верны или не верны следующие утверждения. (True or False)

1. The British hate forming queues.
2. In Britain it is quite common to get on a bus without waiting your turn.
3. The English are not very emotional and talkative people.
4. The British don’t often invite their new friends home.
5. British people prefer to wear formal clothes.
6. In Britain smoking is accepted almost everywhere.
7. Pubs in Britain are expensive and few people can go there.
8. The British can get annoyed when they see people having a snack in the street.
9. It is rude to smoke in someone’s house without asking “Do you mind if I smoke”.

10. It is considered bad manners to ask personal questions in Great Britain.
11. It is not usual for women and children in Britain to go to pubs.
12. It is polite to leave a tip in pubs.
13. It is common in Britain to say “thank you” all the time.

### 1.5 Ответьте на вопросы

1. What strange feature of English people is mentioned in the text?
2. Where and when do English people form queues?
3. How do the English differ from the people of many other countries?
4. What clothes do English people wear when they are not on duty?
5. Is smoking popular in Great Britain?
6. Where is smoking banned?
7. Why are pubs popular in Great Britain?
8. Are women and children allowed to the pubs?
9. Is it considered rude to have a snack in the street?
10. What are social rules?
11. Is it easy to learn social rules of a country? Why?
12. What is the meaning of the title of the text?

### 1.6 Представьте, что вы в Великобритании, что бы вы сделали в следующих ситуациях.

1. What would you wear going to the theatre?
2. What would you do if you were invited to a party?
3. Would you smoke in metro?
4. Would you leave a tip in a pub?
5. What would you say giving money to a shop assistant?

### 1.7 Запомните и научитесь использовать следующие речевые образцы.

- 1) One of the worst mistakes is to get on a bus **without waiting** your turn. Одна из самых грубых ошибок – войти в автобус, не дождавшись своей очереди.  
It is considered rude to smoke in someone’s house **without asking** “Do you mind if I smoke?” Считается невежливым закурить в чьем-либо доме, не спросив: «Не возражаете, если я закурю?»



**without doing smth**

**Постройте предложения по образцу.**

to leave the room	to look at
to travel around the world	to ask permission
to enter the class	to say good buy
to go to work	to think
to pass by	to have breakfast
to say something	to know foreign languages

2) ... you **don't have to leave a tip**. But you do **have to go** to the bar to get your food and drink.

Вам не нужно оставлять чаевые. Но вам придется подходить к стойке бара, чтобы получить еду и выпивку.

... you **don't have to worry** about what to wear.

Вам не нужно беспокоиться о том, что надеть.

**to have to do smth**

**Say what you have and what you don't have to do when you are in Britain.**

To wait you turn in queues; to wear formal clothes; to write "a thank you letter" to the hostess the next day after a party; to invite your new friends home; to leave a tip in pubs; to give up smoking; to obey social rules.

3) In some countries **it is considered bad manners to eat** in the street.

В некоторых странах считается дурным тоном перекусывать на улице.

It is considered *rude*  
*polite*  
*bad manners*

**Say what is considered rude (bad manners) and what is considered polite (good manners) in your country.**

To smoke in cafes; to have a snack in the street; to talk to strangers in the street; to jump the queue; to wear jeans in the theatre; to be late for a party; to leave a tip in a restaurant; to take off hats indoors; to shake hands every time you meet a person; to use a person's first name the first time you meet him or her.



### 1.8 Дайте несколько советов вашему другу, который собирается посетить Великобританию.

Для этого вам потребуются модальные глаголы *should, have to, must, may*.

Нужно	Можно	Не нужно	Нельзя
You should You must You have to	You may You are allowed to to	You don't have to to You needn't	You shouldn't You mustn't

### 1.9 Прочитайте определение и угадайте слово.

1. Good or bad manners, actions toward others.
2. Line of people waiting for their turn.
3. Machines crowded together so that movement is difficult.
4. A house whose main business is to sell alcoholic drinks.
5. A man who fetches and carries food in restaurants.
6. Gathering of people for the purpose of hearing or watching.
7. A woman who entertains guests.
8. A talk.
9. A law or custom which controls behaviour.
10. Having or showing good manners and correct social behaviour.



### 1.10 Вам предстоит прочитать текст о британских суевериях.

Перед чтением обсудите с партнером:

Are you superstitious?

Are these things lucky, unlucky, or neither in your country?

- a ladder propped against a wall
- spilt salt
- umbrella opened in a house
- the last piece of the bread
- scissors that you've dropped

- broken mirror
- Friday the 13<sup>th</sup>
- black cat

### BRITISH SUPERSTITIONS

- It's extremely unlucky to walk under a ladder propped against a wall or building. But if you must pass under a ladder, you can avoid bad luck by crossing your fingers and keeping them crossed until you see a dog. Another remedy is to spit at your shoe and leave the spittle to dry.
- It's unlucky to spill salt. If you do you must take a pinch and throw it over your left shoulder.
- It's very bad luck to open an umbrella in a house – it will either bring misfortune to the person who has opened it or to those who live in the house.
- It's unlucky to meet or pass someone on the stairs. If it's unavoidable, cross your fingers.
- It's unlucky to take the last piece of the bread on the plate.
- It's bad luck to pick up scissors that you've dropped.
- It's extremely unlucky to break a mirror. It means 7 days of bad luck.
- The number thirteen is very unlucky and Friday the 13<sup>th</sup> is a very unlucky date.
- Burning cheeks or ears mean someone is talking about you. It's a friend if your left cheek is burning. It's an enemy if your right cheek is burning.
- A black cat crossing your path can bring you good luck.
- A horseshoe over the door of a new house brings good luck. But it must be the right way up. The luck runs out of the horseshoe if it's upside down.

- It's lucky to touch the wood. If you feel you've said something that is tempting fate, touch some item of wood with the right hand.

### Слова для запоминания:

superstition	суеверие	pinch	щепотка
ladder propped against a wall		misfortune	беда, несчастье
лестница, приставленная к стене		unavoidable	неизбежный
avoid	избегать	scissors	ножницы
remedy	средство	enemy	враг
to spit	плевать	upside down	вверх ногами
spittle	слюна, плевок	to tempt fate	искушать судьбу
to spill	рассыпать		



**1.11 Сравните русские и британские суеверия и скажите как вы к ним относитесь.**



**Вам предлагается послушать интервью LIVING IN DIFFERENT COUNTRIES. Перед прослушиванием:**

**1.12 Прочитайте вслух интернациональные слова и переведите их на русский язык.**

Atmosphere, mixture, architecture, skyscrapers, nationality, culture, cosmopolitan, actor, theatre, gallery, museum, reputation, stereotype, positive, cynical.

**1.13 Прочитайте вслух и запомните следующие слова**

to deliver	доставлять	expensive	дорогой
to say a prayer	молиться	to compare	сравнивать
to give direction	направлять	reserved	сдержанный
to hate	ненавидеть	to complain	жаловаться
crowd	толпа	to grumble	ворчать

**1.14 Вспомните степени сравнения следующих прилагательных.**

Fast, quick, cosmopolitan, easy, rude, bad, safe, late, short, quiet, good, positive, cynical, important, long.

**Model:** *quick – quicker – the quickest*  
*important – more important – the most important*  
*good – better – the best*

**1.15** С помощью прилагательных из предыдущего упражнения сравните следующее.

- living in a large city and living in a small town;
- traveling by train and traveling by plain;
- studying at school and studying at university.

**1.16** Составьте список английских слов и выражений, с помощью которых можно оценивать предметы и явления (хорошо / плохо).

Example: It's great.

It's .....

It's terrible.

It's .....

**1.17** Используйте наречия *very, much, so, pretty, a lot* для того, чтобы усилить значение прилагательных в следующих предложениях.

1. I love the architecture it's ..... different from London.
2. Life here seems ..... faster than in London.
3. New York and London are both ..... mixed.
4. It's difficult to make friends outside the work. People are ..... busy.
5. I find people .... friendly.
6. We walk a lot as well. It's ..... safer now than it was ten years ago.

**1.18** Определите, какие слова из списка характерны для американского варианта английского языка, а какие для британского. Найдите пары синонимов.

Leisure time, shop, vocation time, free time, store, underground, holiday, subway.

**1.19** Скажите, где находятся следующие достопримечательности:

*a) in New York*

*b) in London*

Statue of Liberty, Waterloo Bridge, Rockefeller Center, Broadway, Houses of Parliament, London Eye, the Tower, Manhattan.

**1.20** Расскажите, что вы знаете о Нью-Йорке и Лондоне. Что бы вы хотели увидеть, если бы посетили эти города.

**1.21** Прослушайте интервью **LIVING IN DIFFERENT COUNTRIES**

Найдите правильные варианты ответов на следующие вопросы.

1. How long have they been to New York / London?
  - a) three years
  - b) thirteen years
  - c) fifteen years
  - d) three months
2. What do they like most?
3. What do they dislike?
  - a) the food
  - b) the mixture of nationalities and cultures
  - c) taxi drivers
  - d) the holidays (vacation time)
  - e) the shops (the stores)
  - f) the Underground (the subway)
  - g) the architecture
  - h) theatres, art galleries, museums
4. People in New York / London .....
  - a) work long hours.
  - b) complain about life.
  - c) are friendly .
  - d) are always in a hurry.
  - e) make friends easily .
  - f) are reserved.
5. The food in New York / London .....
  - a) used to be terrible but now it's great.
  - b) is delivered to your door.
  - c) is very expensive.
6. In New York / London they enjoy .....
  - a) traveling in taxi.
  - b) going shopping.
  - c) walking the streets and watching skyscrapers.
  - d) standing on bridge and looking down the river.
7. What has changed recently in New York / London?
  - a) It's getting cleaner.
  - b) The shops stay open much longer.
  - c) the food became better.
8. How long are they going to stay in New York / London?
  - a) forever
  - b) a few years
  - c) three years
  - d) five years

**1.22** Прослушайте запись еще раз и проверьте свои ответы.



**1.23** Обсудите с партнером.

Which city would you prefer to stay in, how long, and why?

## Unit 2

### Americans



**2.1** Вам предстоит прочитать текст **THE AMERICAN CHARACTER**. Сначала прочитайте вступление и дайте свой ответ на поставленный вопрос.

*What are Americans like? What do Americans like? "But wait" some readers say. "In this huge nation of people from everywhere, is there really a national character?"*

**2.2** Прочитайте первую часть текста и скажите, как можно охарактеризовать типичные американские ценности и убеждения.

#### THE AMERICAN CHARACTER

##### A. Land of Diversity

There is great diversity in the ethnic makeup of America. Nevertheless, many writers have generalized about typical American values, attitudes, and beliefs. For example, Mortimer B. Suckerman, editor-in-chief of *U.S. News & World Report*, sees his country as "a culture of self-reliance, independence, resourcefulness, pragmatism, and novelty. He goes on to describe his fellow Americans in greater detail. We are comfortable with change and with people who make things happen. In America the new is better than old; taking charge is valued over playing it safe; making money is superior to inheriting it; education and merits are favored over family ties.

The most important characteristic of the U.S.A. can be stated in one word: diversity. Most Americans take pride in the great variety found in the country's geography and population. Covering 9,590,000 square kilometres, the U.S. is the fourth-largest nation in the world (after Russia, China, and Canada). Within this vast country are tall mountains and flat fields, deserts and tropical regions, prairies and forests... The climate, too, covers all extremes. In southern Florida, visitors come to swim and

sunbathe in December. In northern Alaska, winter temperatures may drop to -24° C.

With more than 275 million people, the U.S. is the third-largest nation in population after China and India. About 90% of the people now living in the U.S. were born there. Still, the U.S. has one of the world's most varied populations. It is about 82% white, 13% black, 12% Hispanic, 4% Asian, and 1% Native American. Some newcomers to the U.S. may be surprised by the varieties of skin color they see, but Americans take it for granted. Racism and prejudice are still serious problems in the U.S.; however, most Americans believe in the ideals of equality and mutual respect. Regional variations also add diversity to the American character. Travel around the country and you'll notice differences in language, cooking styles, recreation, and even character.

### **2.3 Скажите, характерно ли следующее для нашей страны. Объясните, в чем разница.**

1. There is great diversity in the ethnic makeup of the country.
2. Travel around the country and you'll notice differences in language, cooking styles, recreation, and even character.
3. People are comfortable with change and with those who make things happen.
4. Within this vast country there are tall mountains and flat fields, deserts and tropical regions, Prairies and forests.
5. The climate covers all extremes.

### **2.4 Прочитайте вторую часть текста и выделите основные черты американского национального характера.**

#### **B. Typical American Behavior and Values**

Watching Americans in action, foreigners sometimes see behavior that seems rude or just plain silly. Among them are the following traits.

*Hurry, Hurry, Hurry.* Almost every American wears a watch, and, in nearly every room in an American home, there's a clock. "Be on time." "Don't waste time." "Time is money." "Time waits for no one." All these familiar sayings reflect the American obsession with promptness and efficiency. Students displease their teachers and employees displease their bosses when they arrive late. This desire to get the most out of every



minute often makes Americans impatient when they have to wait. It also makes it difficult for Americans to relax.

The desire to save time and do work more quickly and easily leads Americans to buy many kinds of machines — from office equipment such as calculators, photocopy machines, and computers to dozens of home and personal appliances, such as microwave ovens.

*The Importance of Money.* After visiting the U.S. in the 1830s, the French historian Alexis de Tocqueville wrote, "I know of no country ... where the love of money has taken stronger hold ..." Americans are often accused of being materialistic, of valuing wealth and possessions above all else. Money is valued both as a symbol of success and also for a more obvious reason—its purchasing power. Purchases are made in order to “keep up with the Joneses,” to show friends that one can afford a bigger house or a better car. Also, advertising encourages people to keep buying things far beyond what they need. In the nineteenth century, the American author Henry David Thoreau advised his country-men, “Simplify your needs!” However, Americans have moved in the opposite direction. Now, just as Thoreau predicted, many find that their possessions own them. They must work hard to earn enough money to buy and maintain the many possessions they consider necessities.

Yes, Americans love to make a lot of money and spend it on themselves—to buy things that save time, give them pleasure, or serve as status symbols. However, Americans are also very generous and very willing to donate money to good causes.

*Say What You Mean, and Mean What you Say.* Americans believe that “honesty is the best policy.” They are direct and assertive. They ask for what they want. Children often argue with their parents and citizens express opposition to actions of the government. If the soup is cold or the meat is tough, the diner can complain to the waiter.

If a teacher is wrong or confusing, a student may say so. If the boss makes a mistake, an employee may politely point it out.

*The Need to Win.* The extremely competitive nature of Americans is often criticized. Of course, competition isn't always bad. But the desire to get ahead of others sometimes causes people to do things that are unkind and even dishonest.

*The Practical Outlook.* Americans admire what is practical, fast, efficient, and new. Sometimes they cannot understand cultures that prefer

more traditional, leisurely ways of doing things. People from other cultures, on the other hand, may dislike the practical, hectic American lifestyle.

Despite these traits, which many foreigners may view as faults, Americans are usually considered very likable. Most are friendly, kind-hearted, and eager to help visitors and immigrants. In this nation of immigrants, the foreigner does not remain an outsider for long.

**Слова для запоминания:**

diversity	многообразие	promptness	быстрота
ethnic	этнический	efficiency	расторопность
makeup	состав	to displease	раздражать
nevertheless	тем не менее	impatient	нетерпеливый
to generalize	обобщать	to relax	расслабляться
value	ценность	equipment	оборудование
attitude	отношение	dozen	дюжина
novelty	новизна	appliance	приспособление
to take charge	рисковать	to accuse	обвинять
to play it safe	быть	wealth	богатство
осторожным		possessions	имущество
to be superior	быть лучше	obvious	очевидный
to inherit	наследовать	reason	причина
merit	заслуга	to keep up with	не отставать
to favour	одобрять	advertising	реклама
family ties	семейные узы	to encourage	поощрять
to take pride in	гордиться	to simplify	упрощать
variety	разнообразие	to maintain	поддерживать
within	в пределах	generous	щедрый
vast	обширный	honesty	честность
desert	пустыня	assertive	уверенный в себе
prairies	прерии	to argue	спорить
extreme	крайности	tough	жесткий
Hispanic	латиноамериканский	to complain	жаловаться
prejudice	предрассудки	confusing	сбивающий с толку
equality	равенство	to point out	указывать
mutual	взаимный	dishonest	нечестный
respect	уважать	outlook	мировоззрение
recreation	отдых	to admire	восхищаться
plain silly	просто глупый	hectic	лихорадочный
trait	характерная черта	lifestyle	образ жизни
familiar	знакомый	despite	не смотря на
to reflect	отражать	fault	недостаток

obsession	одержимость	likable	приятный
self-reliance		уверенность в своих силах	
resourcefulness		изобретательность	
to take hold		приобрести власть	
purchasing power		покупательская способность	
editor-in-chief		главный редактор	
necessity		предмет первой необходимости	
are willing to donate		охотно делают пожертвования	
to express opposition		выражать несогласие	
to take for granted		считать само собой разумеющимся	
competitive nature		дух соперничества	

**2.5 Скажите, характерно ли следующее для русских людей. Объясните, в чем разница.**

1. The desire to get the most out of every minutes makes it difficult for people to relax.
2. Students displease their teachers and employees displease their bosses when they arrive late.
3. People love to make a lot of money and to spend them on themselves but they are also very generous and very willing to donate money for the good causes.
4. People are direct and assertive.
5. People admire what is practical, fast, efficient, and new.



**2.6 Попробуйте вспомнить аналогичные русские пословицы и поговорки или поговорки с противоположным значением. Какие черты национального характера они отражают.**

1. Time is money.
2. Time waits for no one.
3. Keep up with the Joneses
4. Honesty is the best policy.

**2.7 Найдите английские эквиваленты в тексте.**

Огромное разнообразие; этнический состав; ценности, взгляды и убеждения; описывает подробно; любят перемены; четвертая по величине нация; цвет кожи; идеалы равенства и взаимного уважения, местные различия, кажется грубым или просто глупым;

одержимость быстротой и производительностью; приходить поздно; извлечь максимум из каждой минуты; вынуждены ждать; экономить время; символ успеха; превыше всего; сверх того, что им нужно; в противоположном направлении; заработать достаточно денег; считать необходимостью; доставляют удовольствие; на хорошие цели; желание быть впереди; заставляет людей совершать поступки; не смотря на эти качества; считать недостатками, желают помочь; оставаться чужаком.

## 2.8 Закончите таблицу недостающими формами слов.

Adjectives	Nouns
resourceful	resourcefulness
assertive	?
competitive	?
?	promptness
diverse	diversity
honest	?
generous	?
?	superiority
?	variety
?	equality
impatient	impatience
independent	?
efficient	efficiency
materialistic	materialism

## 2.9 Угадайте слово.

### How do we call the person who

- cannot wait calmly;
- is good at finding new ways of doing things;
- is ready to help, give money;
- is forceful, confident, expressing strong opinions and claims;
- tells the truth, keeps his promise;
- doesn't need help of others;
- is eager to win, to be the first and the best;
- acts quickly, at once, or at the right time;
- works well, quickly, and without waste;
- shows great interests in the pleasures of the world, money, etc.?



## 2.10 Прочитайте текст об общине Амиш.

### PEOPLE THAT LIVE SIMPLE LIVES

There is a common belief that a typical American is a loud person who boasts of his possessions and owns the latest technology. But not all people in America are like this.

The Amish are completely opposite. They don't have cars, they use horses. They don't have TV sets either. In fact, they don't have electricity. So they don't have radios, computers or anything electrical at all. They don't use chemicals on their farms. Some people think they are backward, but they just don't want to modernise their life. Besides American English, they speak a local German dialect, often called Pennsylvania Dutch. They don't like when people take their photographs. They say photographs steal their souls. The Amish are farmers and they base their life on the Bible. They don't want to be a part of the modern world because it is too complicated and corrupt. The biggest Amish community in the USA is in Lancaster, Pennsylvania where there are 18,000 Amish people.

The Amish came to America in the 18<sup>th</sup> century and since then their lifestyle has not changed at all. They live independently in their own community. They only have their own schools with only one or two classrooms. They learn reading, writing, maths and morals. The big difference from a regular American school is that they learn nothing about the outside world and they do not continue their education after the age of 13. Amish life is very strict and modest. They try to be reserved and as simple as possible. They think fashion is vanity. Their clothes are very plain. The men and boys wear dark jackets and trousers, plain shirts and hats. The women and girls wear long dresses and small bonnets. Women don't wear jewelry or make up. They even don't wear clothes with buttons.

Family life is very important for the Amish. They live in large families and everyone helps each other with the work. The day starts when the sun rises and it ends when the sun sets. The men and boys work in the fields and the women and girls work in the house. When something big is needed, such as a new barn, all the neighbours help to build it. While the men and boys cut and lift the wood, the women and girls prepare the food and look after the children. Nobody works on Sundays, because everyone goes to church.

But life for the Amish is not all work. They have a lot of village parties. They don't dance or play musical instruments, but they sing hymns and they have a good time. There is no crime or violence in the world of the Amish. Nobody is poor and nobody is lonely. Only one in five people leaves the Amish community. They say this shows that people enjoy living the way they do.

**Слова для запоминания:**

belief	вера	morals	этика
boast	хвастать	modesty	скромность
chemicals	удобрения	vanity	суэта, тщеславие
backward	отсталый	plain	простой
modernize	модернизировать	bonnet	шляпка
steal	красть	jewellery	драгоценности
soul	душа	button	пуговица
Bible	библия	barn	амбар
complicated	сложный	hymn	церковный гимн
corrupt	продажный	violence	насилие
community	община		

**2.11 Восстановите вопросы, на которые были даны следующие ответы.**

1. A typical American is a loud person who boasts of his possessions **and owns** the latest technology.
2. No, they don't, they speak German.
3. They say photographs steal their souls.
4. They don't want to be a part of the modern world because it is too complicated and corrupt.
5. It is in Lancaster, Pennsylvania.
6. They think fashion is vanity.
7. **They wear** dark jackets and trousers, plain shirts and hats.
8. The women and girls wear long dresses and small bonnets.
9. It starts when the sun rises.
10. No, they don't. They don't work on Sundays, because everyone goes to church.
11. No, they don't dance or play musical instruments, but they sing hymns and they have a good time.
12. Only one in five people does leave the Amish community.



**2.12 Обсудите с партнером.**

1. Do you think many people in America live like the Amish?

2. Do you think that the life of the Amish is boring?
3. Is it possible for you to live without television or a computer?
4. Do you think the Amish are happy?
5. Why do they live in such way?
6. Do you agree with the Amish that fashion is vanity?

**2.13 Заполните таблицу в соответствии с вашим мнением о жизни Амиш.**

Good things about the Amish life	Bad things about the Amish life
-------------------------------------	------------------------------------

**Вставьте вспомогательные глаголы *do, don't, is, isn't, are, aren't, does, doesn't***

1. The Amish \_\_\_\_\_ use chemicals on their farms.
2. The modern world \_\_\_\_\_ too complicated and corrupt.
3. The Amish \_\_\_\_\_ have cars. They use horses.
4. Not all people in America \_\_\_\_\_ like this. The Amish \_\_\_\_\_ completely opposite.
5. Some people think the Amish \_\_\_\_\_ backward.
6. Italians \_\_\_\_\_ like organised excursions.
7. The Amish \_\_\_\_\_ want to be a part of the modern world.
8. The biggest community of the Amish \_\_\_\_\_ in Lancaster, Pennsylvania.
9. The Amish \_\_\_\_\_ speak American English and local German dialect, known as Pennsylvania Dutch.
10. There \_\_\_\_\_ no crime or violence in the world of the Amish.
11. She \_\_\_\_\_ like to weed her flower-bed, that's why her crops are poor.
12. I \_\_\_\_\_ like this magazine, it is dull.
13. Luxemburg \_\_\_\_\_ a big country.
14. \_\_\_\_\_ you like the lifestyle of the Amish?
15. \_\_\_\_\_ it often rain in your country in autumn?
16. Many people think that fashion \_\_\_\_\_ vanity.
17. Amish women \_\_\_\_\_ wear jewelry or make-up.
18. \_\_\_\_\_ the British like animals?
19. Television \_\_\_\_\_ particularly popular.
20. The Bible \_\_\_\_\_ in two parts.

## Unit 3

### The British and Americans compared

**3.1** Прослушайте рассказ **CROSS-CULTURAL COMMUNICATION** и скажите, что следует и чего не следует делать

*a) in Great Britain and Europe*

*b) in the USA*

- to shake hands with people when you see them regularly;
- to ask personal questions even if you do not know a person quite well;
- to use a person's first name right from the start;
- to say "Hey" not once a day but seeing a person for the second and third time;
- to leave tips in restaurants.

**3.2** Прослушайте еще раз и вставьте пропущенные слова.

If you travel a lot ..... you can notice some ..... in different parts of the world.

Coming to Great Britain you ..... people to shake hands with you when you see them regularly.

But in France ..... you must shake hands.

In the States, people can ask personal questions....., for example, even if they don't know you quite well.

You shouldn't do it in Europe, ..... Europe.

In America you may .....that the first time you ..... they use your first name right from the start.

You should use their first names .....

You shouldn't smoke without.....

Nobody expects you to shake everyone's hand every time.....

But you ..... to say "Hey" not once a day but seeing a person for the second or third time.

As people in America do not often .....it is better to have at least one .....credit card.

People say that being at restaurants you shouldn't treat waiters .....and it is necessary to leave tips.



**3.3** Расскажите о правилах общественного поведения в нашей стране.





### 3.4 Вам предстоит прочитать тест THE BRITISH vs AMERICANS. Перед чтением скажите, к кому относятся следующие утверждения:

a) *the British*

b) *Americans.*

1. They are never tired of saying “thank you”, “I’m sorry”, “Beg your pardon”.
2. They don’t like boasting and showing off in manners, dress, or speech.
3. The society is characterized by less social distinction.
4. One doesn’t always address a person by his title?
5. People take their seats in queues at bus stops in a quiet orderly manner.
6. Students do not rise when the teacher enters the room.
7. They use first names when calling each other, joke, and slap on the back.
8. Ordinary people seem to remain good-tempered and cheerful under difficulties.
9. There is little noisy behaviour in the street.
10. Their speech is free and slangy.

### 3.5 Прочитайте текст и проверьте свои ответы

#### THE BRITISH vs AMERICANS

One of the most striking features of English life is the self-discipline and courtesy of people of all classes. There is little noisy behaviour, and practically no loud disputing in the street. People do not rush excitedly for seats in buses or trains, but take their seats in queues at bus stops in a quiet and orderly manner.

Englishmen are naturally polite and are never tired in saying "Thank you", "I'm sorry", "Beg your pardon". If you follow anyone who is entering a building or a room, he will hold a door open for you. Many foreigners have commented on a remarkable politeness of the English people.

English people don't like displaying their emotions even in dangerous and tragic situations, and ordinary people seem to remain good-tempered and cheerful under difficulties.

The Englishman does not like any boasting or showing off in manners, dress or speech. Sometimes he conceals his knowledge: a linguist, for example, may not- mention his understanding of a foreigner's language.

The Englishman prefers his own house to an apartment in a block of flats, because he doesn't want his doing to be overlooked by his neighbours. "An Englishman's house is his castle."

American society seems to be much more informal than the British in some ways, is characterized by less social distinction. Students do not rise when a teacher enters the room. One does not always address a person by his title, such as "Major" or "General" or "Doctor".

However, it is best to use a person's title when first meeting him/her, and then allow the person to tell you how he/she wishes to be called.

They use first names when calling each other, slap on the back, joke and are much freer in their speech, which is more slangy than the conventional British English. You will often hear the word "Hi" (a form of greeting among friends) used instead of the usual "Hello", and "Howdy" instead of "How do you do?"

Those who don't easily show these signs of friendship are called "snooty" or snobbish." In contrast, people who show such simple signs of friendship, particularly to their own economic and social inferiors, are praised as "regular guys," or as "truly democratic." As a description of character, democratic is generally used to signify that a person high social or economic status acts in such a way that his or her inferiors are not resented of their inferiority.

#### Слова для запоминания:

striking	поразительный	distinction	отличие
feature	черта, особенность	respectful	уважительный
courtesy	учтивость	to slap on the back	
disputing	спор		похлопывать по спине
to rush	бросаться,	inferior	нижестоящий
устремляться		to signify	обозначать
excitedly	взволнованно,	to remind	напоминать
возбужденно		inferiority	низшее положение
good-tempered	уравновешенный	consciousness	сознание
cheerful	неунывающий,	to be likely	быть склонным
веселый		superior	выше стоящий
to boast	хвастаться	to observe	наблюдать
to show off	красоваться	social occasion	социальная
to conceal	скрывать	ситуация	
to mention	упоминать	to remove	(зд.) снимать
to overlook	смотреть за,		
наблюдать			

### **3.6 Ответьте на вопросы.**

1. How do foreigners characterize English people?
2. What examples of remarkable politeness of English people are mentioned in the text?
3. Why does the Englishman prefer his own house to an apartment in a block of flats?
4. What is the meaning of the proverb “An Englishman’s house is his castle”?
5. How do Americans differ from the British?
6. Who is called “snooty” or “snobish” in America?
7. What does it mean “to be truly democratic”?
8. How do Americans address each other?

### **3.7 Переведите на английский.**

Вежливость и самодисциплина – отличительные черты английского национального характера. Англичане сдержаны, они не любят шумное поведение и громкие споры. В Англии считается дурным тоном хвастаться и выставляться напоказ. Англичане никогда не устают говорить «Спасибо» «Извините» «Прошу прощения».

В Американском обществе существует меньше социальных разграничений. Американцы более неформальны и свободны в беседе. Они предпочитают обращаться друг к другу по имени, не используя званий или уважительного обращения «Сэр». В Американской речи больше сленга чем в традиционном английском. Американцы любят быть демократичными. Это означает, что люди высокого социального положения не напоминают нижестоящим о своем превосходстве.

### **3.8 Расскажите о русском национальном характере в небольшом сочинении.**

## PART 6 SHOPPING

### Unit 1

#### Shopping: a pain or a pleasure?



#### 1.1 Обсудите с партнером.

- How many different kinds of shops can you think of?



#### 1.2 Соотнесите названия магазинов с названиями товаров, которые можно там купить.

*Example:* baker's- bread, cakes

#### **Shops**

baker's  
butcher's  
greengrocer's  
newsagent's  
pet shop  
florist's

#### **Things**

bread  
beef  
vegetables  
medicine  
puppies  
flowers

birthday cards  
magazines  
fruit  
kittens  
newspapers  
pork



#### 1.3 Пролушайте текст **MY UNCLE IS A SHOPKEEPER** дважды и запишите его на английском языке.



#### 1.4 Прочитайте статью и ответьте на вопросы.

1. Who doesn't like shopping?

Simon and \_\_\_\_\_

2. Who likes shopping slowly and carefully?

\_\_\_\_\_

3. Who likes shopping with certain people?

\_\_\_\_\_ and \_\_\_\_\_

4. Who enjoys shopping alone?

\_\_\_\_\_ and \_\_\_\_\_

*Some women include shopping in their list of favourite activities. Men traditionally hate it. Here's what some of our readers think.*

**Aisha, 32**

I like shopping, but it depends who I go with. Trying to shop with young children is a nightmare! I don't like shopping with my husband either because he's always in a hurry, and worries about spending money. But shopping with friends is fun, and I like going on my own too.

**Simon, 28**

I don't really enjoy shopping. In fact it's a pain! I find it stressful because I'm always afraid of making mistakes. I've got a collection of awful 'mistakes' at the back of my wardrobe, which I never wear! But I don't mind going with my girlfriend, because she helps me choose. I think women are better at buying clothes than men. They've got better taste and they always know what's in fashion.

**Ivan, 30**

I'm not interested in shopping at all - in fact I hate it. My wife buys all my clothes and brings them home. I try them on and if I like them, I keep them. If not she takes them back. Choosing things from catalogues and the TV shopping channels is the only kind of shopping I enjoy.

**Rosa, 24**

I love shopping, but not on a Saturday or during the sales, when the shops are really crowded. I prefer shopping alone. Buying things often takes me a long time because I never buy the first thing I see. I always look around other shops to see if I can find the same thing cheaper. I'm quite good at finding a bargain. I hate shopping in large supermarkets, and prefer buying food in small shops or street markets.

**1.5 Определите, к кому из героев статьи относятся следующие утверждения. Одно предложение лишнее.**

Aisha          Simon          Ivan          Rosa

1. It is difficult to choose the "right" clothes.
2. It is better to shop during the sales.
3. Shopping with children is awful.
4. This person always looks for cheaper things.
5. This person prefers to shop.

**1.6 Определите, в каких магазинах были произнесены реплики а – g.**

at the chemist's	A A dozen of cinnamon buns, please.
at the greengrocer's	B Have you got a black pair - size 8?
at the baker's a	C A bottle of cough medicine, please.
at the newsagent's	D A first-class stamp, please.
at the post office	E A pint of Guinness, please.
at the pub	F How much are the carrots?
in a shoe shop	G The <i>Daily Mirror and Hello!</i> magazine please.

**1.7 Скажите, куда вы пойдете, если вы хотите купить:**

YOU WANT	GOTO
1 a pair of shoes or boots	post office
2 medicine	boutique
3 fish, a crab	optician's
4 sausages, meat	shoe shop
5 a haircut	chemist's
6 potatoes, apples	baker's
7 a pen, paper-clips	dry-cleaner's
8 whisky, wine	fishmonger's
9 a bunch of roses	stationer's
10 a newspaper	furniture shop
11 cigarettes, matches	ironmonger's
12 a loaf of bread	butcher's
13 stamps	off-licence
14 a sofa	hairdresser's
15 the latest fashion	greengrocer's
16 a ring, a necklace	jeweller's
17 to clean a jacket/skirt	newsagent's
18 a screwdriver, a hammer	bank
19 a new pair of glasses	tobacconist's
to cash a cheque	florist's



**1.8** Прослушайте несколько диалогов и определите, в каких магазинах они состоялись.

**1.9** Прослушайте диалоги еще раз и воспроизведите английские фразы, обозначающие следующее:

1. Я Ищу Джен Эйер Шарлотты Бронте. Она у вас есть?
2. У вас есть эта вещь моего размера?
3. Вот, пожалуйста.
4. Не хотите ли примерить?
5. Примерочная справа.
6. Что-нибудь еще?
7. Извините, я не могу найти сахар.
8. Пойдемте, я покажу.



**1.10** Составьте диалоги, используя следующие ситуации.

<p><b>1 in a chemist's</b> conditioner shaving foam deodorant stomach ache sore throat</p>	<p><b>2 in a clothes shop</b> a shirt/tie What size are you? small/medium/large too small/too big I'll have it, please. I'll leave them, thanks</p>	<p><b>3 in a post office</b> some stamps First or second class? a letter/postcard to Japan send this parcel to Mexico buy some envelopes</p>
--	---	--

**1.11** Обсудите с партнером

1. Do you enjoy shopping? Why (not)?
  2. Do you like shopping ...? Explain why.
    - at the sales
    - by post from catalogues
    - in large supermarkets
    - from TV shopping channels
    - in street markets
  3. Do you prefer shopping alone or with somebody? Who?
  4. Are you good at finding bargains?
  5. Have you ever bought anything that you've hardly ever worn?
- Which of the four people in the magazine article in activity 4 are you most like?

**1.12 Расспросите своего партнера и напишите краткий рассказ об его отношении к покупкам и магазинам.**

- How often do you go shopping?
- Do you have a favourite kind of shop?
- How much money do you spend on yourself every week?
- What sort of things do you spend your money on?
- Where do you prefer to shop: in a market or in a department store?

**Unit 2**  
**What's in fashion?**



**2.1 Обсудите с партнером.**

- What clothes style is fashionable now in your opinion?
- Who is really fashionable in your group/class?
- What kind of clothes was fashionable at the beginning of the 20<sup>th</sup> century? In the 1950s? In the 1980s?



**2.2 Прочитайте текст о моде прошлого века и заполните пропуски подходящими датами. (90s, 80s, 70s, 60s,)**

**DO YOU THINK YOU'RE FASHIONABLE?**

What did your granny or your dad use to wear?

1 Fashion went mad in Britain in the .....s. Clothes were made from exciting new materials like shiny plastic and even paper. Women used to wear very short skirts and long shiny black plastic boots. Sometimes the boots went over their knees. Young men used to wear bright colours. They wore wonderful patterned shirts with wide collars and big ties. Their hair was quite long.

2..... Very full skirts were in fashion for young women in the ..... s. They often used to wear gloves, sometimes even indoors. Teenage girls sometimes used to wear short white cotton socks and flat shoes. Some

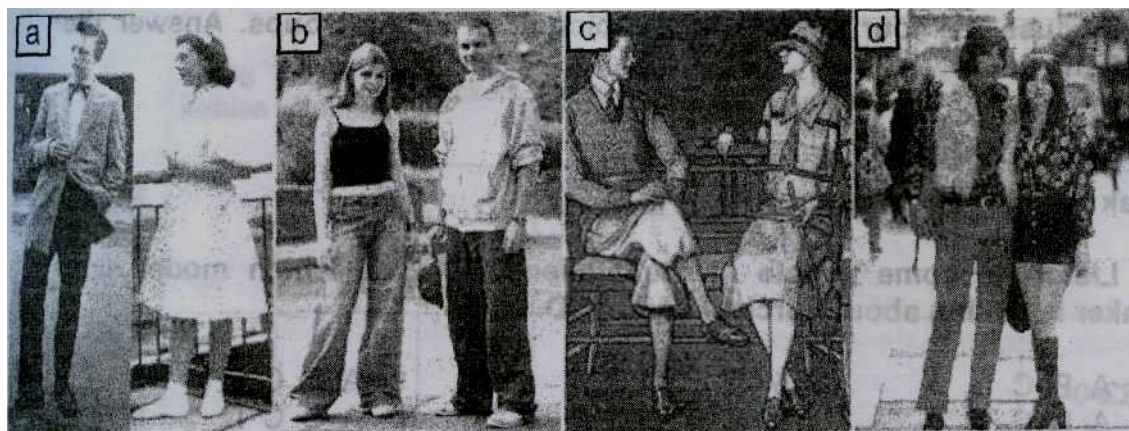


young men, who were known as 'teddy boys', used to wear very narrow ties and narrow trousers. Their shoes or boots sometimes had high heels and pointed toes.

3 Women used to wear long straight dresses in the ..... s. They ended just below the knee and didn't have a waist. The dresses often used to have a belt around the hips. Women liked wearing scarves and beads round their necks. Their hair was very short and they always used to wear hats when they went out. Men used to wear trousers with very wide legs. They often wore hats and flat caps.

4 ..... Very short T-shirts were the latest fashion in the ..... s. Girls used to wear them with jeans. Everyone wore trainers. Teenagers used to wear a lot of jewellery in their ears, noses and even tongues and they painted their nails in crazy colours. Young men used to have very short hair and they used to wear baseball caps and loose trousers. Sweatshirts and jogging trousers were very popular.

### 2.3 Соотнесите картинки с абзацами статьи.



### 2.4 Прочитайте статью еще раз и расскажите об одном из периодов.

**2.5 Назовите предметы одежды с помощью данных слов.**

shirt socks jumper skirt coat tie underpants blouse cap sandals  
vest shorts jacket trousers jeans shoes dress tights swimsuit  
stockings knickers hat trainers T-shirt boots tracksuit bra



**2.6 Распределите слова из предыдущего упражнения по категориям.**

*Things that you wear:*

- on your head
- above your waist
- below your waist
- on your feet

**2.7 Найдите прилагательные с противоположным значением.**

- a)
- |        |           |
|--------|-----------|
| short  | tight     |
| loose  | high      |
| thin   | wide      |
| large  | patterned |
| low    | dull      |
| narrow | long      |
| plain  | small     |
| bright | thick     |

**2.8 Прочитайте как можно больше слов, обозначающих одежду.**

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

**2.9 Найдите определения для следующих слов.**

*belt zip pocket laces sleeve button heel*

1. You tie them to keep your shoes on.
2. You fasten it to keep your trousers up.
3. You put your wallet and keys in it.
4. There are a row of them down the front of your shirt.
5. It's at the back of your shoe, and sometimes very high.
6. There are two on your jacket, and you put your arms in them.
7. You use it to fasten the front of your tracksuit top. It's made of metal.

**2.10 Заполните пропуски в тексте словами по смыслу.**

*got dressed got undressed tried on took off fit right size  
changed into put on took off*

I got up at 7.30, had a shower, 1 \_\_\_\_\_ (= put on my clothes), and had breakfast. It was a cold morning so I 2 my coat and left home about 8.20. When I got to work I 3 \_\_\_\_\_ my coat and hung it up behind the door. It was hot in the office, so I 4 \_\_\_\_\_ my jacket as well. During my lunch break I had a look round the shops. I saw a nice jacket in one place and 5 \_\_\_\_\_ it \_\_\_\_\_, but it didn't 6 \_\_\_\_\_ me - it was too small and they didn't have the 7 \_\_\_\_\_. When I got home I took off my suit and 8 \_\_\_\_\_ jeans and a T-shirt. At 11.30 I 9 \_\_\_\_\_ and went to bed.

**2.11 \_\_ Расставьте предложения в логическом порядке.**

a	He took off his jeans.	1
b	He put his shoes back on.	
c	He tried on the trousers.	
d	He went into the changing room.	
e	He took them off.	
f	He paid for the trousers.	
g	He took off his shoes.	
h	He went back to the sales assistant.	
i	He put his jeans on again.	

**2.12 Ознакомьтесь с грамматическими комментариями.**

**ПОРЯДОК ПРИЛАГАТЕЛЬНЫХ**

Существуют прилагательные, выражающие **оценку предмета говорящим** (opinion adjectives): *smart, bad*, и прилагательные, выражающие **фактические характеристики предмета** (fact adjectives): *short, big, old*.

Прилагательные, выражающие **оценку**, стоят **перед** прилагательными, выражающими **фактическую характеристику**.

Example: *a handsome young man*

Если в предложении несколько прилагательных, они следуют в следующем порядке.

Opinion	Size	Age	Shape	Colour	Origin	Material	Noun
<i>a nice</i>	<i>big</i>	<i>old</i>	<i>round</i>	<i>white</i>	<i>French</i>	<i>china</i>	<i>plate</i>

Не рекомендуется употреблять больше трех прилагательных для одного существительного.

Example: *an expensive Italian leather bag*.

**Расставьте прилагательные в правильном порядке.**

**Example:** a a blue/large sofa    *a large blue sofa*

**b** a brown/warm coat

**c** a(n) wooden/old/beautiful desk

**d** a(n) amazing/silk /short dress

**e** a new/brilliant film

**f** some cotton/black/fashionable shorts

**g** a glass/shiny table

**2.13 Поставьте прилагательные в скобках в правильную позицию в словосочетаниях.**

**Example:**

a beautiful table (wooden/round)    *a beautiful round wooden table*

1. an unusual ring (gold) \_\_\_\_\_
2. a new pullover (nice) \_\_\_\_\_
3. a new pullover (green) \_\_\_\_\_
4. an old house (beautiful) \_\_\_\_\_
5. black gloves (leather) \_\_\_\_\_
6. an American film (old) \_\_\_\_\_
7. a long face (thin) \_\_\_\_\_
8. big clouds (black) \_\_\_\_\_
9. a sunny day (lovely) \_\_\_\_\_
10. a wide avenue (long) \_\_\_\_\_
11. a metal box (black/small) \_\_\_\_\_
12. a big cat (fat/black) \_\_\_\_\_
13. a little village (old/lovely) \_\_\_\_\_
14. long hair (black/beautiful) \_\_\_\_\_
15. an old painting (interesting/French) \_\_\_\_\_
16. an enormous umbrella (red/yellow) \_\_\_\_\_

**2.14 Расставьте прилагательные в правильном порядке.**

**Example:** a(n) black/ old telephone    *an old black telephone*

1. two white/ porcelain/ pretty statues
2. two white/ porcelain/ pretty statues
3. some English/ old/ valuable books
4. a(n) antique/ interesting clock
5. a wooden/ traditional rocking chair
6. a glass/ small/ blue dish

7. a(n) English/ wooden/ old desk

8. a(n) china/ oval/ lovely plate

## TOO/ENOUGH

**Too** стоит **перед** прилагательными и наречиями и переводится «слишком»

**too + adjective/adverb + to-infinitive**

Example: *Tom is **too old to join** the basketball team.*

Том слишком стар, чтобы играть в баскетбольной команде.

**too ... for somebody/something**

Example: *The dress is **too small** (for her).*

Это платье ей мало. (слишком маленькое для нее)

**too ... for somebody/something + to-infinitive**

Example: *This ring is **too expensive for me to buy**.*

Это кольцо слишком дорогое, я не могу его купить.

**Enough** стоит **после** прилагательных **перед** существительными и переводится «достаточно».

**Adjective/adverb + enough + for somebody + to-infinitive**

**Enough + noun + for somebody + to-infinitive**

Example: He's ***clever enough to solve** the problem.*

Он достаточно умен, чтобы решить эту проблему.

*We've got **enough money to go** on holiday this year.*

У нас хватит денег, чтобы поехать в отпуск.

**(not) + adjective + enough + to-infinitive**

Example: *We are **not old enough to vote**.*

Мы не достаточно взрослые, чтобы голосовать.

**2.15 Закончите второе предложение каждой пары так, чтобы оно имело тоже значение, что и первое предложение.**

**Example:** Her skirt is too short for her.

Her skirt isn't long enough for her.

- 1 The tunnel is too narrow for us to drive through.  
The tunnel isn't \_\_\_\_\_ for us to drive through.
- 2 The bridge is too low for the bus to go under.  
The bridge isn't \_\_\_\_\_ for the bus to go under.
- 3 The suitcase isn't large enough for all our things.  
The suitcase \_\_\_\_\_ small for all our things.
- 4 The material isn't thick enough to keep you warm.  
The material \_\_\_\_\_ thin to keep you warm.

**2.16** \_\_\_\_ Закончите следующие предложения. Используйте *enough* и одно из слов из следующего списка.

*people good fit money plates sweet information study*

1. Have you got enough money to pay for all these things?
2. My English is not good enough for an interpreter's job.
3. We had 12 people for dinner last night but we didn't have \_\_\_\_\_!
4. Jane didn't pass her examination because she didn't \_\_\_\_\_.
5. The party on Saturday was very quiet. There weren't \_\_\_\_\_ there.
6. Is your tea \_\_\_\_\_, or would you like some sugar?
7. I can't give you an answer because I haven't got \_\_\_\_\_.
8. William couldn't run more than 200 meters because he wasn't \_\_\_\_\_.

**2.17** Перепишите предложения, сохраняя их значение. Используйте слова в скобках.

1. They're too loose. (tight)
2. It isn't long enough. (short)
3. They aren't dark enough. (light)
4. These are too small. (large)
5. You're too short. (tall)
6. It's too cold. (warm)
7. It isn't thick enough. (thin)
8. It's too low. (high)



**2.18** Составьте диалоги, используя данные слова и разыграйте их с партнером.

**Example:** Have you got those jeans in my size?

A: those / size?

B: Which?

A: black

B: size?

A: 32

B: Let's / Here

A: try / on?

B: changing room

A: bit / small / bigger?

B: ones / 34

A: fine /take

B: else?

A: No /

much?

B: \$49.95



**2.19** Расспросите вашего партнера о том, что он носит. Затем расскажите, что вы узнали об этом.

- What sort of clothes do you usually wear?
- What colours suit you?
- What's your favourite item of clothing?
- How many pairs of shoes have you got?
- Are you a slave to fashion?
- Do you buy/wash/iron your own clothes?

**2.20** Расскажите о том, что носили ваши родители, когда были молодыми в небольшом сочинении.



## Unit 3

### Customer service



#### 3.1 Обсудите с партнером.

- In places where people provide a service there is a common saying that 'the customer is always right'. Do you agree? Can you think of examples from your own experience?

#### 3.2 Определите, какие прилагательные из списка имеют положительное, а какие отрицательное значение.

*helpful impolite knowledgeable ignorant efficient*  
*smart cold businesslike badly dressed rude*

Positive:

Negative:

#### 3.3 Вам предлагается принять участие в опросе общественного мнения о качестве обслуживания в следующих местах:

-a bank  
-a post office

-a supermarket  
-a clothes boutique

-a fast food restaurant  
-the coffee bar in your university

#### 3.4 С партнером выберите одну из организаций. Ответьте на вопросы, не совещаясь с партнером, затем сравните ваши ответы.

#### *Customer service questionnaire*

##### 1. Speed of service

- a. Staff are usually slow and inefficient.
- b. Staff are reasonably efficient.
- c. Staff are very fast and efficient.
- d. Don't know / No experience.

##### 2. Staff politeness

- a. Staff are sometimes rude.
- b. Staff can sometimes seem a bit impolite.
- c. Staff are very polite.
- d. Don't know / No experience.

### **3. Friendliness of staff**

- a. Staff are sometimes cold and unfriendly.
- b. Staff are efficient and businesslike, but not very friendly.
- c. Staff are genuinely warm and friendly.
- d. Don't know / No experience.

### **4. Staff appearance**

- a. Staff are badly dressed and don't seem to care about appearance.
- b. Staff look presentable, but could be smarter.
- c. Staff are very smart and well dressed.
- d. Don't know / No experience.

### **5. Helpfulness of staff**

- a. Staff sometimes ignore you and keep you waiting.
- b. Staff serve you but are not very interested in you.
- c. Staff are genuinely helpful.
- d. Don't know / No experience.

### **6. Knowledge of products and services**

- a. Staff see, fairly ignorant.
- b. Staff have a basic knowledge.
- c. Staff are very knowledgeable.
- d. Don't know / No experience.



**3.5 Прочитайте статью об одном из самых известных британских магазинов - Marks & Spencer. При необходимости пользуйтесь словарем.**

#### **MARKS & SPENCER**

*Britain's favourite store*

Marks & Spencer (or M&S) is Britain's favourite store. Tourists love it too. It attracts a great variety of customers, from housewives to millionaires. The Duchess of York, Dustin Hoffman, and the British Prime Minister are just a few of its famous customers.

Last year it made a profit of £529 million, which is more than £10 million a week.

#### **How did it begin?**

It all started 105 years ago, when a young Polish immigrant, Michael Marks, had a stall in Leeds market. He didn't have many things to sell: some cotton, a little wool, lots of buttons, and a few shoelaces. Above his stall he put the now famous notice:

## DON'T ASK HOW MUCH -IT'S A PENNY.

Ten years later, he met Tom Spencer and together they started Penny Stalls in many towns in the north of England. Today there are 564 branches of M&S all over the world - in America, Canada, Spain, France, Belgium, and Hungary.

### **What are the best-sellers?**

Surprisingly, tastes in food and clothes are international. What sells well in Paris sells just as well in Newcastle. Their best-selling clothes are:

- For women: jumpers, bras, and knickers (M&S is famous for its knickers!).
- For men: shirts, socks, pyjamas, dressing gowns, and suits.
- For children: underwear and socks.

Best-sellers in food include: fresh chickens, bread, vegetables, and sandwiches. Chicken Kiev is internationally the most popular convenience food.

### **Why is M&S so successful?**

The store bases its business on three principles: good value, good quality, and good service. Also, it changes with the times - once it was all jumpers and knickers. Now it's food, furniture, and flowers as well. Top fashion designers advise on styles of clothes.

But perhaps the most important key to its success is its happy, well-trained staff. Conditions of work are excellent. There are company doctors, dentists, hairdressers, and even chiropodists to look after the staff and all the staff can have lunch for under 40p!

### **3.6 Here are some answers. What are the questions?**

1. £529 million.
2. 105 years ago.
3. Poland.
4. No, he only had a few things.
5. 564.
6. Because it gives good value, good quality, and good service.
7. No, it doesn't. It sells food and furniture as well.
8. Less than 40p.

**3.7 Выпишите все названия продуктов, одежды и профессий в таблицу.**

Clothes	Food	Professions

**3.8 Перескажите текст по этому плану. Затем расскажите о вашем любимом магазине.**

<i>Britain's favourite store</i>	<i>What are the best-sellers?</i>
<i>How did it all begin?</i>	<i>Why is M&amp;S so successful?</i>

**3.9 Скажите, о каких магазинах идет речь.**

1. the place where you can buy furniture, toys, televisions, watches, etc
2. the place where you can buy any type of food or household goods
3. the place where you can just buy meat
4. the place where you can just buy fruit and vegetables
5. the place where you can buy fashionable clothes
6. the place where you can buy medicine
7. the place where you can buy newspapers and cigarettes
8. the place where you can buy shoes



**3.10 Прослушайте рассказ “ALL THINGS FOR ALL PEOPLE EVERYWHERE” и ответьте на вопросы.**

What is Harrods?

What is the heart of Harrods?

When do they have sale time?

Who are “Green Men”? How many are they?

What happened in these dates: 1849; 1983?

What do these figures refer to: 35,000; 300, 4,000; 300,000?

### 3.11 Ответьте на вопросы с помощью слов из списка.

*a label a receipt a bargain a trolley a refund a queue a basket  
a fitting room change a department store*

1. What do you call the place where you try on clothes before you buy them?
2. When a supermarket is busy, what do you have to stand in when you are waiting to pay?
  1. When you buy something, what do you call the piece of paper that the shop assistant gives you? It shows the price.
  2. If you bring something back to a shop, the shop assistant may give you your money back. What is this called?
  3. What do you call the metal thing with four wheels that you put your shopping in when you are in a supermarket?
  4. If something costs 4.70, you will probably give the shop assistant a 5 note. What do you call the money he/she gives you back?
  5. What do you call a very big shop that sells almost everything?
  6. What do you call the piece of material that is attached to clothes, and tells you the name of the company that made it, where it is from, and how you wash it?
  7. What do you call the metal or plastic thing that you carry and put your shopping in when you are in a supermarket?
- 10 When something is cheaper than usual, what do you call it?



### 3.12 \_\_\_\_ Разыграйте по ролям следующую ситуацию.

- You and a friend are spending six months studying in the UK. You have been given £20 to spend on buying some basic things for the kitchen in the flat which you are going to share. Look at the list of things and the prices and decide together how to spend the money. Use the following structures.
  - I think we need ... because...
  - We must buy a/some ... because...
  - I'd like to buy...
  - I don't agree, I think we should...
  - I prefer to spend the money on...
  - I don't want to buy...

### Role card A

You are not interested in cooking and would like to eat out in restaurants so you don't really want to spend any of this money on these things. You have other ideas!

### Role card B

You like cooking and want to buy as many things as possibly can for the £20 so you can prepare all the meals together.

### 3.13 Заполните дисконтную карту.

#### Best Buy Clothes Store

Upper Station Road

Northwood

NW4 8HU

UK

#### Get one of our discount cards now!

Full name: (1) \_\_\_\_\_

Home address (including country): (2) \_\_\_\_\_

Date of birth (day / month / year): (3) \_\_\_\_\_

Sex: (4) \_\_\_\_\_

Nationality: (5) \_\_\_\_\_

How much time do you spend shopping for clothes each week? (6)

\_\_\_\_\_

On which day(s) of the week do you usually go shopping? (7) \_\_\_\_\_

What clothes do you usually wear? (8) \_\_\_\_\_

What is your favourite colour? (9) \_\_\_\_\_

Who do you usually go shopping with?

(10) \_\_\_\_\_

## PART 7 JOBS



### Unit I What's your job?

1.1 Познакомьтесь со словами, которые могут переводиться на русский словом «работа» и употребите их в предложениях, данных ниже.

**employment** – занятость, трудоустройство (*ант.* – unemployment – безработица)

**job** - работа, служба, которую человек выполняет с целью заработка. This is my first **job**. – Это моя первая работа. (Исчисляемое существительное)

**work** - работа, которую человек выполняет не только с целью заработка, но и бесплатно. I go to work. – Я хожу на работу (Я работаю). On Sunday I **work** in the garden. Housework – работа по дому, homework – домашняя работа. (Неисчисляемое сущ-е); глагол to work - работать.

**labour** – труд, работа (как экономическая категория)

**occupation** - род занятий. Это слово используется в официальных ситуациях, например, при заполнении бланка, анкеты.

**trade** - профессия, ремесло. Часто употребляется выражение by trade - по профессии. He is a plumber **by trade**. – Он по профессии водопроводчик.

**profession** - профессия (например, юрист). Чтобы получить профессию, надо иметь специальное или высшее образование. Это слово можно встретить в выражении **by profession** - по профессии, например: Sam is a lawyer by profession. - Сэм по профессии юрист.

**career** - карьера. Обозначает успех в деятельности и продвижение по службе. Также употребляется в значении “работа”, когда говорится о выборе работы. Choosing a **career** – выбор работы (будущей специальности, профессии)

- 1 He got his first \_\_\_\_\_ right after graduation.
- 2 I do a lot of \_\_\_\_\_ about the house every day.
- 3 My grandfather was a carpenter by \_\_\_\_\_.

- 4 Many oxford graduates are lawyers by \_\_\_\_\_.
- 5 In Russia teenagers begin to choose their \_\_\_\_\_ at the age of 16.
- 6 \_\_\_\_\_ is one of the main economic factors.



## 1.2 Обсудите с партнером.

What professions and trades are popular among young people in your town?

Who helped you to choose a career?

What job would you like to get after graduation?

## 1.3 Ответьте на вопросы о работе, пользуясь моделями ответов и списками слов.

- 1 What are you? (What is your friend / mother / father?)  
What's your job? (What's your friend's / mother's / father's job?)  
What do you do? (What does your mother / father / friend do?)  
What's your occupation? (What's your friend's / mother's / father's occupation?)

### Model:

*I/m a ..... ( He is a .....)*

*I work as a ..... ( He works as a .....)*

**Professions:** engineer, designer, farmer, manager, office worker, security guard, teacher, journalist, architect, bank clerk, driver, police officer, businessmen, nurse, hairdresser, electronics expert, engineer, accountant, (general) worker, sales/man/woman

- 2 Where do you work? What do you work for?

### Model:

*I work in / at a ..... (He / She works in at a .....)*

*I work for a ..... (He / She works for a .....)*

**Organisations:** factory, plant, works, mill, enterprise, educational institution, private enterprise, hospital, department store, design bureau, bank, Police office, tour agency, advertising agency, shop, farm, construction works, newspaper.

- 3 Tell about your / his / her work.

### Model:



***My / His / Her work is stressful but exciting.***

**Boring** – скучная. I am an accountant. My job is boring.

**Interesting** – интересная. You are a scientist. Your work is interesting.

**Dangerous** – опасная. He is an electrician. His job is dangerous.

**Stressful** – напряженная. I am a policeman. My job is stressful.

**Exhausting** – изнуряющая. He is a pilot. His job is exhausting.

**Exciting** – захватывающая. He is an actor. His job is exciting.

**Important** – важная. You are a president. Your work is important.

**Well-paid** – хорошо оплачиваемая. They are politicians. Their work is well-paid.

**Poor-paid** – низкооплачиваемая. She is a dish-washer. Her job is poor-paid.

**Romantic** – романтическая. She is a painter. Her work is romantic.

**Tiring** – утомительная. I am a teacher. My work is tiring.

**Fun** – приятная. We are gardeners. Our job is fun.

**Responsible** – ответственная. My mother is a social worker, her job is responsible.

#### **1.4 Переведите на английский язык.**

Я бухгалтер. Моя работа скучная, но не опасная. 2) Он актер. Его работа захватывающая, но утомительная. 3) Она социальный работник. Ее работа высокооплачиваемая, но изнуряющая. 4) Они - пилоты. Их работа романтическая и опасная. 5) Вы журналист. Ваша работа интересная, но напряженная и утомительная. 6) Я продавец открыток (post cards). Эта работа приятная, но не хорошо оплачиваемая.

#### **1.5 Найдите в таблице русские соответствия английским названиям должностей (профессий) и составьте предложения.**

I am a/the	Sales Manager secretary shop superintendent foreman Technical Director Managing Director President Marketing Manager Personnel Manager	президент компании главный менеджер руководитель отдела маркетинга секретарь начальник отдела кадров технический директор (главный инженер) коммерческий директор начальник цеха мастер
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**1.6 Найдите в таблице русские соответствия английским названиям должностных обязанностей и составьте предложения.**

<p><b>I'm responsible for...</b> (Я отвечаю за..., )</p>	<p>research and development marketing and sales production personnel training financial services quality of the product advertising campaigns maintenance of machines reception of visitors recruiting new employees decision-making</p>	<p>прием новых работников финансовое обслуживание принятие решений исследования и развитие производство обучение персонала маркетинг и продажи рекламные кампании прием посетителей уход за оборудованием качество продукции</p>
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**1.7 Переведите устно.**

Я инженер по профессии, но я работаю на крупное торговое агентство (Sales Agency). Я работаю в рекламном отделе (department/division) и отвечаю за программное обеспечение (software). Я подчиняюсь начальнику отдела, но по некоторым вопросам (on some questions) я могу докладывать непосредственно коммерческому директору. Моя работа интересная и высоко оплачиваемая, но она очень напряженная.

**1.8 Посмотрите видео сюжет INTRODUCING YOURSELF из BBC Business English и назовите должность каждого персонажа, пользуясь таблицей.**

1 Geraldine	A Secretary
2 Jenny Ross	B A new and electronic toy
3 Clive Harris	C Receptionist
4 Edward Green	D Head of Sales
5 Kate McKenna	E Head of Administration in the Marketing Department
6 Derek Jones	F Sales and Marketing Director
7 Don Bradley	G Managing Director
8 Bob and Pete	H Head of R&D
9 Sally	I Marketing executive
10 Big Boss	J Research Assistant

## 1.9 Ответьте на вопросы.

- 1 Where does the scene take place?
- 2 What is the name of the company?
- 3 What kind of goods does it produce?
- 4 How big is the company? Do you think it's successful?
- 5 Why did Edward Green come to the office?
- 6 What departments was he shown?
- 7 What is R&D?
- 8 How many people work in R&D?
- 9 What is Big Boss? What can it do?
- 10 What did Clive Harris and Don Bradley think about their new employee?
- 11 Was the first day in the company successful for Edward Green? Why?

## 110 Составьте схему организации компании и прокомментируйте ее.

**Model:** *Edward Green is a .....*  
*He reports to .....*  
*He is responsible for .....*

## 1.11 Заполните пропуски в предложениях словами, подходящими по смыслу. Слова могут употребляться несколько раз.

<i>to retire</i>	<i>salary</i>	<i>to hire</i>
<i>to resign</i>	<i>wage</i>	<i>to employ</i>
<i>to fire</i>	<i>fringe benefit</i>	

- 1 One of the \_\_\_\_\_ of this job is free health insurance.
- 2 He is on a very good \_\_\_\_\_ now.
- 3 The workers have asked for a \_\_\_\_\_ rise of 10%.
- 4 My father is a \_\_\_\_\_ doctor.
- 5 They \_\_\_\_\_ more men than women.
- 6 He has a \_\_\_\_\_ of 16 thousand a year.

- 7 He \_\_\_\_\_ his post because he was offered a better job.
- 8 Get out! You are \_\_\_\_\_!
- 9 He \_\_\_\_\_ a killer.
- 10 He earns good \_\_\_\_\_.
- 11 The firm \_\_\_\_\_ more than a hundred people.
- 12 He \_\_\_\_\_ at the age of 60.
- 13 We \_\_\_\_\_ her as an adviser.



**1.12 Вам предстоит прочитать текст о работающих подростках. Перед чтением найдите русские эквиваленты (а – к) для английских фраз (1 – 11).**

- |                         |                                 |
|-------------------------|---------------------------------|
| 1. to do part-time jobs | a) приходящая няня              |
| 2. illegal              | b) работать полный рабочий день |
| 3. to work full-time    | c) доставка газет               |
| 4. newspaper delivery   | d) опыт работы                  |
| 5. work-experience      | e) подрабатывать                |
| 6. allowance            | f) денежное содержание          |
| 7. slot-machine         | g) наличные                     |
| 8. minimum wage         | h) игровой автомат              |
| 9. babysitter           | i) минимальная зарплата         |
| 10 to pay taxes         | j) платить налоги               |
| 11 cash-in-hand         | k) незаконный                   |

**1.13 Прочитайте текст и ответьте на вопросы.**

- 1 Who earns the biggest salary (pay)?
- 2 Who works the longest hours?
- 3 Who has the hardest work?
- 4 Who has the most interesting job?
- 5 Who has fringe benefits?
- 6 Who would like to work extra hours?

### WORKING TEENS

It's hard life being a teenager in Britain. Nowadays most children work at least some of the time. Some work in the summer holidays. Others do part-time jobs before and after school. It is illegal for teenagers to work

full-time while they are at school. Teenagers can only leave school and start working full-time at the age of 15.

**Name:** *John Tutt*  
**Age:** *14*  
**Job:** *Newspaper  
Delivery Boy*  
**Hours:** *10 per week*  
**Pay:** *£3.50 per hour*

'I have to get up at 4.30 a.m. to collect the newspapers from the shop. My round includes 9 streets. I have to fold the papers and push them through the letter box of each house. ... I do have to work on Sundays though. This is the busiest day and the papers are very heavy. My parents give me some pocket money in addition to the money I earn from my job. I get £10 a week to spend on whatever I want. My parents say it is very important to earn your own money. If I didn't do this job, they wouldn't give me any pocket money at all.'

**Name:**  
*Sarah Williams*  
**Age:** *18*  
**Job:** *Play Scheme  
Assistant*  
**Hours:** *38 per  
week in the summer  
holidays*  
**Pay:** *£6.50 per hour*

'I love working with children and I want to become a teacher after university. Working on a play scheme is fun and good work-experience. I don't need the money as my parents give me a good allowance of £100 a month. I work for 6 weeks during the summer. About 80 children come to the Youth Centre every day. In the Centre there are 6 Assistants like me, and a Play Leader. ...This year it is my responsibility to take the children on a trip to the zoo.'

**Name:**  
*Janet O'Reilly*  
**Age:** *19*  
**Job:** *Cashier in an  
Amusement Arcade*  
**Hours:** *35 per week  
in the summer  
holidays*  
**Pay:** *£5.50 per hour*

'My job is so boring. In our seaside town we have a pier with a huge amusement arcade on it. There is a big hall on it with hundreds of slot-machines. People come to the arcade and I change their money for them. The worst thing is that my hands get very dirty from all the money I handle. I earn the minimum wage for my age. I am a university student, so I need to save money to pay for my tuition fees.'

**Name:** *Keith Lewis*  
**Age:** *17*  
**Job:** *babysitter*  
**Hours:** *10 per week*  
**Pay:** *£5.00 per hour*

This is the best job in the world. My parents have many friends with younger children. They call me when they want to go to a restaurant or pub for the evening. ... The children almost never wake up, and anyway they are not usually babies, so I can just tell them to go back to sleep. Some of the

**Name:** *Tom Maxwell*  
**Age:** *15*  
**Job:** *Fast-food Restaurant Worker*  
**Hours:** *8 per week*  
**Pay:** *£4.50 per hour*

parents even leave food and drink for me in the fridge. If the parents stay out late they give me extra money. When they come back they sometimes give me a lift home in their car. The best thing about this job is that I don't have to pay any taxes on my money — it is all cash-in-hand! 'I love this job! ... You can talk with your colleagues and have fun while you work. You also get a discount on the food here. I have to say that I am not so keen on burgers now I have been working here for six months. My job is a Saturday job. My parents won't let me work any more hours because they say I need to study hard to pass my exams. I would like to work in the evenings too. I am saving up to buy a car when I am seventeen.'

**1.14 Определите, к кому из подростков относится следующее:**

- a) *John Tutt*                      b) *Sarah Williams*                      c) *Janet O'Reilly*  
d) *Keith Lewis*                      e) *Tom Maxwell*

- 1 His parents don't allow him to work during the week because he has to pass his exams.
- 2 His working day starts early in the morning.
- 3 She does her part-time job because it is a good practice for her future profession.
- 4 She has to work because of the tuition fees at the university.
- 5 He finds his job rather pleasant than tiring.
- 6 He works only on Saturdays.
- 7 She isn't satisfied with her wage.
- 8 She is bored by her monotonous work.
- 9 His parents wouldn't give him any pocket money unless he did newspaper round.
- 10 She works mainly for pleasure.

**1.15 Заполните таблицу, пользуясь выражениями, данными ниже, и расскажите об одном из молодых людей.**

<b>John Tutt</b>	<b>Sarah</b>	<b>Janet</b>	<b>Keith Lewis</b>	<b>Tom</b>
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	<b>Williams</b>	<b>O'Reily</b>		<b>Maxwell</b>
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To work in the summer holidays. / To work the whole year round. / To work on weekdays. / To work at the weekends. /  
 Work is tiring/ boring/ exhausting / exiting / pleasant / useful / amusing.  
 Parents give / don't give him / her any pocket money.  
 The best thing / the worst thing is...

### 1.16 Составьте устное высказывание на тему **My job**

Place

Position

Pay

Fringe benefits

Job characteristics

Career possibilities

## Unit 2

### Applying for a job



#### 2.1 Обсудите с партнером.

- Are there many unemployed people in your country?
- Is it easy or difficult to find job?
- Are there any organizations which help unemployed.



#### 2.2 Прочитайте текст LABOUR IN BRITAIN и ответьте на вопросы.

- 1 What is free-enterprise?
- 2 Why do the British like the idea of the free-enterprise system?
- 3 How well is the free-enterprise system developed in Russia?
- 4 How much is social wage in Britain?
- 5 How much is it in Russia?
- 6 What organizations help unemployed people in Britain?
- 7 What are their functions?
- 8 Do we have similar organizations in Russia?
- 9 Who is Robert Smith?
- 10 Why is he unemployed?
- 11 What can he do to find job?
- 12 What do people in Russia usually do to find job?

## LABOUR IN BRITAIN

Businesses in Britain are often owned by people, not by the government. This is called **free enterprise**. Most Britons respect the idea of **competition** in business and many of them believe that the free-enterprise system **encourages equal opportunities**.

The British government provides **welfare** through **subsidies**, **grants** and **services** for the population. This is called **social wage**; it amounts to 1316 pounds per year for each **adult** of the working population. Some years ago Governmental **arrangements** were made in order to shorten unemployment. A nationwide organization helping people to find jobs was set up. It is the **Manpower Services Commission**. The Commission **runs** two agencies: the **Employment Services Agency** and **The Training Services Agency**. The first offers a **suitable** job to an unemployed person, the second trains him/her in new skills if necessary.

Robert Smith is 46 years old. He and his wife have to work in order **to afford** the house and a college education for their two children. Robert has worked at a factory for 30 years. One day he had been replaced by technology. What can he do to find a new job?

He can go to a job center, an employment office or to a private agency. Robert can also read advertisements in special journals and find information in any possible way.

At the **Local Job Center** Robert is registered as an unemployed and then he is given an **unemployment benefit** which is sent to him by mail every week. If his benefit is not enough to live on, Robert can get some extra help from the **Social Security Office**. One day the Job Center informs Robert about a possible vacancy. First he has to go for an interview with his **prospective employer**. If **terms** are **acceptable** for the both the **labour** contract is signed.

Working people are protected by **Britain Trade Unions** that **concern** for work conditions and correct wages. Employers have the Chamber of Commerce that protects their business interests.

There are about 9 million full-time industrial workers in the United Kingdom, but their amount **declines steadily**. More and more Britons decide to work for themselves as businessmen, independent **craftsmen** and farmers.

### Слова для запоминания

**Free enterprise** – свободное предпринимательство; **competition** – конкуренция; **to encourage** – поддерживать, поощрять, способствовать; **equal opportunities** – равные возможности; **welfare**



- благосостояние; **subsidy** - субсидия; **grant** - дотация; **service** – служба, обслуживание; **social wage** – прожиточный минимум; **adult** - взрослый; **arrangement** - мероприятие; **Manpower Services Commission** - комиссия по работе с трудящимися; **to run** - управлять ; **Employment Service Agency** – агентство по трудоустройству ; **Training Services Agency** – агентство по переподготовке; **suitable** - подходящий; **to afford** – быть в состоянии, позволять себе; **Local Job Center** – местный центр по трудоустройству; **unemployment benefit** – пособие по безработице; **Social Security Office** – отдел социальной защиты; **prospective** - возможный; **employer** – работодатель; **terms** – условия; **labour** – труд, трудовой; **acceptable** – приемлемый, подходящий; **Britain Trade Unions** – Британские профсоюзы; **to concern** – заботиться, беспокоиться; **to decline** - снижаться; **steadily** - постоянно ; **craftsman** – ремесленник, мастерской, рабочий со специальностью.

### 2.3 Скажите, верны ли следующие предложения. (True or false)

- 1 Since World War II British Government has not made any arrangements to support unemployed people.
- 2 There are a lot of ways of getting information about prospective jobs.
- 3 An unemployment benefit is sent to a person once a month.
- 4 A labour contract is to be signed only by an employee.
- 5 An unemployment benefit is sent to an unemployed once a month.
- 6 Before getting a job a person has to go for an interview with his prospective employer.
- 7 The Manpower Services Commission was set up to support peoples' right to work.
- 8 An unemployed person can get extra money from the Employment Services Agency.

### 2.4 Переведите на английский язык.

1. Ты зарегистрирован в Центре занятости? 2. Условия приемлемые, я готов подписать контракт. 3. Завтра я встречу с моим возможным работодателем. 4. Обратись (appeal to) в агентство по трудоустройству. 5. Мне нужны новые навыки для этой работы. 6. Где ты получил (get) информацию о вакансии? – Прочитал объявление в газете.

to apply for – обращаться, подавать заявление (на работу)

application form – заявление о приеме

CV form – краткая биография (прилагается к заявлению)



**2.5 Прочитайте и прослушайте диалог AT THE JOB CENTER. Скажите, в чем ошибка устраивающегося на работу.**

#### AT THE JOB CENTER

- *Can I help you, sir?*
- *Yes. I'm unemployed and I'm looking for a job.*
- *What kind of job?*
- *Well, may be a **carpenter**, because it's not very dangerous.*
- *OK. Have you got any **experience** as a carpenter?*
- *No, not really.*
- *What do you like doing?*
- *I like driving most.*
- *What about working a bus-driver? It's interesting and not very stressful.*
- *That's fine, but I don't want to work at night.*
- *Oh, that's a problem, then. Hmm, I have a vacancy for a waiter at a Chinese restaurant.*
- *Perfect! I like Chinese food. Is it well-paid?*
- *£ 5 **per hour**.*
- *That's not enough!*
- *You don't want to work at night, you have no experience and you want to earn a lot of money. Maybe you want to be an actor?!*
- *An actor? **I'd love to!** Have you got any **particular** role in mind? No **soap-operas**, though!*
- *Oh, goodness me!!!*

**a carpenter** – плотник ; **per hour** – за час; **I'd love to** – мне бы очень хотелось; **particular** – особенный, особый, **soap-opera** – мыльная опера, сериал.

**2.6 Перескажите диалог в косвенной речи. Для этого вам нужно помнить правило СОГЛАСОВАНИЯ ВРЕМЕН.**

При переводе прямой речи в косвенную, если сказуемое главного предложения стоит в прошедшем времени (He said), то время придаточного предложения меняется следующим образом:

<b>Прямая речь</b>		<b>Косвенная речь</b>
Present Simple	→	Past Indefinite
Present Continuous	→	Past Continuous
Present Perfect	→	Past Perfect
Future Simple	→	Future-in-the-Past
Past Simple	→	Past Perfect

## **2.8 Познакомьтесь с этапами устройства на работу в Европе и Америке.**

- *writing a letter of application*
- *writing CV (Resume)*
- *attending an interview*

## **2.9 Внимательно изучите рекомендации и образец письма для устройства на работу.**

*Arrangement of the parts within letters:*

- salutation
- opening
- message
- closing
- writer's name
- writer's signature (unless sent by email)
- writer's title

*The example of phrases:*

Salutation. Dear Sir/ Dear Mr Smith/ Dear Colleague/ Dear John.

Opening. Thank you for your letter/ It was pleasure to/ It was a pity that/ I'm sorry that.

Message. I though you might be interested in/ I was wondering if you could help/ I'm afraid I have a small problem/ I'd like to inform you about.

Closing. I look forward to/ Please give my regards to/ With best wishes/ Please pass on my best wishes to.

**Southern Leisure Hotels  
Group Manager**

Write with CV to Mr George Davies. Director,  
Southern Leisure Hotels Ltd, 24 Lakeland Road,  
Bedhampton, Mendleshire KR5 9 UJ

*46 Chorleywood Road  
Rickmansworth,  
Herts WD3 4 ES  
25<sup>th</sup> April 2000*

Write your address on separate lines in the top right-hand corner. Do not write your name. Write the date below your address.

Write the name and address of the person or company you are writing to on the left-hand side below the date.

Write Dear... next to the left-hand margin, followed by a comma.

End your letter

*Yours faithfully,*  
or *Yours sincerely,*  
followed by a comma.

Write your name after your signature.

*Mr George Davies. Director,  
Southern Leisure Hotels Ltd,  
24 Lakeland Road,  
Bedhampton, Mendleshire KR4 9 UJ*

*Dear Mr Davies,*

*I saw your advertisement for a Group Manager in this week's issue of The Caterer and Hotelkeeper and should like to apply for the position.*

*As requested, I enclose my CV. I served a six-year apprenticeship at l'hotel Geneva, spending time in all departments of this 5-star hotel.*

*German is my mother tongue but as I worked at a French-owned hotel I became almost bilingual. I have always studied, and with many English visitors, and occasionally some English trainees, I was able to practice my spoken English.*

*My three years at Bailey's Hotels also gave me experience in English hotels and an opportunity to use my English when I worked at hotels in Brighton, Eastbourne and Torquay. Since leaving Bailey's I have been manager at the Belleau Hotel, Swaby. I now feel I should like the greater challenge of managing a group of prestigious hotels.*

*If I am given two or three days' notice I could attend an interview at any time.*

*Yours sincerely,  
Hans Gunter*

Use separate paragraphs to:  
- say why you are writing  
- give details or extra information  
- conclude your letter

## 2.10 Составьте аналогичное письмо для устройства на работу.

## 2.11 Изучите рекомендации и образец резюме.

1 *Your CV should be:* Word processed, laser printed on good quality paper, no longer than two pages of A4 paper

2 *You should include:*

1. **Personal details.** (The employer wants to know who you are and how to contact you (essential information only)

2. **Education.**

3. **Work experience.** Don't just describe your job – stress what you achieved and learnt.

4. **Position of responsibility.** If you do not have much experience, this section will show employers your potential.

5. **Skills.** Be positive about your ability – never undersell your experience.

6. **Interests.** Stress any significant achievements related to your interests.

7. **Referees.**

Current students and recent graduates should choose an academic referee and a personal one. Get your referees' permission first and tell them what are you applying for and what you would like them to stress in a reference.

## 2.12 Прочитайте резюме, данное ниже и найдите эквиваленты.

1 dealing with enquiries	A навыки общения
2 responding to	B отдел жалоб
3 ability to retain	C отвечая за
4 a professional approach	D жалобы клиентов
5 under pressure	E сложные вопросы
6 provided support	F практические знания
7 customer enquiries	G оставаться спокойным
8 customers' complaints	H профессиональный подход
9 to remain calm	I обеспечивал поддержку
10 complex issues	J под нажимом
11 communication skills	K запросы клиентов
12 busy office	L занимаясь запросами
13 working knowledge	M способность сохранять

## A GIRL'S CV

### **1. Personal Details**

**Name:** Melanie Henderson

**Date of birth:** 3.11.1980

**Address:** 99 Newlands Park, London, UK

### **2. Education:**

**2004 – present,** University of London, Degree in French and Film Studies

Special subjects: British Cinema, The Narrative Technique

**1999- 2004,** Royal Latin School, Alesbury

4 A Levels: French(B), German(C), English (B), Film studies (A). 7

GCSEs: French (A), German (A), English (A), History (B), Art (A), Maths (B), Economics (B)

### **3. Work experience:**

**2006-** Information officer, Futuroscope, France. Responsible for dealing with enquiries in a busy office, responding to 2000 enquiries a week. This demonstrated my ability to retain a professional approach and a sense of humour while working under pressure.

**2004 -** Customer Service Assistant. Provided support for customer enquiries. Dealing with customers' complaints demonstrated my ability to remain calm under pressure. Explaining complex issues helped me to develop my communication skills.

### **4. Skills:**

Good working knowledge of Microsoft Word and Excel Spreadsheets. Working knowledge of French and Italian. Current clean driving license.

### **5. Interests:**

**Travel-** I have traveled extensively and independently in Europe

**Music** – I play the guitar in a semi-professional band.

### **6. Referees:**

Hamish Roberts (Tutor at University of London) 17 Woodland Avenue, Oxford. Richard Mayle (Customer Services Manager|DAT) 31 Baker Street, London.

## 2.13 Составьте свое резюме.



**2.14 Вам предстоит прослушать запись собеседования Нэнси при устройстве на работу. Перед прослушиванием Прочитайте объявление о вакантной должности, которую хочет занять Нэнси и ответьте на вопросы.**

- Is it a highly-qualified job?
- What degree is required?
- What interpersonal skills are required?
- Is knowledge of foreign languages required?
- Who is the interviewer?
- Where is the organization situated?

### **Business Journalist**

This international business magazine, with 1,000,000 readers worldwide, is seeking a Journalist, based in Geneva, to cover business news in Europe.

Requirements:

a master's degree in journalism

at least two years' experience in business journalism

fluent in French and German. If possible, some knowledge in

Spanish

excellent communication skills

international travel experience is a plus

Please send CV and letter of application to:

David Benton, Worldwatch Europe IPA - Merritts Avenue, Overland Park, Reading RG2 6HD

**2.15 Прослушайте собеседование с Нэнси и соотнесите события из жизни Нэнси (1-7) с временем их совершения (a-g).**

<b>A</b>	<b>B</b>
1. She was born...	a) for the last five years.
2. She went to school in Buenos Aires...	b) five years ago.
3. She has worked for Intertec...	c) until she was eleven.
4. She left the BBC...	d) in Geneva
5. She lived in Berlin...	e) while she was working for the BBC.
6. She has visited Japan...	f) in Argentina in 1969.
7. The job she is applying for is based	g) a few times.

**2.16 Заполните пропуски в предложениях вспомогательными глаголами *do, did, have*. Затем воспроизведите ответы Нэнси.**

- 1 Who .... you work for now, Nancy?
- 2 And how long .....you worked for them?
- 3 And how long ....you been in charge of Eastern Europe publications?
- 4 And what ...you do before you were at Intertec?
- 5 As you know, this Job is based in Geneva. ....you ever lived abroad before?
- 6 And when .....you live abroad?
- 7 That's interesting. .... you travelled a lot?
- 8 Oh yes? And why ..... you go to Japan?



**2.17 Обсудите с партнером.**

- Does Nancy fit for this job? Why? / Why not?



**2.18 Ролевая игра «JOB INTERVIEW».**

**Вам предлагается провести собеседование при устройстве на работу. Внимательно изучите все рекомендации и познакомьтесь с примерным образцом собеседования.**

**1** *The first impression you make on the interviewer can decide the rest of the interview. It is important that you introduce yourself, shake hands, and be friendly and polite. The first question is often a "breaking the ice" type of question. Respond in a short, friendly manner without going into too much detail.*

**A Определите более удачный вариант ответов.**

<b>A</b>	<b>B</b>
<p><i>Interviewer:</i> How are you today?  <i>You:</i> I'm fine, thank you. And you?  <i>Interviewer:</i> Did you have any trouble finding us?  <i>You:</i> No, the office isn't too difficult to find.  <i>Interviewer:</i> Isn't this great weather</p>	<p><i>Interviewer:</i> How are you today?  <i>You:</i> So, so. I'm rather nervous actually.  <i>Interviewer:</i> Did you have any trouble finding us?  <i>You:</i> As a matter of fact it was very difficult. I missed the exit and had</p>



<p>we're having?  <i>You:</i> Yes, it's wonderful. I love this time of year.  <i>Interviewer:</i> Did you have any trouble finding us?  <i>You:</i> No, the office isn't too difficult to find.</p>	<p>to return via the highway. I was afraid I was going to be late for the interview.  <i>Interviewer:</i> Isn't this great weather we're having?  <i>You:</i> Yes, it's wonderful. I can remember this time last year. Wasn't it awful! I thought it would never stop raining!  <i>Interviewer:</i> Did you have any trouble finding us?  <i>You:</i> No, the office isn't too difficult to find.</p>
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**2** *During an interview applicants may be asked about:*

Yourself	Your strong points
Your family	Your weak points
Your education	Adaptability
Your friends	Flexibility
Your hobbies	Responsibility
Your previous job (your skills)	Ambition
Interests and talents	Your failures and experience of overcoming them
Your plans for future	

**B** **Составьте список вопросов претендентам.**

**3** *Applicants can ask questions about:*

Future job	Duties
Staff members	Promotion
Salary	Possible difficulties (problems)

**C** **Составьте вопросы претендентов.**

**4** *A model interview*

*Interviewer:* Tell me about yourself.

*Candidate:* I've just graduated from the University of Singapore with a degree in Computers. During the summers, I worked as a systems administrator for a small company to help pay for my education.

*Interviewer:* What type of position are you looking for?

*Candidate:* I would like any position for which I qualify.

*Interviewer:* Are you interested in a full-time or part-time position?

*Candidate:* I am more interested in a full-time position. However, I would also consider a part-time position.

*Interviewer:* What is your greatest strength?

*Candidate:* I am a trouble shooter. When there was a problem at my last job, the manager would always ask me to solve it. Last summer, the LAN server at work crashed. The manager was desperate and called me in (requested my help) to get the LAN back online. After taking a look at the daily backup, I detected the problem and the LAN was up and running (working) within the hour.

*Interviewer:* What is your greatest weakness?

*Candidate:* I am overzealous (work too hard) and become nervous when my co-workers are not pulling their weight (doing their job). However, I am aware of this problem, and before I say anything to anyone, I ask myself why the colleague is having difficulties.

*Interviewer:* Why do you want to work for Smith and Sons?

*Candidate:* After following your firms progress for the last 3 years, I am convinced that Smith and Sons are becoming one of the market leaders and I would like to be part of the team.

*Interviewer:* When can you begin?

*Candidate:* As soon as you would like me to begin.

#### **D Выберете роль и проведите собеседование.**

##### ***Personnel Department managers (2– 3)***

Look through CV forms of applicants and their applicant letters, be ready to ask questions and make notes (names, general impression, speech, appearances, answers). Offer applicant to put questions and be ready to answer applicants' questions. You think the person (man or woman) should have some experience, be energetic, ambitious and enthusiastic.

##### ***Personnel Department top manager (1)***

Look through CV forms of applicants and their applicant letters, be ready asking and answering questions. You are looking for a man aged 25-30, friendly and sociable, experience is of no importance – as you have your own training program.

##### ***Applicants (as many as you like)***

Use any name and background, as many variants as possible. Write CV forms and applicant letters before the role play, be ready to answer and ask questions.

**5 After the interview the managers choose the most suitable applicant. The decision is announced to the applicants.**

## UNIT II

### How to make career



#### 3.1 Обсудите с партнером.

- What does a person need to make a successful career?

(great talent, good education, high qualification, good interpersonal skills, ability to work hard, persistence, money to invest, strong protection, something else)

#### 3.2 Ответьте на следующий вопрос, пользуясь моделью и словами, данными ниже.

- What features (interpersonal qualities) do you need to do these jobs:

*businessman, police officer, design engineer, driver, mechanic, body guard, professional sportsman, film producer, top manager, university professor?*

#### Model:

To be a manager you	should need to have to	be rather intelligent and always look nice.
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frank	assertive	sociable	easy-going
imaginative	sensible	kind	physically fit
reserved	sensitive	ambitious	intelligent
honest	hard-working	adaptable	experienced
serious	cool	energetic	flexible
reliable	good-humored	efficient	helpful
direct	well-organized		



#### 3.3 Вам предстоит прочитать текст THE FIRM. Перед чтением обсудите в группе.

- Who is a workaholic?
- Have you ever work overtime? / Do you parents work overtime?
- Do you think working overtime helps to make a good career?

## THE FIRM

*A partner of a law firm (Avery) is explaining to a newcomer (Mitch) the rules of work in the firm.*

*Avery:* You will be expected to be in the office by nine each morning. The secretaries are to be there at eight-thirty. Nine to five, but no one works so.

*Mitch:* And what about you?

*Avery:* Personally I am in the office by eight, and **seldom** leave before six. I can **bill** twelve hours each day, **regardless** of how much hours I actually work. I work at three hundred an hour, for fifty weeks. Nine hundred thousand dollars in **billable** time! That is my **goal**.

The firm doesn't care if you come in at 6 a.m. or 9 a.m. as long as the work is done.

*Mitch:* What time are the doors unlocked?

*Avery:* Everyone has a key, so you can come and go as you please. Security is **tight**, but the guards **are accustomed to** workaholics.

*Mitch:* I was told some stories about the work habits in the firm that seemed to me legendary.

*Avery:* **Not a bit!** They are real. Victor Milligan, in his younger days, worked sixteen hours a day, seven days a week, until he made partner. Then he **quit** working on Sundays. He had a heart attack and gave up Saturdays. His doctor put him on ten-hour day, five days a week, and he hasn't been happy since.

Marty Kozinski is a man who wants to have breakfast with the kids. He comes in at nine and leaves at midnight.

Nathan Locke claims he can't work well after the secretaries arrive, so he comes in at six. It will be a **disgrace** to start later.

Here is a man sixty one years old, **worth** ten million, and works from six in the morning till eight at night five days a week and then a half day on Saturday. If he retired, he'd die.

Nobody **punches a clock**. Come and go as you please. **Just get the work done**.

### Слова для запоминания

**bill** - отмечать(ся) в таблице, **billable** – табельный (о времени), **regardless** – независимо, без разницы, **goal** – цель, **unlocked** – открытый (ключом); **tight** –плотный, строгий; **are accustomed** – привычны; **not a bit** – ничуть, несколько; **quit working** – оставил/прекратил работать; а **disgrace** – неловкость, стыд; **worth** –

стоять, ценность; на отдых /на to **punch a clock** – отмечаться по часам; **just get your work done** – просто сделай свою работу

### 3.4 Ответьте на вопросы:

- 1 What time is Mitch expected to be at work?
- 2 How long does Mitch's working day last?
- 3 What is Avery's goal?
- 4 Why does everyone in the firm has a key?
- 5 Why isn't Victor Milligan happy any more?
- 6 Why do Marty Kozinski and Nathan Locke come to work at different time?
- 7 What is the general motto (девиз) of the firm?

### 3.5 Используя лексику упр. 3.2, охарактеризуйте людей, о которых говорится в тексте "The firm".

- a) Avery is
- b) Victor Milligan is
- c) Marty Kozinsky is
- d) Nathan Locke is

### 3.6 Переведите.

1. Я работаю с восьми до шести. 2. Я прихожу и ухожу когда мне удобно. 3. Начальник отдела стоит сто тысяч в год. 4. Мой партнер работает десять часов в день, шесть дней в неделю. 5. После сердечного приступа президент компании бросил курить. 6. Мери привыкла завтракать с малышами. 7. Наш девиз «Просто сделай свою работу». 8. Я работаю за десять долларов в день. 9. Двери открывают в полвосьмого. 10. Главный бухгалтер на прошлой неделе уволился. 11. Служащие отмечают по часам. 12. Директор и коммерческий директор не отмечают по часам. 13. У каждого есть свой ключ. 14. Охрана здесь строгая. 15. Дед ушел на пенсию в шестьдесят лет. 16. В прошлом году я стал партнером и теперь работаю за три сотни в час.



### 3.7 Вам предстоит прослушать рассказ PART-TIME JOB.

Перед прослушиванием найдите определения для следующих слов и переведите их на русский язык.

1 part-time work/job	A to get money by working
3 create	B a place where children are taken care of
4 disappear	C the same; as (much/little)
5 nursery	D not having training for a particular type of
6 equally	E produce something new
7 unskilled	F working only a part of a regular working time
8 earn	G go out of sight; become lost

### 3.8 Закончите предложения с помощью слов из предыдущего упражнения.

1. They can both run \_\_\_\_\_ fast.
2. The sun \_\_\_\_\_ behind the cloud.
3. Architects \_\_\_\_\_ a new city in the desert.
4. We leave our children in the \_\_\_\_\_ while we do shopping.
5. She has a \_\_\_\_\_ job at a bookshop.
6. He \_\_\_\_\_ \$20,000 a year by writing stories.
7. There are now fewer jobs for \_\_\_\_\_ people in Britain.

### 3.9 Прослушайте рассказ и определите, верны ли предложения (True or False).

- 1 Most of part-time jobs were created for men.
- 2 100,000 full-time jobs disappeared in Britain in 1993.
- 3 Many women found jobs, and many men lost their jobs.
- 4 Women with children can take full-time jobs because there are many nurseries.
- 5 Fathers often have to look after the children while mothers work part-time.
- 6 A woman must earn much money to pay someone to look after her child.
- 7 There are now fewer jobs for unskilled people in Britain.
- 8 The unskilled work is usually offered to women.
- 9 Women are paid equally with men.

### 3.10 Совместите части предложений (1-7) и (a-g).

<b>A</b> 1. Over 200,000 part-time jobs 2. It was mostly men 3. Many women with children 4. There are very few 5. Many fathers have 6. 90% of part-time jobs 7. Single mothers must earn enough money	<b>B</b> a) who lost their jobs. b) are done by women. c) take part-time jobs. d) to look after the children. e) were created in 1993. f) to pay someone to look after their children. g) nurseries in Britain.
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### 3.11 Проведите социологическое исследование в группе и выясните:

- 1 How many people have mothers who work?
- 2 Do they work part-time or full-time?
- 3 Compare your country with Britain.



### 3.12 Вам предстоит прочитать текст **THE CONCRETE CEILING**. Перед чтением обсудите в группе.

- In Russia, is it easy for a woman to become a manager and to get to the top? Why? / Why not?

### 3.13 Прочитайте текст и объясните слова, выделенные жирным шрифтом.

#### THE CONCRETE CEILING

Why women **face** problems at work?

BECAUSE

- women have babies.
- a woman is still **judged** on her looks.
- “woman’s **brains** are smaller”.
- women often start out as secretaries and good secretaries rarely **get promoted**.
- not enough women have the **courage** to speak out about **inequality**.
- men **fear and distrust** powerful women.
- no one thinks of calling the father when a child is ill.

- a lot of men think of themselves as superior to women.
- some men just don't listen to what women are saying.
- women think men won't love them if they're successful.
- women are either too tough or not tough enough.
- just because.

### 3.14 Найдите в тексте предложения со сходным смыслом.

- 1 When child has a problem, people refer to the mother first.
- 2 If you are at the bottom of the company, you will probably stay at the bottom.
- 3 To be successful women have to be pretty.
- 4 Women with children don't work so hard (according to men).
- 5 women are either weak or aggressive.



### 3.15 Обсудите в группе.

- Explain the title of the article.
- Find examples of men's attitude to the problem.
- What are the most important points in the text? Choose the top three and explain them in your own words.

### 3.16 Поставьте следующие предложение в страдательный залог и скажите, согласны ли вы с ними.

#### Model:

*People don't always respect women managers.*

*Women managers are not always respected.*

- 1 People expect women to do the housework.
- 2 People judge women and men by different standards.
- 3 Companies promote men much more quickly than women.
- 4 Men fear and distrust powerful women.
- 5 Companies often keep the best jobs for men.
- 6 Teachers give more time to boys in the classroom.



### 3.17 Вам предстоит прочитать текст «WHO WANTS TO BE A MILLIONAIRE? - I DON'T», SAYS CHARLES GREY. Перед чтением текста обсудите в группе:

- What are the advantages and disadvantages of the life of a millionaire?



### 3.18 Прочитайте текст и скажите в чем вы согласны и в чем не согласны с Чарльзом Греем

«WHO WANTS TO BE A MILLIONAIRE? - I DON'T», SAYS CHARLES GREY

More than fifteen years ago, Charles Grey was a college professor with a huge six-bedroom house and a fortune of \$2 million. Today he lives in a small **caravan** where there is second-hand furniture. There are certainly no **signs** that Charles Grey was a rich man.

There is a small garden outside with a few fruit trees. Charles grows vegetables and flowers. He gets his clothes and a lot of other things from **charity** shops.

But this change is not a tragedy. Charles was happy to give up a lifestyle of the rich. He was tired of being a person who had everything in a world where many people had nothing. So he made a chance to give all his money away and this decision, he says, has brought him happiness.

“A few years ago”, says Mr.Green, “I made a great success and became a millionaire, but I knew there were hungry people in the world.” So Charles Gray **gave away** his money to charities. **Two thousand dollars left** in small bank notes he gave away in the streets of poor areas. Did he feel like Father Christmas? “It was a lot of fun”, says Charles.

Charles believes that most people want to be rich since they expect money give them power and happiness. However, a number of these people never make much money. Charles Grey tried both wealth and poverty and has realized that having only a little money makes you free and independent. Are there any things he **is missing**? “No, I’m much happier now. I wouldn’t come back to being rich, **no way**.”

**Caravan** - фургон; **sign** - признак; **to give away** - раздать; **to miss** - скучать; **no way** – ни в коем случае.



### 3.19 Выполните краткий пересказ текста

as if you were Charles Grey

as if you were his former colleague



### 3.20 Разыграйте по ролям интервью с Чарльзом Греем.

*Journalist:* Where did you live when you were rich?

*Charles Grey:*.....

*Journ. :* How do you live at present?

*Ch.G.:.....*

*Journ.:* Why did you give up the lifestyle of a rich man?

*Ch.G.:.....*

*Journ.:* Who did you give away your money to?

*Ch.G.:.....*

*Journ.:* What did you feel while giving away your money in the streets?

*Ch.G.:.....*

*Journ.:* Why do most people want to earn a lot of money?

*Ch.G.:.....*

*Journ.:* Are there any things you are missing?

*Ch.G.:.....*

**3.21 Ответьте на вопросы психологического теста и выясните насколько вы успешны.**

**ARE YOU A SUCCESSFUL PERSON?**

**You've left your watch at home. You want to ask a stranger what time it is. What do you say?**

- a) What time is it?
- b) Excuse me, what time is it?
- c) Excuse me, I'm so absent-minded, I've left my watch at home. What time is it?

**You go to buy your favorite magazine "Cool". The shop assistant gives you "Murzilka" by mistake. What do you say?**

- a) You've made a mistake. I need "Cool".
- b) I think there is a mistake. Could you change this for me, please.
- c) Excuse me, I've made a silly mistake. Will you be so kind to change this for me?

**Your friend invites you to the theatre. You are busy writing a report. What do you say?**

- a) It's out of the question. I'm busy.
- b) I'm sorry, I can't. I'm busy working. Try to invite Ann, she dreams of seeing this play.
- c) Excuse me, I'm so sorry. Don't be cross with me. I've spoiled your evening, may be next time...

**You want to buy a ticket to Tomsk. What do you say to the clerk in the booking office?**

- a) One to Tomsk.
- b) A single to Tomsk, please.

- c) Would you mind selling me a ticket, please. I'm going to Tomsk. My sister lives there.

**You enter a railway carriage. There is little room left. You can sit down if another passenger moves up. What do you say?**

- a) If you were not so stout I could sit down.  
b) Would you move, please.  
c) Excuse me, would you mind moving up a little. I'm not well.

**Your neighbor wants to borrow some money from you. You know that he never gives it back in time. What do you say?**

- a) If you were not so lazy you would be a millionaire.  
b) No.  
c) I'm so sorry, I've just lent it to my friend. Next time may be...

**Majority A.** You are not a successful person, are you? You blame it on your friends, teachers and parents. It's only your fault. Your answers sound rude. You are not very pleasant to deal with. Why not study good manners? It's never late to start a new life.

**Majority B.** You are rather successful. People think that you are friendly and easy getting along with.

**Majority C.** Trying to be too polite is no good. Diffident people can't be successful. Stop making excuses when the problem is not worth it.

**3.22 Расскажите о своих карьерных планах в небольшом сочинении.**

## PART 8 SOCIAL PROBLEMS

### Unit 1 Teenage problems



#### 1.1 Ответьте на вопросы.

- Are teenagers a problem in your country?
- Do teenagers have problems in your country?
- Why should teenagers be more of a problem than, say, middle-aged people or babies?
- Why should they have the prerogative on having problems?



#### 1.2 Прочтите текст WHAT IS A TEENAGER?

Догадайтесь о значении следующих слов и выражений из текста.

**bettors and elders** = older people who are (or should be!) wiser

**horrendous** = terrible, extremely bad

**to gawp at** = to look at something in a foolish way, esp. with the mouth open

**preoccupations** = things that you think about more than anything else

**as far as I'm concerned** = in my opinion

**skinny** = thin

**set me thinking** = made me begin to think about it

**to come up with** = to think of, invent

**in actual fact** = really, actually

**to get hung up on** = to worry too much about

#### 1.3 Прочтите текст и сравните свои представления и тинейджерах и информацию из текста.

### WHAT IS A TEENAGER?

Officially, of course, a teenager is anyone aged from thirteen to nineteen inclusive but most people would probably think first of the younger age group and exclude 18 and 19-year-olds. After all, once you

reach eighteen you can vote, get married without your parents permission and join the army, so it seems logical that you are considered as an adult rather than a child. At the other end of the scale, children are growing up and developing more quickly and these days 11 and 12-year-olds would like to include themselves in the teenager' group. In *actual fact* they have their own group title now - 'Pre-teens' or sometimes 'Between-ages'.

Without getting hung up on actual ages, perhaps what we really mean by 'teenagers' are people who are in the stage of their life when they are developing from children into adults.

### **Are teenagers a problem?**

Parents and grandparents always seem to start from the premise that teenagers are in a special category when it comes to defining the human race. According to 'the older generation' teenagers are lazy, they wear ridiculous clothes and are appallingly rude to their betters and elders; they find it impossible to be polite, helpful, constructive, caring or hard-working. What's more, they spend all their time listening to awful music ("It isn't music, it's just a collection of horrendous noises!") and gawping *at* unsuitable films. And all they ever think about is parties, drugs and sex. Well, that's how the story goes! But is it anywhere near the truth?

Actually, it seems to me to be quite the opposite of the truth. Teenagers spend a lot of time thinking about their work (studies), their families and friends and their hobbies. Sure, there are certain preoccupations such as clothes, money, how to behave in a certain situation, their bodies.

But isn't it the same for most people? So what about the myth that all teenagers are rude, selfish, lazy and greedy? As far as I'm concerned, it's nonsense. The vast majority of young people I meet are polite, friendly, open, interested and hard-working.

### **Do teenagers have problems?**

You might as well ask 'Do hens lay eggs?' Teenagers are human, so of course they have problems. And the problems aren't very different from anyone else's.

What's going to happen at work/school tomorrow?

Why does Dad like my sister better than me?

Am I too fat / skinny / tall / short etc.?

Does my boyfriend / girlfriend really like me?

How can I afford to buy... ?

Am I stupid?

There isn't anyone alive in the world who hasn't posed these questions.

It's true, of course, that sometimes teenagers have special problems. It *is* a difficult time because it is a period of transformation. It isn't easy to grow up and the physical and emotional changes are often confusing and worrying. But it's my impression that most young people cope rather well.

#### Слова для запоминания:

<b>caring</b> заботливый	<b>prerogative</b> исключительное право
<b>what's more</b> более того	<b>inclusive</b> включительно
<b>to behave</b> вести себя	<b>to exclude</b> исключать
<b>myth</b> миф	<b>to vote</b> голосовать
<b>selfish</b> эгоист	<b>permission</b> разрешение
<b>greedy</b> жадный	<b>at the other end of the scale</b> с другой стороны
<b>nonsense</b> чепуха, ерунда	<b>premise</b> предпосылка
<b>to pose</b> ставить (вопрос)	<b>when it comes to + -ing</b> = when we are talking
<b>impression</b> впечатление	<b>appallingly</b> потрясающе
<b>to cope</b> справляться	
<b>ridiculous</b> нелепый, смешной	

#### 1.4 Ответьте на вопросы.

What are teenagers always accused of?

What are the most common myths about teenagers?

Teen age is a special period in our life. Why is it marked by different problems?

What can't teenagers do without their parents' permission?

#### 1.5 Обсудите в группе.

If you are 13 or 19 years old you are a teenager.

At the age of 19 you can take part in the elections.

The old usually think that the young aren't educated and don't wear properly.

The teens have strange habits about watching films, listening to music.

Many teens I've met are polite and hard-working.

The teens have many problems because they are getting older.

## 1.6 Переведите на русский язык выражения, выделенные курсивом.

A teenager is anyone *в возрасте от 13 до 19 лет включительно*. Once тебе исполняется 18 you can vote, get married without your parents permission and join the army. 'Teenagers' are people who *из детей превращаются во взрослых*. Teenagers are *ленивые, невежливые, грубые*. They слушают ужасную музыку, смотрят глупые фильмы и думают только о наркотиках, сексе и вечеринках. Teenagers think about *своей работе, семьях и друзьях, любимых занятиях и деньгах*. I meet *вежливых, дружелюбных, открытых и трудолюбивых молодых людей*.



## 1.7 Обсудите с партнером.

- Have you any problems? What are they?
- Why are the problems nearly the same in different countries?
- In your opinion, what is the most important problem confronting youth in Russia today? Why do you think so?



## 1.8 Прочтите текст ANGRY VOICE OF YOUTH. Найдите соответствия.

To be dependent on smth.	Угрожать
To accept smth.	Быть зависимым от чего-либо
To threaten	Завещать, передавать потомству
To doubt	Принимать что-либо
To bequeath	Сбросить со счетов
To shrug off	Подумать о чем-либо
To turn one's mind to	Сомневаться

## 1.9 Переведите на русский язык, используя образец.

<b>Responsible</b>	(ответственный)–	<b>Quick</b> ( быстрый) – <b>quickly</b>
<b>responsibility</b>	(ответственность)	(быстро)
<b>Complacent</b>	(самодовольный)	– <b>Blind</b> (слепой) – <b>blindly</b>
<b>complacency</b>		<b>Vivid</b> ( яркий) – <b>vividly</b>
<b>Conform</b>	(согласовывать)	– <b>Precise</b> ( точный) – <b>precisely</b>
<b>conformity</b>		<b>Light</b> ( легкий) – <b>lightly</b>
<b>Uncertain</b>	(неопределенный)	- <b>Exact</b> ( точный) – <b>exactly</b>
<b>uncertainty</b>		<b>Sure</b> ( уверенный) – <b>surely</b>

**1.10 Прочтите текст и озаглавьте каждый абзац.**

- A Different generations have much to teach each other.
- B Conformity is just the thing widely and strongly rejected by the young.
- C The young differ from the old in many respects.

**ANGRY VOICE OF YOUTH**

1	
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Old people are always saying that the young are not what they were. The same comment is made from generation to generation and it is always true. It has never been truer than it is today. The young are better educated; they have a lot more money to spend and enjoy more freedom. They grow up more quickly and are not so dependent on their parents. They think more for themselves and do not blindly accept the ideals of their elders. Events which the older generation remembers vividly are nothing more than past history. This is as should be. Every new generation is different from the one that preceded it. Today the difference is very marked indeed. They don't like to feel that their values are being questioned or threatened. And this is precisely what the young people are doing. They are questioning the assumptions of their elders and disturbing their complacency. They doubt that the older generation has created the best of all possible worlds.

2	
---	--

What they reject more than anything is conformity. Office hours, for instance, are nothing more than enforced slavery. Wouldn't people work best if they were given complete freedom and responsibility? And what about clothing? Who said that all the men in the world should wear drab gray suits and convict haircuts? If we turn our minds to more serious matters, who said that human difference can best be solved through conventional politics or by violent means? Why have the older generation so often used violence to solve their problems? Why are they so unhappy and guilt-ridden in their personal lives; so obsessed with mean ambitions and the desire to amass more and more material possessions! Can anything be right with the rat-race? Haven't the old lost touch with all that is important in life?

3	
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These are not questions the older generation can shrug off lightly. Their record over the past forty years or so hasn't been exactly spotless. Traditionally, the young have turned to the older for guidance. Today, the



situation might be reversed. The old — if they are prepared to admit it — could learn a thing or two from their children. One of the biggest lessons they could learn is that enjoyment is not sinful. Enjoyment is a principle one could apply to all aspects of life. It is surely not wrong to enjoy your work and enjoy your leisure. It is surely not wrong to live in the present rather than in the past or future. The world is full of uncertainty and tension. This is their glorious heritage. Can we be surprised that they should so often question the sanity of the generation that bequeathed it!

**1.11 Найдите английские эквиваленты следующих слов и выражений в тексте.**

Лучше образованы, слепо не признают идеалы взрослых, так это и должно быть, превосходство взрослых, лучший из возможных миров, решать проблемы обычным способом или насильственными мерами, одержимы, крысиные бега, утратить отношение к, жить настоящим, а не прошлым.

**1.12 Вставьте слова и выражения, приведенные ниже.**

*Applied, freedom, accept, values, disturbed, marked, rejected, violent.*

1. The young enjoy more \_\_\_\_\_ and don't blindly \_\_\_\_\_ the ideals of the past.
2. The difference between generations is vividly \_\_\_\_\_ .
3. The old are afraid their \_\_\_\_\_ being questioned or threatened.
4. The complacency of the elder generation is always \_\_\_\_\_ by the young.
5. Conformity is a thing often \_\_\_\_\_ by the young.
6. Sometimes serious matters are solved by \_\_\_\_\_ means.
7. The young view enjoyment as a principle which could be \_\_\_\_\_ to different spheres of our life.

**1.13 Соответствуют или не соответствуют следующие утверждения содержанию текста.**

1 Each generation isn't like the next one because of educational opportunities, mental and physical freedom, and independence on the parents and so on.

2 The values of old and young generations are the same and they aren't questioned and discussed.

3 The old are afraid of their assumptions and complacency being disturbed by the young.

4 Each new generation should accept social rules and ways of living created by the previous generation.

5 The young can teach the old how to live in the society of the present and future.

**1.14 Найдите предложения со сказуемым в страдательном залоге и переведите их на русский язык.**

**1.15 Переведите подчеркнутые предложения на русский язык. выразите свое согласие или несогласие. пользуйтесь следующими выражениями.**

*I fully agree/ disagree; In my opinion, I have quite another point of view.*



**1.16 Прочтите текст PROBLEMS OF YOUTH и скажите, похожи ли проблемы подростков в Британии на проблемы подростков в России. Дополните список проблем.**

**1.17 Заполните пропуски в тексте приведенными ниже выражениями.**

1. they should never suspect
2. parents should trust their children
3. work and earn some money
4. respect the opinion of each other
5. to listen to our parent's opinion
6. our friendship and love is so private
7. they often think they know better
8. they have life experience
9. give us some very good advice

## PROBLEMS OF YOUTH

I think that young people all over the world have almost the same problems. I also think that these problems existed in the past and will remain in the future. And when our parents were as young as we are now they also had the same problems.

There are two main problems of young people: frequent misunderstanding with adults, especially with parents and the choice of future profession. These two problems are connected with each other, because our parents want to help us to make this choice and \_\_\_\_\_ than we do what profession we should choose. Of course \_\_\_\_\_, they love us and want us to be happy and rich and that is why they want to help us to make the most important choice in our life. But it is our life, our choice and our future. Our parents can \_\_\_\_\_, but we should have the right to follow our parents' advice or not. Also parents like giving advice about our friendship and love. That's even worse. Because if the problem of our future profession can be discussed with our parents, \_\_\_\_\_, so personal that we don't usually want to discuss it. If we need some advice, we ask for it.

There are a lot of family problems that we will be glad to discuss with our parents, for example: what new furniture to buy, how to feed our dog, what provider to choose for our internet and so on. We will be glad \_\_\_\_\_, if they listen to ours. That is the only way to understanding: we should listen to each other and we should \_\_\_\_\_. And our parents should understand that we want to live our own life, to make our own choice, and to make our own mistakes. Sometimes they understand this, but sometimes they don't.

Another problem of young people is money. Of course it is not only our problem. But adults can \_\_\_\_\_ some money. We also can earn some money, but our parents want us to study and not to work. And we understand that we have to study a lot. So we have to ask our parents to give us some money. They give, but ask us how we want to spend this money. It is not very pleasant. I don't want to say that we are going to do something bad with this money, but it is so pleasant to buy something secretly. Maybe this problem is small and trivial compared with the choice of future profession, but I think \_\_\_\_\_. If children don't want to tell them how they are going to spend some money, \_\_\_\_\_ them of doing something bad.

### 1.18 Найдите соответствия в тексте.

Существовали в прошлом и сохранятся в будущем, выбор будущей профессии, жизненный опыт, право принимать (не принимать) совет родителей, еще хуже, жить собственной жизнью, вынуждены много учиться, купить что-то по секрету, доверять своим детям.

### 1.19 Ответьте на вопросы.

1. In what questions may your parents give you a piece of advice? Do you accept them?
2. Did you choose your future profession by yourself or with your parents?
3. Is your scholarship sufficient for your needs? If not what do you do (ask parents or work)?
4. What do you think about the problem of “trust”? Should parents trust their children or not?

### 1.20 Можно ли избежать непонимания между родителями и детьми? Дайте совет, используя модальные глаголы **should, have to, don't have to**.

The children	Have to	Follow one's advice
The parents	Don't have	Trust each other
The adults	to	Listen to one's advice
The teenagers	Should	Try to understand each other
	Shouldn't	Respect each other
The young		Suspect smbd. in doing smth.
The old		Constantly ask about their fiends, love, hobbies and spare time

### 1.21 Переведите диалог и инсценируйте его.

- В каких ситуациях твои родители могут дать тебе совет, и ты этот совет примешь?
- Они могут посоветовать мне при выборе одежды для вечеринки, как ухаживать за собакой, в какое кафе или ночной клуб я могу сходить со своими друзьями. Но мои родители никогда ничего не говорят мне о моих друзьях. Я считаю, что это мое личное дело и не нуждаюсь в их советах.

- А как ты выбрал свою будущую специальность? Ты последовал совету родителей или принял самостоятельное решение?
- Мои родители рекомендовали мне выбрать специальность горного инженера (менеджера, бухгалтера, металлурга), так как сейчас эта специальность востребована. Я прислушался к их мнению, так как у них больше жизненного опыта.
- Хватает ли тебе стипендии, ты не подрабатываешь в свободное время?
- Моя стипендия очень маленькая, ее хватает только на оплату карт мобильного телефона. Я подрабатываю – разношу газеты, так как не хочу просить у родителей на свои карманные расходы (кино, развлечения).
- Дети и родители должны доверять друг другу?
- Несомненно.

### Лексика по теме

frequent	To respect	conformity	To follow one's
trivial	To disturb	assumption	advice
conventional	To suspect	value	
sinful	To bequeath	experience	
average	To earn	heritage	
	To threaten	violence	
		comment	

## UNIT 2 PROBLEMS OF TODAY'S FAMILY



### 2.1 Ответьте на вопросы.

- Do you know what the approximate number of members is in modern Russian and American family?
- What types of family exist in our society?
- Have you ever thought about your future family?
- Why do people need a family?



**2.2 Прочтите текст THE FAMILY. найдите соответствия русских и английских слов и выражений.**

- |                              |                           |
|------------------------------|---------------------------|
| 1. To take place             | a. Развод                 |
| 2. To stay at home           | b. Пара                   |
| 3. To work outside the house | c. Происходить, случаться |
| 4. A couple                  | d. Заработная плата       |
| 5. Salary, wage              | e. Работать вне дома      |
| 6. Divorce                   | f. Оставаться дома        |
| 7. To sanction               | g. Утвердить, одобрить    |

**2.3 Прочтите текст и сравните информацию из текста с ситуацией в нашей стране.**

### THE FAMILY

The American family has changed greatly in the last 20 or 30 years. Many of these changes are similar to the changes taking place in other countries.

Young people are waiting longer before getting married. Women are also waiting longer to have children. It's not usual today for a woman to have the first child in her mid-thirties. And families are having fewer children. The typical families have one or two children.

In the traditional family, the wife stayed at home with the children while the husband earned money. Now 60 per cent of all married women work outside the home. So a majority of couples have two wage-earners. One reason for this change is that women want and expect to have careers. Another reason is economics. With rising prices, many families cannot survive on one person's salary.

The United States has a high divorce rate: approximately 1 in every 2 marriages ends in divorce. One result of this high divorce rate is that many American children live in single-parent families. Although some women wait until their thirties to have their first child, other women become mothers while they are still teenagers. Many of these teenaged mothers are not married. Many are also poor. Poverty among children in homes headed by single mothers has become a serious problem in the United States. Often people who are divorced get married again. This has led to a new kind of family — the "reconstituted family", in which there are children from previous marriages as well as from the present marriage.

The newest category of family, called domestic partnership, has been sanctioned by more than 25 cities in the USA. Unmarried couples over 18 years of age receive a paper similar to a marriage license. To divorce from the partnership couples simply have to advise the city that they no longer live together.

In the past, it was common for three generations — grandparents, parents, and children — to live together. Now older people live in their own. They generally stay in contact with their children but might live in a different part of the country. People are also living together — often for 20 years after they’ve retired from their job. Modern American culture tends to value youth rather than age. All of this create an interesting challenge for older people — and for the country, since by the year 2020, one in every 6 Americans will be over the age of 65.

Is the American family in trouble? People point to the divorce rate, to the fact that working mothers might have less time with their children, and to the “generation gap”, or the problems that parents and children sometimes have no understanding each other. Experts say, however, that the family is as strong as ever. Family is still at the center of most people’s lives.

**2.4 Сравните типы семьи, упомянутые в тексте.**

	<b>Traditional family</b>	<b>Reconstituted family</b>	<b>Domestic partnership</b>	<b>Three-generations family</b>
How many children				
Wage-earner / house keeper				
Age to get married				
Place of living				

**2.5 Ответьте на вопросы.**

1. Is the family problem relevant in Russia or not?
2. What are the roles of woman and man in the traditional family?
3. Is one-member family a real family? Why?

4. What are the consequences of a high divorce rate in the USA?
5. Should parents live with their children or not?
6. When women should have a baby: at the age of nineteen or middle-thirty?
7. Does divorce bring something bad for kids? Why?

**2.6 Какой тип семьи характерен для России? о какой семье мечтаете вы? Расскажите о своей будущей семье. используйте следующую таблицу.**

My family	Shall	Consist of 2/3/5 members.
I	will	Work and earn money/ earn our living/
My wife		Stay at home and take care about our children/
My husband		keep the house
		Work outside the house/ have a business of his/ her
Our parents		own/ run a big company
Our in - laws		Live with us in a big detached house/ live
		separately/ visit us on weekends and special
Our children		occasions
We		Go to the local school/ be brought up by highly
		educated teachers/ get home instructions/ study at
		famous universities like Harvard or Oxbridge
		Be happy and wealthy/ live a long life together/
		live in different houses an visit each other....

**2.7 Прочтите следующие диалоги и выскажитесь о ситуации.**

***1. Mother is talking to her son Pete***

*M:* Come here, Pete! I'd like you to do the washing-up.

*P:* I don't think that's a good idea. In fact, I'm going to the disco.

*M:* Why an earth can't you stay at home just for once?

*P:* Why should I stay when everyone else is going?

*M:* Who is everyone else?

*P:* Oh, come on, Mum! Do you have to know everything?

*M:* I don't want to know everything. I just want to know who you are going out with?

*P:* Susan, okay?

*M:* Do I know Susan?

*P:* She is just a friend, okay?

*M:* Well, you can go as long as you are home at eleven!

*P:* How can I possibly be home at eleven if the disco closes at midnight?



## **2. Jerry is talking to his wife Mary.**

*J:* Why don't you go to bed, dear? Your sitting up won't bring her back any earlier.

*M:* How can I possibly sleep when I'm worried sick? Our daughter is out!

*J:* Do you know who's she gone with?

*M:* That is exactly the point. They're such an odd crowd she goes around with, long-haired youths and heavily painted girls.

*J:* Just as I suspected! Why on earth do you let her mess about with them?

*M:* That's pretty natural. She's no longer a child. She said she'd be meeting some friends on the beach at nine o'clock.

*J:* Then there is nothing to worry about.

*M:* You are too permissive. That's what is wrong with you, if you ask me.

*J:* it's not fair – you are holding me responsible for all the family problems. You are just looking for a scapegoat! Couldn't you phone someone just to put your mind at rest?

*M:* If I start phoning about she'll call me a worrier.

*J:* Oh, my God! All I can say is that things are very much out of control

## **2.8 Ответьте на вопросы. Пользуйтесь следующими фразами, выражая свое мнение.**

*I believe/ It seems to me/ To my mind/ I think/ I guess*

1. Do you think that friction between young people and their parents is inevitable? Why?
2. What are the most common reasons for conflict and friction?
3. What subjects and topics do you agree on? What subjects and topics do you disagree on?
4. What will you do to cut down on friction when you become a parent?
5. How would you like your parents to behave toward you?
6. What things do you like about the way you were brought up?
7. What things would you do differently with your children? Why?

## **2.9 Передайте диалоги в косвенной речи, используя слова данные ниже.**

Asked, explained, wondered, wanted to know, insisted, allowed, replied, suggested, accused.

**2.10 Прочтите текст FAMILY MATTERS – TWO POINTS OF VIEW ON A FAMILY RELATIONSHIP. Обсудите следующие вопросы с партнером.**

- Who do you look more like, your mother or your father?
- Who are you more like in character, your mother or your father?
- Do you want to bring up your children in the same way you were brought up?

**2.11 В статье одного из журналов два представителя одной и той же семьи рассказывают о своих отношениях друг с другом. работайте в группах.**

**Группа А. Прочтите, что Оливер Дэроу говорит о своей дочери, Кармен.**

**Группа Б. Прочтите, что Кармен говорит о своем отце.**

#### FAMILY MATTERS – TWO POINTS OF VIEW ON A FAMILY RELATIONSHIP

##### **Oliver Darrow, actor, talks about his daughter, Carmen**

My first wife and I only had one child. It might have been nice to have more. I would have liked a son, but we just had Carmen. I see her as my best friend. I think she always comes to me first if she has a problem. We have the same sense of humour and share many interests, except that she's crazy about animals, obsessed with them - she has always had dogs, cats, and horses in her life. We were closest when she was about four, which I think is a wonderful age for a child.

That's when they need their parents most. But as soon as Carmen went to school, she seemed to grow up and grow apart from her family, and any father finds it difficult with a teenage daughter. She was very moody and had an odd group of friends. There was an endless stream of strange young men coming to our house. I remember I once got annoyed with her in front of her friends and she didn't talk to me for days.

I've always wanted the best for her. We sent her to a good school, but she wasn't happy there. She left because she wanted to become an actress, so with my connections I got her into drama school, but she didn't like that either. She worked for a while doing small roles in films, but she must have found it boring because she gave it up, though she never really

said why. She got married a few years ago, her husband's a vet. They must be happy because they work together, and she loves animals.

We have the same tastes in books and music. When she was younger I used to take her to the opera - that's my passion - but she can't have liked it very much because she hasn't come with me for years. I don't think she goes to the cinema or watches TV much. She might watch my films, but I don't know. It's not the kind of thing she talks to me about.

I'm very pleased to have Carmen. She's a good daughter, but I think she likes my new wife very much because she doesn't visit us very often. I'm looking forward to being a grandfather one day. I hope she'll have a son.

**Carmen Darrow, veterinary assistant, talks about her father, Oliver.**

I really know my father. He isn't easy to get on with. I've always found him difficult to talk to. He's a bit reserved, but he loves to be recognized and asked for his autograph. I think people see his films and think he's very easygoing, but he really isn't. He's won some awards for his films, and he's really proud of them. He used to show them to my friends when they came to the house and that really embarrassed me.

He can't have been home much when I was a small child because I don't remember much about him. His work always came first, and he was often away from home making films. I wasn't surprised when he and my mother split up. He must have wanted the best for me, but the best was always what he wanted. He chose my school and I hated it. I had no friends there, I was miserable and didn't do well, so I was asked to leave. He must have been very disappointed, but he said nothing to me. He wanted me to be an actor like him but I'm not at all like him. I tried it for a while, but I was miserable until I met my husband. He's a vet and I'm his assistant. Now I'm doing what I always wanted to do, working with animals. My father and I have always been so different. I love animals and he loves books and music, and above all opera, which I hate. If he comes to see us (we live on a farm), he always wears totally the wrong clothes, but we still don't see much of each other. It's because he didn't really want me to marry George. He wanted me to marry a *famous film* star or something, but of course I didn't. George and I don't want children, we have our animals, but my father would love to have a grandson. Maybe his new wife will give him the son he wants, but probably not. She cares too much about being slim and beautiful. I occasionally see one of his films on TV. I find it hard to believe he's my father. He is like a stranger.

### Слова для запоминания

**Moody** – унылый, угрюмый; **Odd** – странный, эксцентричный; **Vet** – ветеринар; **To embarrass** – смущать, приводить в замешательство; **To split up** – распадаться; **Miserable** – жалкий, убогий

#### 2.12 В группах обсудите ответы на следующие вопросы.

- 1 Which two sentences best describe their relationship?
  - a It was closer when Carmen was a child,
  - b They get on well and have similar interests.
  - c They don't have much in common.
- 2 Which two sentences best describe Oliver?
  - a He's done a lot for his daughter,
  - b He isn't very sensitive to how she feels.
  - c He's more interested in himself than his family.
- 3 Which two sentences best describe Carmen?
  - a She is selfish and spoilt,
  - b She tried to please her father,
  - c She was never really happy until she married George.

#### 2.13 Ответьте на вопросы.

1. How did Oliver behave in front of Carmen's friends?
2. Why did she leave school?
3. Is she happily married? How do you know?
4. What does Carmen think of her father's career?
5. Why don't they see each other very much?

#### 2.14 Пользуясь модальными глаголами в скобках в настоящем или прошедшем времени, перепишите первую часть предложения. Дополните предложения по-своему.

- 1 I'm sure Carmen likes animals a lot because .... (must).  
*She must like animals because she enjoys working with them.*
- 2 I don't think Oliver is a very famous actor because ... (can't).
- 3 I think maybe he has won an Oscar because ... (might).
- 4 I'm sure she had a lot of friends when she was a teenager because ... (must)
- 5 I don't think she worked hard at school because ... (can't)

**2.15** Дайте совет Оливеру и Кармен.

**2.16** Перескажите текст от лица Оливера и Кармен.

**2.17** Проведите исследование в своей группе.

- Find out who has got any brothers or sisters?
- Who has got the most? How many?
- Do they like having lots of brothers and sisters?
- Has anyone got a twin brother and sister? Do they like being a twin?
- Is anyone in the class an only child? Do they like being an only child?



**2.18** Прослушайте, что два человека говорят о своих семьях. Заполните таблицу.

	<b>Louisa</b>	<b>Rose</b>
<b>How many brothers and sisters has she got?</b>		
<b>Was she happy as a child</b>		
<b>Is she happy now? Why/why not?</b>		
<b>What do you learn about other members of her family?</b>		

**2.19** Догадайтесь о значении следующих слов, принадлежащих Луизе.

*A nun, hand-me-down clothes, keep in touch*

**2.20** Прослушайте запись еще раз и заполните пропуски.

Louisa's elder sister is ... years old. When Louisa was a young girl her eldest sisters and brothers were ... and ... . Louisa eldest sister Julia is a ... and worked in ... for twenty-three years. She and Louisa are ... friends. When they were young they had old bikes, old clothes but they had lots of ... . Louisa's granddaughter has ... .

Rosa is an ... . She was ... when she was a teenager. Her father ... 10 years ago. She is ... for her mother. She is married and has ... children.

**Обсудите в группе.**

How many children would you like to have?

What size is the perfect family?

Would you like to have twins?

**Лексика по теме**

to get married	majority	Outside
to survive	couple	Approximately
to value	wage (syn. salary)	Inevitable
retire	divorce	
to get on with smbd.	rate	
to split up	partnership	
to get annoyed	license	
to embarrass	generation gap	
	Friction	
	passion	

**UNIT 3  
TEENAGERS AND SOCIETY**

**3.1 Обсудите в группе.**

- Do you know anyone who has left home?
- Why did they leave?
- Did they go back home eventually?
- This is an extract from a journal kept by the mother of a 17-year-old girl who left home

**3.2 Прочтите текст DIARY OF A WALKOUT. Догадайтесь о значениях следующих слов.**

**walkout** (here) person who leaves home after a fight

**get ears pierced** have holes put in ears for earrings

**boarding house** a place that rents out cheap

### 3.3 Прочтите текст и расположите предложения в порядке следования событий в тексте.

- A. Her mother gives her rent money.
- B. Kate shouts at her mother and leaves home.
- C. She and an old boyfriend come back to collect her things.
- D. She comes home for a few days.
- E. She goes to stay with Melanie for a while.
- F. She is thrown out of the flat.
- G. She moves in with a friend on the other side of the city.
- H. She moves into a boarding house.
- I. She is still living at home six months later.

#### DIARY OF A WALKOUT

**March 10.** Kate demands money for getting ears pierced. I refuse. Cries, threatens, bangs on my bedroom door, then: *You're so unsupportive, you don't talk to me nicely any more. There's no point in my staying.* Slam.

**March 14.** Appears with former boyfriend to collect belongings. Watching her stuff clothes in bag causes me almost physical pain.

**March 18.** She's moved out of former boyfriend's house, left school. No-one knows where she is.

**March 26.** Search area where I know she hangs out. Spot her standing in a doorway smoking. Take her for coffee. She tells me she's staying with Melanie. She won't divulge the phone number.

**March 30.** Volunteers phone number *-just don't think you can ring me all the time.*

**April 7.** Melanie's dad says Kate has to move out. Suggest she comes home. Does not work. She disappears again.

**April 12.** Hear she's living in a boarding house with a friend.

**April 14.** She makes contact and I meet her for dinner. Says the room in the boarding house needs a good clean. We bleach, detergent and food.

April 16. My birthday. A bouquet arrives on my doorstep with a note: No matter what I do, Mum, I love you.

**April 18.** Rings to say she accepted a lift from a 2am today, was attacked, but managed to get out of the car. Feel scared, helpless.

**April 20.** Moves out of the boarding house to another "friend" on the other side of the city.

**April 23.** It's 3am and she's on the phone **crying, saying** the "friend" is throwing her out. The phone goes dead and I have no idea where she is.

**April 30.** Moves into a flat with a friend. Ask for rent money. Agree to pay one month's rent, but no more – she has to get a job.

**May 30.** Is evicted from her flat. Cautiously suggest she returns home for a day or two and uses phone to find alternative accommodation and job. Grudgingly agrees. *I'll be outta here by the end of the week.*

**Six months Later.** She's nicer to live with, has gone back to school. Overhear her talking on the phone discussing a friend who has walked out of home. Silly bitch. Tell her to grow up and move back home.

### **3.4 Найдите соответствия следующих предложений в тексте.**

Она появляется с бывшим другом, чтобы забрать свои вещи. Я ищу место, где, мне кажется, она проводит время. Она не скажет мне номер телефона. Не важно, что я делаю, мама, я тебя люблю. Ее выгнали из квартиры. Неохотно соглашается. Комнату в пансионате нужно хорошо помыть. Мы идем в магазин за хлоркой, чистящим средством, едой.

### **3.5 Ответьте на вопросы.**

Do you think Kate was right to leave home? Why? Why not?

When does Kate make contact with her mother?

What does Kate seem to want from her relationship with her mother?

Money? Support? Friendship? Emotional reactions? Advice?

### **3.6 В статье используются следующие фразовые глаголы. Используйте их в следующих предложениях.**

*Move out of, hang out, get out, throw out, walk out.*

These are the rules of the house and if you don't like them you can just ... now.

At the weekends I get up late then go and ... with my friends.

We're going to ... this flat at the end of the month because it's too expensive for us.

A growing number of teenagers ... of home each year, after a fight with their parents.

Her school has threatened to ... her ... if she skips classes again.



**3.7 Разыграйте беседу между Кейт и ее старым другом после ухода Кейт из дома. Начните по образцу.**

*Kate:* I've had a row with my mother and I've left.

*Boyfriend:* What do you mean, you've left?

**3.8 перед вами список причин, по которым подростки уходят из дома. Какая из них заставила Кейт уйти из дома? По какой из причин вы могли бы уйти из дома?**

- Teenager needs to establish own identity.
- Teenager feels under pressure about the future.
- Parent doesn't listen or doesn't care.
- Violence at home.
- Parent is strict.
- Parent's expectations are too high.
- Teenager can't accept one parent's new partner.



**3.9 Прочтите текст HOMELESSNESS. Догадайтесь о значении следующих слов и выражений.**

**banishing them from** - not allowing them on

**critics** people who don't agree (with the new law)

**hardheartedness** being unkind, cruel

**is nearing final approval of** has almost agreed to

**swarm** occupy in large numbers (like a swarm of bees)

**fed up** unhappy

**inaccessible** people can't get into, or use the area

**dump** throw away (rubbish)

**wants rid of them** wants them to go away

**task force** action group (to help the homeless)

**3.10 Прочтите текст со словарем.**

### HOMELESSNESS

There are approximately 50,000 homeless young people in London. Finding somewhere cheap to leave is not easy in Britain because there is not enough council housing. It is especially difficult for young people without work because they receive very little money from the State. If they are under 18, have left home and are not on a government work

training scheme, they receive no money from the state. There are hostels for the homeless, but the accommodation is always temporary.

Every night an army of invisible people disappear into the alleys and abandoned buildings of Austin, Texas. They are the city's homeless. But here and in more than 40 cities across the United States, the homeless are facing new laws banishing them from the streets. Critics see the movement as proof of the growing hardheartedness of America. There are about 700,000 homeless people in the United States.

In Austin the city council is nearing final approval of a law to ban camping in any public place. In New Orleans, an anti-camping law has just been proposed, to control the homeless youths who swarm the French Quarter. "The general public is fed up," said New Orleans city council president Peggy Wilson. "People should be able to use public spaces. When other people come in and build cardboard tents and so on, the area becomes inaccessible for everyone else. Particularly in Lafayette Square, there's a group that feeds people on weekends, and they make no effort to clean up; they dump the garbage, and there's the presence of enormous rats."

In Austin, the city's estimated 6,000 homeless can be found near the drinking clubs of Sixth Street near the University of Texas campus and in tents in corners of the city parks.

It is the business community who wants rid of them most. "Austin is known as an easy city. It provides a lot for the homeless," said Jose N Downtown Austin Alliance, which favors the anticamping bill.

The city's new anticamping law is expected to carry fines as high as \$500. At the same time, the council's homeless task force, is proposing a \$3,5 million "campus" for the homeless. Task force member Tom Hatch, an architect, said: "It's insane to make not having a home a crime."

### **3.11 Найдите эквиваленты в тексте.**

Армия невидимых людей исчезает на аллеях, доказательство усиливающейся жестокости, городской совет, строить палаточный городок, деловые люди, делать из бездомного преступника, помогать бездомным, общественные места.

### **3.12 Выразите ту же самую мысль.**

- Young people without work receive very little money from the State.
- Accommodation for the homeless is always temporary.

- In more than 40 cities across the United States, the homeless are facing new laws banishing them from the streets.
- "The general public is fed up,"
- The area becomes inaccessible for everyone else.
- "It's insane to make not having a home a crime."

### 3.13 Ответьте на вопросы.

- 1 "Camping" is usually something you do on holiday. What does it mean in this article?
- 2 Which of these are generally "for" (F) or "against" (A) the homeless:
  - critics
  - the Austin city council
  - the general public
  - Peggy Wilson
  - the group that feeds people
  - the Downtown Austin Alliance
  - the homeless task force
  - Tom Hatch?
- 3 What is the number of people without home in Britain, the USA?
- 4 How could the state help the homeless?
- 5 Is it true to say that there are almost three-quarters of a million homeless people in the USA?
- 6 If you could not live with your parents, where would you go and what would you do?

### 3.14 Обсудите в группе.

1. Try to imagine being homeless. How would you feel? What sort of problems would you have? What would you miss most from your present life?
2. In some countries asking for money on the street – "Begging" – is illegal. Do you think it should be allowed? Do you ever give money to beggars?
3. Young people can't get a job if they are homeless – and they can't afford a home if they haven't got a job. How can they get out of this dilemma? Should the government or city council do something to help?
4. In Britain some homeless people make money by selling a magazine called The Big Issue. Would you buy the magazine? Do you think it's a good idea?

**3.15** Представьте себе, что Вы бродяга. Опишите один из воих обычных дней.



**3.16** Прослушайте спор между Стивом и Эмили. Сти собирает деньги в благотворительный фонд помощи детям Африки, Эмили сомневается в правильности его деятельности.

**3.17** Перед прослушиванием прочтите и запомните следующие слова. используйте их в своих предложениях.

**Basic food and medicine** пища и медикаменты  
**Drug overdose** передозировка наркотиками  
**to commit suicide** покончить жизнь самоубийством  
**Measles** корь  
**Vaccine** вакцина

**3.18** Соотнесите цифры и факты.

**20%** young children die every year  
**12 million** die because of measles  
**50 dollars** is the price of vaccine which helps people in Ethiopia not to di  
**15 cents** of American children live in poverty  
**one** can help the Americans to solve health, education and housing  
**million**



**3.19** Продолжите беседу Стива и Эмили. в своем диалоге используйте следующие выражения: *You are right of course. But..., I accept that, but ..., That may be true, but...*

**Here is some information**

<b>Steve</b>	<b>Emily</b>
<p>“Unicef says that ...”</p> <ul style="list-style-type: none"> <li>• half the money spent on cigarettes in Europe would save the lives of all the children in the world who die from preventable disease</li> <li>• 800 million people in the world do not have enough to eat</li> <li>• more than 1 billion people do not</li> </ul>	<p>“In the USA...”</p> <ul style="list-style-type: none"> <li>• there are about 700,000 homeless people, including 100,000 children</li> <li>• there is a lot of unemployment. When the City of Los Angeles advertised for 100 low-paid</li> </ul>

<p>have clean water</p> <ul style="list-style-type: none"> <li>• 25,000 people die each year from diseases carried by dirty water</li> <li>• half a million babies die each year from tetanus, often because there isn't a clean blade (price: 30 cents) to cut the umbilical cord</li> <li>• in the poorest countries, life expectancy is only just above 40 years; in the richest countries it is almost 80 years.</li> </ul>	<p>cleaners, 25,000 people applied</p> <ul style="list-style-type: none"> <li>• every day six children commit suicide, most of them from poor families</li> <li>• all around us there are adverts showing rich people enjoying expensive products</li> <li>• getting rich is part of the "American Dream"</li> </ul>
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### 3.20 Переведите с русского на английский.

В Америке 20% детей живут в нищете. Каждый год в мире умирает 12 миллионов детей. Противокоревая вакцина стоит всего 15 центов. В Эфиопии дети умирают от кори, а в США – от передозировки наркотиками. Очень трудно быть бедным среди богатых. Люди умирают от болезней, которые находятся в грязной воде. Средняя продолжительность жизни в России 60 лет. В нашей стране высокий уровень безработицы.

#### Лексика к теме

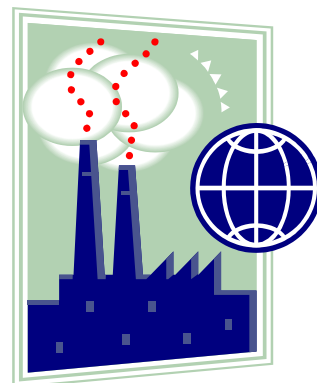
approval of  
inaccessible  
task force

Homeless  
There's no point in  
To beg

preventable disease  
life expectancy  
commit suicide

## PART 9 ECOLOGICAL PROBLEMS

### Unit 1 Earth in danger



**1.1 Прочтите основные понятия по теме «Окружающая среда». Переведите их на русский язык.**

**pollution** – 1. the process of damaging the air, water, or land with chemicals or other substances: *the pollution of local rivers*;  
2. chemicals or other substances that have a harmful effect on air, water, or land: *The new agency is responsible for controlling air pollution.*

◆ environmental (air, water, soil) pollution

◆ to control pollution

**to pollute** = to contaminate

**to forecast** = to make a statement about what is likely to happen, usually relating to the weather, business, or the economy: *weather forecast.*

**to destroy** = to damage = to destruct: *Half the world's rainforests (тропический лес) have already been destroyed.*

**smoke** – a grey black, or white cloud produced by something that is burning: *The air was thick with cigarette smoke.*

**smog** – polluted air that is a mixture of smoke and fog

**to choke** – if you choke, or if something chokes you, you can not breathe because there is not enough air or because something is blocking your throat.

**heat** – the quality of being hot, or how hot something is: *He could feel the heat of the sun on his back.*

**a greenhouse** – a building made of glass that is used for growing plants that need protection from the weather.

**greenhouse effect** – the process in which heat is unable to escape from the atmosphere and causes the temperature of the Earth to rise. The rise in temperature is called **global warming**.

**to survive** – 1. to stay alive despite an injury, illness, war: *His doctor says it's a miracle that he survived.*

2. to continue to exist, especially in a difficult or dangerous situation: *Of all the museum's paintings, only one survived the fire.*

**to save** – to make it possible for someone or something to avoid danger, harm, injury etc: *campaigns to save the planet / rainforest / whale.*

**extinct** – an extinct animal, plant, or language no longer exists: *The Tasmanian tiger was declared extinct in 1936.*

**protection** – 1. the process of keeping someone or something safe, or the condition of being kept safe: *the protection of intellectual property rights; protection against disease;*

2. something that keeps a person or thing safe from harm, injury, damage, or loss.



**1.2. Прослушайте и прочтите стихотворение, старайтесь сохранить интонацию диктора. О чем оно?**

### NATIVE AMERICAN POEM

Only when all the rivers have run dry  
and all the fish in the sea have died  
only when all the rainforests have been burnt down  
and there is no food for the animals  
only when all the blue skies have been filled with smoke  
and the cities of the world have choked  
will the white man understand that it's too late to save the earth.

**1.3 Прочтите новые слова, составьте с ними словосочетания и предложения.**

**Surroundings** – окружение; **crowded** – переполненный; **nuclear** – ядерный; **noise** – шум; **alarming** – тревожный; **acid rain** – кислотный дождь; **to suffer from** – страдать от; **depletion** – истощение; **ozone layer** – озоновый слой; **ultraviolet** – ультрафиолетовый; **chlorofluorocarbons** – хлорфторуглероды; **to release** – выбрасывать; **refrigerator** – холодильник; **cancer** – рак; **to weaken** – ослаблять; **immune** – иммунная; **waste** – отходы; **fertilizer** – удобрение; **the Mediterranean Sea** – Средиземное море; **Aral Sea** – Аральское море; **brink** – край (обрыва, пропасти); **major** – большой; **impact** – влияние; **to recycle** – перерабатывать; **carbon** – углерод; **nitrogen** – азот; **oxygen** – кислород; **to determine** – определять; **rainfall** – количество осадков; **power station** – атомная станция; **accident** – катастрофа; **disaster** – бедствие; **to affect** – действовать, влиять; **destiny** – судьба; **urgent** – срочный; **measure** – мера; **to avoid** – избежать; **numerous** – многочисленный; **to preserve** – сохранять.



Прочтите текст и заполните пропуски подходящими по смыслу формами слов данных в скобках.

## ENVIRONMENTAL PROTECTION

People have always \_\_\_\_\_ (**pollute**) their surroundings. But until now \_\_\_\_\_ (**pollute**) was not such a serious problem. With the \_\_\_\_\_ (**develop**) of crowded industrial cities the problem has become more important. The most serious \_\_\_\_\_ (**environment**) problems are pollution in its many forms (water pollution, air pollution, nuclear pollution), noise from cars, buses, planes, destruction of wildlife and others.

Air pollution is a very serious problem. One of the most alarming forms of air pollution is acid rain. Acid rain is \_\_\_\_\_ (**kill**) forests in Canada, the USA and central and northern Europe. In the USA 1 in 5 lakes suffers from this type of pollution.

One of the most important problems is \_\_\_\_\_ (**deplete**) of the ozone layer. The ozone layer protects the earth from the sun's ultraviolet rays. The ozone layer is being damaged by chlorofluorocarbons. They are \_\_\_\_\_ (**release**) by the daily use of industrial and household products, such as refrigerators, air conditioners and so on. Depletion of the ozone layer increases the risk of skin cancer, weakens the immune system of people.

The seas are in danger. They are filled with poison: industrial and nuclear waste, chemical fertilizers and pesticides. The Mediterranean is already nearly \_\_\_\_\_ (**die**), the North Sea is following. The Aral Sea is on the brink of extinction.

Another problem is destruction of the tropical forest. It has a major impact on the world climate. The tropical rain forest is a natural \_\_\_\_\_ (**protect**) for our planet. It recycles carbon, nitrogen and oxygen, helps determine temperature, rainfall and other climatic conditions.

An even greater environmental threat is nuclear power stations. After the Chernobyl accident Belarus has become the zone of the ecological disaster. The Chernobyl catastrophe has affected the destinies of millions of people.

If people want to survive they must solve these problems quickly. Some progress has been already made: 159 countries-members of the UN have set up environmental protection agencies. They hold conferences \_\_\_\_\_ (**discuss**) ecological problems and take practical



urgent measures to avoid ecological catastrophe. There are numerous public organizations such as Greenpeace\*. They are doing much to preserve environment.

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\* In 1987 a “Green Peace” public commission has been set up. Its main goal is to combine the people’s efforts for peace with the huge and ever mounting movement for nature conservation. Another area of its work is to set up and strengthen cooperation among environmentalists from many similar organizations abroad.

“Travels for Peace and Nature” is the name of another public movement that appeared in Russia some years ago. It concentrates its efforts on theory and practical work.

#### **1.4 Ответьте на вопросы:**

1. In your opinion, is pollution a very serious problem nowadays? 2. Why has this problem become more important now? 3. What forms of pollution do you know? 4. What do you know about acid rains? What suffers from this type of pollution? 5. What do you know about the depletion of the ozone layer? 6. What does the ozone layer protect? 7. Why is the ozone layer being damaged? 8. Why are the ozone “holes” dangerous for the life on the Earth? 9. Why do we say that the seas are in danger? 10. What is the natural protector for the planet? What do you know about the destruction of the tropical forests? 11. In your opinion, are the nuclear power stations dangerous? Why? What have you heard about Chernobyl catastrophe? 12. Which in your opinion is the most serious ecological problem? 13. Why should people solve ecological problems as soon as possible? 14. What have people done in this direction? 15. What public organizations do you know which do much to preserve environment?

#### **1.5 Соответствуют ли следующие утверждения действительности?**

1. The pollution problem has become more serious with the developing of big industrial cities.
2. The most serious environmental problem is water pollution.
3. One of the most alarming forms of air pollution is acid rain.
4. Chlorofluorocarbons help to create the ozone layer.
5. Depletion of the ozone layer does not influence our health.
6. Industrial and nuclear waste and chemical fertilizers pollute the seas.

7. The tropical rain forest plays a great role in protection of our planet.
8. Nuclear power stations are safe for people and nature.
9. People do nothing to protect nature from pollution.
10. Greenpeace is doing much to preserve environment.

**1.6. Составьте план текста 1.3 и перескажите текст в соответствии с вашим планом.**

**1.7 Прочтите и переведите диалог, разыграйте его по ролям, а затем составьте по данному образцу свой собственный.**

- A. It's an interesting world we live in, isn't it.  
 B. Yes, indeed. We fly to other planets and discover old manuscripts.  
 A. We build, build and build...  
 B. And pollute our beauty planet.  
 A. Yes. When I went to the seaside last summer, I was surprised to see that the water was not blue but brown with rubbish floating in it.  
 B. That's awful! And I've heard that millions of tons of oil are released into the sea every year.  
 A. We can only imagine how many seabirds and animals die because of it.  
 B. And those ozone holes which appear even because of aerosol spray.  
 A. I think people will be able to solve this problem. There are numerous public organizations such as Greenpeace. They are doing much to preserve environment.  
 B. Let's hope for the best.



**1.8 Прослушайте текст на аудиокассете и параллельно прочтите статью о проблемах нашей планеты, старайтесь успеть за диктором. Выберите подходящий заголовок из списка А-Е для каждой части (1-4). Один заголовок в списке лишний. В начале дан пример (0).**

- |                            |                                  |
|----------------------------|----------------------------------|
| A A watery <b>grave</b> .  | D Nature can <b>heal</b> itself. |
| B Running out of time.     | E No trees – no life.            |
| C <b>Choking</b> to death. | F We can do it!                  |

*We have spent thousands of years fighting for our **survival**. Yet now we have discovered that our planet is under **threat** and, to make matters worse, it's all our **fault**.*

0 B

The **rainforests** are dying, rare plant and animal **species** are disappearing, rivers and seas are being contaminated, **crops** are failing to grow, people are dying of **hunger** and the air is being polluted. It's time we woke up to these problems and started repairing the **damage**.

1 \_

One of the major problems is the **destruction** of the rainforests in South America. They are home to half the world's species and the millions of people. Moreover, the rainforests clean the air by **absorbing** carbon dioxide and **giving out** oxygen. The trees are being cut down for paper or to make room for **cattle farms**. As a result, birds and animals lose their homes and die. This destruction is also bringing about changes in the climate, air pollution, **flooding**, drought and famine. If we continue to burn and cut down the rainforests as we are doing now, the earth will never be the same again.

2 \_

Another big problem is water **pollution**. Do you like swimming in the sea or drinking a cool glass of water on a hot day? These simple pleasures may soon become a thing of the past. Factories are polluting our rivers and lakes with dangerous chemicals. **Oil tankers** are **releasing** thick, black oil into our oceans. Tons and tons of industrial and **domestic waste** are **poured** into our seas. **Consequently**, **sea life** is threatened with extinction.

3 \_

Air pollution is another important **issue**. The cars and factories in and around our cities are giving off dangerous **fumes**. In the past few years, more and more people than ever before have developed allergies and breathing problems. If we don't do something now, our cities will become impossible to live in.

4 \_

Fortunately, it is not too late to solve these problems. We have the time, the money and even the technology to prepare the way for a better, cleaner and safer future. We can plant trees and adopt animals. We can create parks for endangered species. We can put pressure on those in power to **take action**. Together we can save our planet. All we need to do is open our eyes and **act** immediately.

**1.9** Объясните значение слов, выделенных жирным шрифтом в предыдущем тексте. Составьте собственные предложения с любыми тремя.

**1.10** Соотнесите слова в двух колонках, опираясь на текст.

1. drought	a) lack of food
2. contaminate	b) take in
3. famine	c) lack of rain
4. absorb	d) pollute

**1.11** Заполните пропуски словами из списка. Используйте слова только один раз.

*to be threatened, carbon, to become, endangered, to give off, breathing, to take, industrial/domestic, oil, to develop*

- |         |                     |          |                 |
|---------|---------------------|----------|-----------------|
| 1 ..... | waste               | 6 .....  | with extinction |
| 2 ..... | dioxide             | 7 .....  | allergies       |
| 3 ..... | a thing of the past | 8 .....  | problems        |
| 4 ..... | tankers             | 9 .....  | species         |
| 5 ..... | fumes               | 10 ..... | action          |

**1.12** Заполните пропуски нужными предлогами, с тремя выражениями составьте предложения.

1 to fight ... sth; 2 to be ... threat; 3 to die ... hunger; 4 to live ... a city; 5 to put pressure ... sb; 6 those ... power

**1.13.** Прочтите текст еще раз и выпишите проблемы, их причины и результат, как показано в таблице. Просмотрите свои записи и расскажите о проблемах, с которыми сталкивается наша планета. Используйте следующие выражения для соединения причины и результата.

*consequently* – следовательно, поэтому; *as a result* – в результате (чего-либо); *therefore* – поэтому, следовательно; *as a consequence* – в итоге; *so* – итак, значит; поэтому, по этой причине; таким образом; так что.

PROBLEM	CAUSE	EFFECT
destruction of the rainforests	trees are burnt and cut down	birds and animals lose their homes and die

**1.14 Соотнесите слова из текста (в первом столбике) со словами из второго.**

yet	furthermore
moreover	luckily
fortunately	however

**1.15 Соедините предложения с помощью: *as a result, therefore, consequently, as a consequence.***

1. Trees are being cut down. Many species will become extinct.
2. People in cities breathe exhaust fumes every day. Many of them develop breathing problems.
3. Industrial waste is dumped into the sea. Fish die.
4. People drop litter in the streets. People get diseases.
5. Most factories do not use filters. The air gets dirty.



**1.16. Прочтите таблицу, прослушайте кассету, впишите недостающие слова.**

PROBLEM	CAUSE	EFFECT
litter	lack of education	streets are ..... , people catch diseases
air pollution	factories and ..... pollute the air	cause serious ..... problems, trees and ..... are damaged
water pollution	factories dump waste into ..... , sea is polluted with ..... from tankers	people suffer from ..... problems, fish are killed, rivers are contaminated
destruction of forests	people cut down or ..... forests	animals and plants lose their ..... , animals may even become extinct, people have less ..... to breathe



**1.17 Обсудите экологические проблемы, их причины и последствия в форме диалога; используйте информацию из таблицы (1.16.).**

## Unit 2

### Cars and environment

#### 2.1 Вам предлагается прочитать текст ARE CARS DRIVING US CRAZY? Перед чтением ответьте на вопросы

- 1 Are there many cars in the streets of your city?
- 2 Is car a convenient means of transport?
- 3 What problems are connected with cars?

#### 2.2 Подберите русские эквиваленты к следующим словам.

reason	подвести на	traffic jam	продолжение
to give a lift	машине	asthma	производить, выявлять,
current	знак статуса		обнаруживать
status	душить	to injure	неузнаваемый
symbol	настоятельный,	extension	астма
	срочный	to bring out	ум,
to strangle	сильное	unrecognizable	умонастроение
	воздействие,	mentality	дорожная
impact	влияние		пробка
pressing	причина, аргумент		причинять
	текущий, данный		травму



#### 2.3 Прочтите и дайте свой ответ на вопрос, сформулированный в заглавии.

### ARE CARS DRIVING US CRAZY?

Many people have cars and many dream of the day when they learn to drive and have their own car. There are plenty of reasons why. They will be able to go out where they like and to give their friends a lift. Cars are also a big status symbol. If somebody has a big, fast car, he or she must be successful.

Of course, it is convenient to have a car, but what price do we all pay for it? Can't it be so that the mass-produced car, which was born at the beginning of the current century, will strangle us in the next?

Just consider the awful impact that the car has had on modern life. Many big cities face lots of problems caused by cars. The most

pressing ones are traffic jams and air pollution. On hot, sunny days air pollution in cities in many Western countries gets very bad. Many people suffer from asthma and other breathing problems more often than before. In Britain, about 10,000 people die every year because of car fumes.

Thousands of people the world over are killed or horribly injured each year, and we are quietly sitting back letting it happen. It has been rightly said that when a man is sitting behind a steering wheel, his car becomes the extension of his personality. There is no doubt that the motor-car often brings out a man's worst qualities. People who are normally quiet and pleasant may become unrecognizable when they are behind a wheel. They can be ill-mannered, aggressive and selfish.

The surprising thing is that society smiles on the motorist and seems to encourage his behaviour. Traffic in big cities is too heavy, towns are made, ugly by huge car parks, the countryside is spoiled by road networks.

Environmental experts all agree that the only way to stop this is to reduce the number of cars on the roads. How can we do that? First of all, we should change our mentality and not to think of a car as a status symbol. Next, we should change our lifestyle and walk or use bicycles for shorter journeys. If we don't change our attitude to a car, it can turn into a monster which will destroy everything.

#### **2.4 Закончите следующие предложения.**

1. Many people have cars and many dream of the day \_\_\_\_\_ .
2. Many big cities face lots of problems \_\_\_\_\_ .
3. Of course, it is convenient to have a car, but \_\_\_\_\_ .
4. The most pressing problems caused by cars are \_\_\_\_\_ .
5. Many people suffer from \_\_\_\_\_ more often than before.
6. Thousands of people the world over \_\_\_\_\_ each year.
7. Environmental experts all agree that the only way to stop this is \_\_\_\_\_ .
8. It has been rightly said that when a man is sitting behind a steering wheel, his car becomes the extension \_\_\_\_\_ .
9. People who are normally quiet and pleasant may become \_\_\_\_\_ when they are behind a wheel.
10. The surprising thing is that society \_\_\_\_\_ .
11. First of all, we should change \_\_\_\_\_ and not to think of a car as a status symbol.
12. If we don't change our attitude to a car, \_\_\_\_\_ .

## 2.5 **Согласны ли вы со следующими утверждениями?**

1. The car has had an awful impact on modern life.
2. A number of cars in our streets should be reduced.
3. Car fumes are bad for health.
4. A car is an extension of man's personality.
5. Man is losing a battle against car.
6. Every day thousands of children, men and women are killed on the roads.
7. The driving test should be more difficult.
8. The age at which young people are allowed to drive a car should be raised to 21.



## 2.6 **Обсудите в группе.**

- Do you agree that people's behaviour can change when they are behind the wheel?
- What shall we do in the future: drive a car or cycle?
- Is it possible to drive a car and not to pollute the air?



## 2.7 **Вам предстоит послушать рассказ LEAVE YOUR CAR AT HOME. перед прослушиванием прочитайте вслух и запомните следующие слова.**

rural – деревенский, сельский  
threatening – угрожающий, грозящий  
clogging up – закупоривающий  
congestion – затор уличного движения  
fuel – топливо, бензин  
to gobble – пожирать  
to scrap – превращать в лом

## 2.8. **Прослушайте рассказ LEAVE YOUR CAR AT HOME и определите, какие 6 пунктов упоминаются в нем. Поставьте галочку (✓) напротив высказывания.**

- a They're ugly.
- b They cause pollution.
- c There are too many of them.
- d They cause health problems.



- e They're noisy.
- f They're too expensive for ordinary people.
- g They're bad for wildlife.
- h They contribute to climate change.
- i They make people lazy.



## 2.9 Обсудите в группе.

- The article recommends “using your car less”. Which harmful effects are reduced if you do that? Make a list from information in the text.
- Why do people love cars so much? Is it because they are convenient means of transport – or do they have other qualities?
- Is it possible to “use cars less”? In groups, discuss these ideas:
  - provide good public transport
  - make it difficult for car users (e.g. expensive parking)
  - cut down the need for journeys (e.g. new technology)
- Who should solve these problems – governments or individuals? Would you rather join a political campaign, or do something about it yourself, instead?

## 2.10 Напишите сочинение на тему «Машины: за и против» – "Cars: Pros and Cons". Таблица поможет вам в этом.

Pros	Cons
A comfortable and convenient way of travelling.	The biggest single cause of air pollution.
Give freedom and independence.	Roads destroy countryside.
Can go where public transit can't.	Sitting in traffic jams is stressful and probably causes high blood pressure. Traffic accidents. Require parking space and fuel.



**2.11 Прослушайте высказывания детей о том, как улучшить экологию в их странах, и определите, кому принадлежат следующие высказывания. Поставьте букву *R* для Роберты, *M* для Марии и *J* для Джеймса.**

1. stop logging companies from destroying the rainforests ...
2. not allow hunters to kill endangered species ...
3. ban cars ...
4. create special parks ...
5. improve public transport ...
6. make logging companies plant the trees ...

**2.12 Прочтите высказывания детей, объясните значения слов, выделенных жирным шрифтом.**

*Roberta (Italy):* If I were **leader** of my country, I would **ban cars** because they cause too much **air pollution**. I hate it when I'm riding my bike in the street and I can **hardly** breathe because of the traffic fumes. It makes me feel really ill. Air pollution causes acid rains, too, which kills trees and plants. I would also improve public transport. People wouldn't need to use their cars so much then. I think people should walk more often, or use a bicycle, like me! If they did, our cities would be **healthier** places to live in.

*James (Kenya):* If I were the leader of my country, I wouldn't allow hunters to kill endangered species. Did you know that animals such as tigers and rhinos have been **hunted** so much that there will soon be **none** left? I think we need to teach hunters that it's wrong to kill these animals. I would also **create** special parks where these animals could live **safely**.

*Maria (Brazil):* If I were the leader of my country, I would stop logging companies from destroying the rainforest. It's terrible the way that animals and **rare** plants die when the trees disappear. Don't these companies know that they're not just destroying the trees and the wildlife? They could destroy us all! Trees **produce oxygen**, which is one of our most **basic needs**. One answer to the problem is to make the logging companies plant new trees. If they did that, it could save the rainforest and give all of us cleaner air to **breathe**.

**2.13** Переведите подчеркнутые предложения на русский язык.  
Для этого вам нужно помнить, как строятся УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ в английском языке.

**Реальное условие**

IF... + present simple +...shall/will+ bare infinitive

**Маловероятное условие (относится к будущему)**

IF... + past simple +...would/should/could/ might +bare infinitive

**Нереальное условие (относится к прошлому)**

IF... + past perfect +...would/should/could/ might +perfect infinitive

**2.14** Скажите, что произойдет если:

What will happen if:

the earth gets warmer

---

the seas get warmer

---

the ice at the North and South Poles melts

---

the sea level rises

---

there are floods in many parts of the world

---

many people loose their homes

---

**2.15** Ответьте на вопросы.

1. Why can Ann hardly breathe when she's riding her bike?
2. What does acid rain kill?
3. What would happen if public transport were better?
4. What will happen if hunters continue to kill endangered species?
5. What happens when trees disappear?
6. What do trees produce? Why is it important to us?

**2.16** Заполните пропуски словами из списка, составьте предложения с готовыми фразами.

*basic, rare, ban, acid, logging, safely, plant, air, cleaner, species, public, traffic*

1 to	cars	7	plants
2	pollution	8	trees
3	fumes	9	air
4	rain	10 endangered	
5	transport	11	needs
6	companies	12 to live	

**2.17** Вставьте вместо пропусков нужные по смыслу слова.

*created, breathe, improve, destroys, causes, hunt*

1. Having more buses would ..... public transport in cities.
2. Heavy traffic ..... A lot of air pollution.
3. If we ..... more parks in our cities, they would be nicer places to live in.
4. It's so polluted I can't ..... properly.
5. Many people .....endangered species for their fur.
6. Acid rain ..... plants.



**2.18** Скажите, что бы вы сделали для улучшения экологии земли, если бы вы были руководителем вашей страны.

**Model:**

If I were the leader of my country I would .....



**2.19** Объясните, как вы понимаете следующие цитаты.

Можете ли вы с ними согласиться? Почему?

“The only thing we have to fear on this planet is man”

*Carl Jung*

“If you poison the environment, the environment will poison you”

*Tony Follari*

## Unit 3

### Water



**3.1 Вам предстоит прочитать текст WATER, WATER EVERYWHERE... Предварительно прочтите новые слова и их определения, переведите, если необходимо.**

**shortage** – an absence of something you need or want; **solution** – a way out, an answer to a problem; **to waste** – to use more of something than is necessary / use it in a way that does not produce the best results; **lawn** – an area of grass that is cut short, especially in someone's garden; **to recycle** – to use something again, often for a different purpose; **to pour** – to make a liquid (e.g. water) flow out of a container that you are holding; **to leak** – if an object leaks, liquid or gas comes out of it through a hole or crack.

**3.2 Прочтите текст и ответьте на вопросы.**

1. What is the problem discussed in the text?
2. Which paragraphs include the writer's suggestions?
3. What are these suggestions? Make a list of suggestions.
4. What can people do to save water?

#### WATER, WATER EVERYWHERE...

1. Imagine a world with no drinking water, and no water to wash or cook with. It's hard to imagine this, because we use water every day without even thinking about it. Yet there are terrible water shortages all over the world. In parts of Africa or China, for example, many people don't even have clean water to drink. In fact, over half of the people in the world have to live with water shortages every day. We all need water – not just for our homes and factories, but to survive. Fortunately there are things that we can all do to save water.

2. The solution begins at home. We can save the water from our baths and use it for the garden, instead of wasting hundreds of liters of clean water on our lawns and plants. This would help to save many liters of water everyday, especially in the summer.

3. Governments can help by passing laws to stop factories from wasting and polluting water. If factories recycled water and stopped pouring chemicals into our lakes and rivers, there would be a lot more clean water around.

4. Government could also stop water companies from wasting millions of liters of water because of leaking pipes. Many cities have successfully saved water by repairing pipes.

5. All in all, there are many things we can do to save our planet's disappearing water supplies. The time has come to start understanding the value of water, before a world without clean water becomes a terrible reality.

### 3.3 Выберите правильный вариант для предложений 1-4.

1 The writer says that in many parts of the world people...

- a) don't have water at all.
- b) don't have any clean water.
- c) have too much water.

3 There would be more clean water around if factories...

- a) produced more water.
- b) use the same water several times.
- c) only used water from rivers and lakes.

2 The writer suggests that we should...

- a) use more water at home.
- b) stop using water at home.
- c) stop using so much water at home.

4 Water companies can help...

- a) by fixing pipes.
- b) by giving us more water.
- c) by making people pay a lot more.

### 3.4 а) Соотнесите фразовые глаголы и идиомы с их значениями.

1. to make up one's mind	a. to find information
2. to set up	b. to decide
3. to take up	c. to increase
4. to give up	d. to go in for something
5. to go up	e. to organize
6. to look up	f. to stop doing something
7. to catch up with somebody	g. to allow someone a short stay in your house
8. to put up	h. to come from behind and reach the same position as someone else

**б) Заполните пропуски подходящими фразовыми глаголами и идиомами из таблицы.**

1. Did you \_\_\_\_\_ with your studies?
2. Has he \_\_\_\_\_ what to do next?
3. Ann \_\_\_\_\_ wasting water on her plants in the garden.
4. He decided \_\_\_\_\_ a job with Greenpeace.
5. They \_\_\_\_\_ a meeting yet, so you can ask them to organize it in two days.
6. Don't you want to \_\_\_\_\_ photographing rare plants?
7. I can \_\_\_\_\_ you \_\_\_\_\_ for the night.
8. If you don't know about the greenhouse effect, \_\_\_\_\_ in the next text.



**3.5 Прочтите текст, выпишите из него все незнакомые слова, найдите их перевод и транскрипцию в словаре.**

### THE GREENHOUSE EFFECT

The greenhouse effect is very important; if it didn't exist at all, the temperature of our planet would be 40 degrees lower and the oceans would freeze. But an increase in the greenhouse effect may equally lead to global warming with disastrous consequences.

The higher average temperatures produced by global warming could cause dramatic changes in weather patterns. Less rain might fall over large land masses; Central Africa, South Asia and some parts of the United States could risk severe drought and famine. More rain might fall in coastal areas and over the oceans, and there might be more storms and hurricanes in the Pacific. A rise in the earth's average temperature of only one or two degrees would probably melt the polar ice caps and raise sea levels. Sea levels throughout the world are already rising by about two millimetres a year. If the polar ice caps do melt, sea levels could rise by more than a meter over a few decades.

**3.6 Опираясь на текст, выберите из данных утверждений два неверных.**

- 1 The greenhouse effect only leads to disastrous consequences.
- 2 Without the greenhouse effect the climate on the earth would be much colder.

3 Because of global warming there is now an increased risk of drought and famine in parts of Africa and Asia.

4 If there is a rise in temperature of one or two degrees, the sea level will rise by about two millimeter a year.



### 3.7 Обсудите в группе.

- The greenhouse effect: use or danger?
- Do you think mankind can stop using all the things which cause the greenhouse effect?
- Which cardinal changes in nature may occur in the future?



### 3.6. Прочтите статью IT'S CLEAN-UP TIME! и ответьте на вопросы.

1. What is the problem at Cregness?
2. What suggestions does the writer make?
3. What results / examples does the writer use to support these suggestions?

#### IT'S CLEAN-UP TIME!

1 Over the last twenty years, the beach at Cregness has become one of the least attractive beaches in the country. What was once a beautiful sandy beach has now turned into a dirty seashore covered in litter, oil and factory waste. Fortunately, it is not too late to clean up this mess.

2 The government could help by passing laws to stop the factories from dumping their waste in the sea. This would help to make it a safe place where people could swim without the threat of illness.

3 The government could also make the companies responsible for oil spills pay money to help clean up the beach. If they did this, the beach at Cregness would look much better than it does today.

4 The people of Cregness can help too, by starting a volunteer project to clear up all the litter that people have dropped on the beach. Similar projects have been extremely successful in many other parts of the country.

5 All in all, if the suggestions in this article became reality, the beach at Cregness would, once more, be something to be proud of.

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\* oil spill – разлив нефти (на поверхности воды)



**3.7 Перечитайте статью и определите смысловую функцию каждого обзаца.**

- A suggestion 1 & result/example
- B state the problem
- C suggestion 2 & result/example
- D summarise writer's opinion
- E suggestion 3 & result/example

**3.8 а) Соотнесите предложения и их возможные результаты.**

SUGGESTIONS	RESULTS
1. educate people about danger of forest fires	a) Logging companies not cut down so many trees for paper manufacturers
2. encourage people to buy only recycled paper	b) new forests grow & people earn money by helping the environment rather than destroying it
3. pay people to plant more trees	c) forest fires not destroy animals, trees or plants

**б) Составьте свои предложения, используя информацию из таблицы и условные предложения 2 типа.**

**в) Используйте данные начало и конец, а также информацию из таблицы, чтобы написать статью под названием «Спасите наши леса». Используйте статью 3.5. в качестве образца.**

Not so long ago, most of the dry land on our planet was covered with forests. Today, most of these forests, as well as many of the plants and animals which used to live in them, have disappeared. What is more, they will continue to do so unless we start taking drastic measures to save them now, while we still have time.

... Such measures would not only help our forests to survive, but also the rare plants and animals which are only just surviving there today. The time has come to stop the destruction and begin the healing.

## Unit 4

### People and animals

#### 4.1 Ответьте на вопросы.

- Do you like animals? How should people treat them?
- Do you think it's possible to kill animals for medicine purposes?
- What punishment should be administered to poachers (браконьер)?



#### 4.2 Прочитайте об отношении Джека к использованию животных для медицинских исследований.

#### DIFFICULT PROBLEMS

Many people are against cruelty to animals in sport, such as bullfighting and fox-hunting. Some people think that it is also cruel to use animals for scientific research. I don't think so. My mum works in a medical laboratory. They create new medicines and then test them on animals. Mum says it's necessary. Some animal research leads directly to the development of important new medicines that save hundreds of lives. To kill animals for sport or to sacrifice them for life-saving research in medicine is not the same thing.

#### 4.3 Скажите, согласны ли вы со следующими утверждениями.

- 1 Many people are against cruelty to animals in sport.
- 2 Some people think that it is not cruel to use animals for scientific research.
- 3 Jack's mum works in a hospital.
- 4 She cures animals.
- 5 She creates new medicines and then tests them on animals.
- 6 Jack agrees with his mum, that it's necessary to use animals for scientific research.



#### 4.4 Пронумеруйте абзацы (A-F) в правильном порядке.

#### AGAINST FUR

A	
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But for Americans, fur is still a part of the life. The fur trade is one of the oldest businesses in North America. Europeans started buying furs from the Indians over 350 years ago. Today it is a \$2 billion industry.

B	
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For some people, fur is a symbol of luxury, wealth and success. For others, it's a cruel and stupid business.

In many European countries, there have been long campaigns against the fur trade. Often these have been very successful – in Britain fur sales have fallen by 75%.

C	
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The second way is getting fur from farmers. Farmers keep animals in special fur farms and then kill them when they want their fur.

D	
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The industry gets fur in two ways. The first way is getting fur from trappers who set traps to catch and kill wild animals.

E	
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Now some Americans want to stop the fur trade. Their strongest argument is that there are many natural alternatives to fur. It is easy to produce wool and cotton without cruelty to animals or damage to the environment. But still there are others who strongly support the idea of increasing fur farms and animal hunting. What do you think?

F	
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Last year in North America, people killed nearly 13 million animals because of their fur.

\*fur – мех; trapper – охотник, ставящий капканы

#### **4.5 Выскажите свою точку зрения по одной из следующих тем**

- Is it possible not to kill animals at all: neither for food nor for fur?
- Can people of Siberia do without fur in winter?
- Is it better to test new medicine on people or on animals?

#### **4.6 Напишите сочинение на тему «Вклад, который я могу внести в охрану окружающей среды»; вам поможет информация из предыдущих текстов.**

#### **4.7 Ответьте на вопросы теста и выясните, насколько вы бережно относитесь к окружающей среде.**

##### *HOW GREEN ARE YOU?*

1. If you had a lot of old newspapers and empty bottles, would you...
  - a leave them on the pavement?
  - b put them in a rubbish bin?
  - c recycle them?

2. If somebody offered to give you one of the following as a gift, which would you choose?
- a a big, fast car
  - b a motorbike
  - c a bicycle
3. If you were in the middle of the city and wanted to go somewhere one or two kilometers away, would you...
- a take a taxi?
  - b take a bus?
  - c walk / cycle?
4. If you had a picnic on the beach, what would you do with your rubbish? Would you...
- a leave your rubbish on the beach?
  - b put your rubbish in the first bin you found?
  - c take your rubbish home?
5. If you had \$ 1,000 to spend, would you...
- a buy a fur coat?
  - b go on a safari?
  - c adopt a dolphin?

**Key:**

**Mostly a's :** You are not very green, are you? Please look after our world before it's too late!

**Mostly b's:** You're trying to be more green, but you don't always get it right. Learn more about the environment and think before you act.

**Mostly c's:** Well done! You're really green! We need more people like you to help us save our environment!

## GRAMMAR EXERCISES

### Present Simple

#### 1 Восстановите правильный порядок слов в предложениях.

1. brown mother a with good-looking my woman hair is .
2. cooking she at good and is making cakes .
3. views our on are music films books and different .
4. are what plans your future ?

#### 2 Закончите предложения, используя следующие слова.

*young, well, ill, at the Institute, present, absent, middle-aged, curly, single, bald, full, thick, America, Moscow*

1. Ann is not in class. She ... .
2. My friend is not old. He ... .
3. Our friends are not ill. They ... .
4. The students are not at home. They ... .
5. Tom is not absent. He ... .
6. How are you? I ... , thank you.
7. He is neither tall nor short. He ... .
8. My hair isn't straight. It ... .
9. Betsy was married. But now she ... .
10. If a man has no hair at all, he ... .
11. Are his lips thin? No, they ... .
12. Her lashes are not thin. They ... .
13. He speaks English. Is he from Great Britain? No, he ... .
14. Is he Russian? Yes, he ... .

#### 3 Джон и Пол – братья. Они очень похожи во всем. Опишите внешность Пола.

- John has brown eyes. – Paul ... too.  
John has long black hair. – Paul ... too.  
John is tall and thin. – Paul ... too.  
John is married. – Paul ... too.  
John has a big house in the suburbs. – Paul ... too.

#### Кейт и Джейн – сестры, но они буквально во всем разные. Расскажите о Кейт.

- Jane is single. – Kate ... .  
Jane is stout and short. – Kate ... .  
Jane has blue eyes. – Kate ... .  
Jane has black hair. – Kate ... .  
Jane has a big apartment in the city. – Kate ... .

#### Переведите на английский.

Петя – маленький мальчик. Ему четыре года. Он маленького роста и полный. Он похож на своего отца. Лицо у Пети круглое. У него

густые кудрявые каштановые волосы, а нос маленький. Мне нравятся его большие серые глаза. У него полные губки и пухлые щечки. Я думаю, он умный мальчик, так как у него широкий и высокий лоб.

#### **4 Ответьте на вопросы.**

1. Is your family large or small? 2. Are you an only child in the family? 3. Who is the youngest in your family? 4. Who is the oldest in your family? 5. Is your father older than your mother? 6. What is your father? 7. What is your mother? 8. How old are they? 9. Are you tall or short? 10. What colour are your eyes? 11. What is your weight? 12. What is your hobby? 13. What is your favourite music style / TV programme? 14. What is your future speciality? 15. What subjects are you good / bad at?

#### **5 Выберите предложения, в которых нужно употребить глагол-связку to be и переведите их на английский язык.**

Меня зовут Иван. Мне 20 лет. Я студент третьего курса. Я изучаю английский в университете. Я думаю, английский необходим для моей карьеры. Мне нравится этот язык. У меня большая семья. Я живу с родителями. У меня есть также брат и сестра. Я самый старший в семье. Мой брат и сестра учатся в школе. Мои хобби – компьютер и Интернет. Я люблю выходить в Интернет, но провожу там не очень много времени потому, что это дорого. Интернет - это огромный источник информации, которая помогает мне в учебе. Я общительный человек. У меня много друзей. У меня большие планы на будущее. Я надеюсь окончить университет с отличием и найти хорошую работу. Я думаю, я стану хорошим специалистом.

#### **Degrees of Comparison**

#### **6 Write the comparative form of the adjectives in brackets to complete the following sentences.**

1. This book is rather boring. I'd like to read a (*interesting*) one. 2. It's a pity you live so far away. I wish you lived (*near*). 3. Jack is late. We expected him to be here (*early*). 4. This coat is too small. I need a (*large*) size. 5. The guest house was surprisingly cheap. We expected it to be much (*expensive*). 6. Your son is not keen on his studies. He's (*interested*) in having a good time. 7. There were a lot of people in the bus. It was (*crowded*) than usual. 8. Your girl-friend looks (*thin*). Has she lost weight? 9. The children are making too much noise. Can they be a bit (*quiet*)? 10. The examination was (*easy*) than Max expected. 11. Don't go

by train. It's (*expensive*). Let's go by car It's (*cheap*). 12. I think we'll resume the conversation when you're a little (*calm*), Caroline. 13. Things went from bad to (*bad*). 14. To be ashamed of his own father is perhaps a (*bitter*) experience a young man can go through. 15. We've got (*little*) time than I thought. 16. The damage to our car wasn't so bad. It could have been much (*bad*). 17. If you need any (*far*) information, do not hesitate to contact our head office. 18. The situation was much (*bad*) than we expected. 19. "Is your headache (*good*)?" "No, it's (*bad*)." 20. Helen's younger sister is still at school. Her (*old*) sister is a doctor. 21. "Is Graham younger than Kenneth?" – "No, he's (*old*)." 22. Things go from good to (*good*).

**7 Complete the following sentences using the comparative of the adjectives in brackets + *than*.**

*Example: My toothache is ... (painful) it was yesterday. – My toothache is more painful than it was yesterday.*

1. Was there anything in the world ... (*bad*) indecision? 2. He was only five years ... (*young*) I was. 3. The problem is not so complicated. It's ... (*simple*) you think. 4. Health and happiness are ... (*important*) money. 5. Kate remembered the little general; he was a good deal... (*small*) herself. 6. It's ... (*hot*) in here ... it is out of doors. 7. Sorry I'm late. It took me ... (*long*) to get here ... I expected. 8. All his life he took pains to be ..., ... (*strong, brave*) his fellows. 9. Mr. Micawber, under pretence of showing me a ... (*near*) way ... that by which I had come, accompanied me to the Corner of the street. 10. We always go camping when we go on holiday. It's much ... (*cheap*) staying in a hotel. 11. I like the countryside. It's ... (*healthy*) and ... (*peaceful*) living in a town. 12. She looks about 30, but in fact she is much ...(*old*) she looks. 13. His illness was ... (*serious*) we at first thought. 14. He would walk here and there and be no ... (*conspicuous*) an ant in an ant hill.

**8 Read the reports on two hotels, compare them. There may be more than one acceptable answer.**

The Sheraton	The Etruria Hotel
Position: 5 minutes from city centre	Position: 25 minutes from city centre
Accommodation: 280 rooms	Accommodation: 38 rooms
Price: \$100 - 800 per night	Price: \$40-95 per night
Facilities: restaurant, sauna, nightclub, pool, parking lot	Facilities: restaurant, bar, tennis court
Food: wide choice on menu	Food: small choice but excellent

Service: efficient but impersonal Comments: rather noisy	Service: a little slow but friendly Comments: quiet and comfortable
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*Example: The Sheraton is nearer the city centre than the Etruria Hotel.  
The Etruria Hotel is farther the city centre than the Sheraton.*

**9 Answer the following questions.**

1. What is the largest city in your country? in the world?
2. Who is the most famous singer in your country? in the world?
3. Who is the best football player? figure skater?
4. What was the happiest day in your life?
5. What was the best advice you've ever been given?
6. What was the most stupid thing you've ever done?
7. What is the most expensive thing you've ever bought?

**Past Simple**

**10 Закончите предложения, используя глаголы, данные ниже в нужной форме. Глаголы могут употребляться несколько раз.**

*to be, can, to get, to help, to have, to get up, to go, to play, to begin, to watch, to live, to wear, to leave, to work*

In the 1930s families in England \_\_\_\_\_ larger, working hours longer and incomes lower. Most fathers \_\_\_\_\_ full time, but there \_\_\_\_\_ little work for women. Most people \_\_\_\_\_ in rented or council property houses without bathrooms, indoors toilets, electricity or hot water. But you could \_\_\_\_\_ you home unlocked, and \_\_\_\_\_ safe in the streets.

Now homes \_\_\_\_\_ much more comfortable. All \_\_\_\_\_ an indoor toilet and bath. Mothers \_\_\_\_\_ full or part-time. Children \_\_\_\_\_ go out whenever they like because of the amount of traffic and crime.

In 1930s children \_\_\_\_\_ at 6.30 or 7 a.m., \_\_\_\_\_ breakfast and \_\_\_\_\_ to school on foot. After school they \_\_\_\_\_ with their brothers or sisters and \_\_\_\_\_ in the home. With no television, a cold house, and poor light, bedtime \_\_\_\_\_ early – at 7 or 7.30 p.m. On Mondays children \_\_\_\_\_ with the washing. Cleaning day \_\_\_\_\_ Friday, and there \_\_\_\_\_ one day in the week for baking.

Now children \_\_\_\_\_ later. They \_\_\_\_\_ different after-school activities and \_\_\_\_\_ a lot of television.

In 30s children \_\_\_\_\_ three sets of clothes – best for church, second best for school, and clothes for playing. They \_\_\_\_\_ dark colours and the material \_\_\_\_\_ often uncomfortable.



Now children \_\_\_\_\_ a lot of clothes in bright colours. There \_\_\_\_\_ clothes for special occasions, and children \_\_\_\_\_ new clothes throughout the year.

**11 Вчера у Кейт был неудачный день. Прочитайте рассказ и переведите глаголы в скобках на английский язык.**

Kate (имела) a terrible day yesterday. She (ходила) to a party last night. She (встала) very late next morning. She (опоздала) her bus. She (ждала) for the bus at the bus stop but it (не пришел). So she (пошла пешком) to her office. Her boss (кричал) at her because she (не пришла) in time. She had a headache all day.

**12 Составьте разговор Кейт с подругой, в котором подруга расспрашивает о неудачном дне Кейт. Вот начало диалога:**

- I had a terrible day yesterday.
- What happened?
- I had a terrible headache all day.
- Why did you have a terrible headache?
- Because my boss ... .

### Future

**13 Составьте мини диалоги по образцу:**

*Example: Are you going to drink coffee now? – No, I'm not. I drank coffee in the morning.*

1. to buy a new blouse / last week
2. to watch this comedy / last month
3. to cook dinner / yesterday
4. to write to your grandmother / last weekend
5. to give your sister a bracelet for her birthday / last birthday
6. to have a picnic / on Sunday

**14 Write sentences with going to and the words in brackets.**

1. It's Rowland's birthday next week. (send him a card)

*Example: I'm going to send him a card.*

2. Look at those dark clouds. (rain very soon)
3. John forgot his wedding anniversary. (be in trouble)
4. This room is a mess. (who/help me tidy up?)
5. Alex and Tony can't afford to stay in a hotel. (buy a tent)

6. This fish tastes horrible. (not come to this restaurant again)
7. I need to get more exercise. (walk to work from now on)
8. I'm very tired this evening. (have an early night)
9. We haven't got any money. (how/get home?)
- 10 I need to use the car early tomorrow morning. (buy petrol tonight)

### Passive Voice

#### 15 Change the Voice (Present Indefinite Passive)

1. A four-year college or university offers a Bachelor's Degree 2. The undergraduates take the majority of courses in one special subject. 3. Upon term completion university students take examinations. 4. In "graduate" schools students receive advanced degrees. 5. A high school transcript summarizes the courses taken by the student and the grades obtained. 6. Most universities require mid-semester and final examinations. 7. The best universities admit about 15-17 percent of all applicants. 8. Each year over 3 million high school students take two standardized tests - SAT and ACT.

#### 16 Complete these sentences with one of the following verb.

divide	subsidize	refer (to)	know
give	(not) support	call	aim (at)

Model: The results of the test are mailed to students.

The academic year in all types of educational institutions... into two terms. 2.State universities partly... by state governments. 3.Private schools... primarily by public funds and charge fees. 4. In British universities some university teachers... tutors. 5.The freshman year and the sophomore year at an Undergraduate school ... providing general education. 6.The results from IQ tests... only by the teachers, and not by the students or their parents. 7.The degrees usually... by their initials, both in speech and writing. 8. At some institutions an Honors degree... to the students who are more successful in their examinations.

#### 17 Make the sentences passive (wherever possible), according to the model.

*Example: We **can solve** this problem. Мы можем решить эту задачу.*

*- The problem **can be solved**. Задачу можно решить.*

- 1.A student can hold a part-time job either "on campus" or "off campus".
2. Many students must maintain a certain grade average to keep their

scholarships. 3. The candidate for Ph. D. should defend his dissertation before a panel of experts. 4. High school students can select subjects useful in their chosen work. 5. Students may have two finals a day. 6. The students can obtain the Master's degree and Doctor's degree in Graduate school. 7. An applicant to a University should submit some letters of recommendation. 8. Some students may get vocational education at special colleges.

## 18 Change the Voice

a) Example: *We carry out many experiments in our laboratory.*

*Many experiments are carried out by us in our laboratory.*

1. The secretary *sent* all the mail off an hour ago. 2. The doctor *examined* the patient and *wrote* out a prescription. 3. The students *take* written exams at the end of the term. Columbus *discovered* America in 1492. 4. We often *change* our plans. 5. Shakespeare *wrote* 37 plays.

b) Example: *He was given an interesting problem to solve (the teacher).*

*The teacher gave him an interesting problem to solve.*

1. The students *were* warmly *thanked* for the help (the Dean). 2. *He was offered* many books on the subject of his report (a librarian). 3. The children *were sent* to the sea for summer (the parents). 4. The questions *were asked* at the police station (a police officer). 5. The experiment *is discussed* every day (the scientist). 6. The delegates *were interviewed* near the hotel (the newspaper reporters).

## 19 Translate into English using the Passive Voice.

1) Строится новый корпус нашего института. 2) Меня пригласили принять участие в студенческой конференции. 3) Этот фильм увидят во многих странах. 4) Эти предметы не изучаются на нашем факультете. 5) Ему дали 3 дня, чтобы закончить курсовую работу. 6) Ей зададут много вопросов после доклада. 7) Когда была открыта Америка? 8) Их сообщение было выслушано с интересом. 9) Экзамен по английскому языку обычно сдают на третьем курсе (in the third year).

## Present Continuous

## 20 Open the brackets using the verbs in Present Simple or Continuous.

1. I (to read) now. I (to read) every day.

2. He (to sleep) now. He (to sleep) every night.

3. We (to drink) tea now. We (to drink) tea every morning.
4. They (to go) to school now. They (to go) to school every morning.
5. I (not to sleep) now. I (not to sleep) in the daytime.
6. She (not to drink) coffee now. She (not to drink) coffee after lunch.
7. We (not to watch) TV now. We (not to watch) TV in the morning.
8. They (not to eat) now. They (not to eat) at the lesson.
9. My mother (not to work) now. My mother (not to work) at an office.
10. You (to work) now? You (to work) every day?
11. He (to play) now? He (to play) in the afternoon?
12. They (to eat) now? They (to eat) at school?
13. Your sister (to rest) now? Your sister (to rest) after school?
14. What you (to do) now? What you (to do) every morning?
15. What you (to read) now? What you (to read) after dinner?
16. What they (to eat) now? What they (to eat) at breakfast?
16. What they (to eat) now? What they (to eat) at breakfast?

## **21 Open the brackets using the verbs in Present Continuous or Present Simple**

**Look!** Kate (to go) to school. 2 You (to help) your mother now? 3. I (not to play ) the guitar now . 4. My brother (to play) the guitar every evening. 5. You (to like) apples? 6. Nick (to read) many books. 7. Mother (to work every day. 8. He (not to sleep) now. 9. I (not to learn) the poem now. 10. She (to live) in San Fransisco. 11. He is very strong. Look! He (to carry) a very heavy box. 12. My sister (not to like) coffee. 13. When you (to go) to bed every day? 14. What he (to read) now? 15. What he (to read) every day?

## **22 Put in *am/is/are* or *do /don't /does /doesn't*.**

1. Excuse me, \_\_\_\_\_ you speak English?
2. "Where \_\_\_\_\_ Ann?" "I \_\_\_\_\_ know."
3. What's funny? Why \_\_\_\_\_ you laughing?
4. "What \_\_\_\_\_ your sister do?" "She \_\_\_\_\_ a student."
5. It \_\_\_\_\_ raining. I \_\_\_\_\_ want to go out in the rain.
6. "Where \_\_\_\_\_ you from?" "Canada."
7. Linda is a good tennis player but she \_\_\_\_\_ play very often.
8. I like chocolate. And you? \_\_\_\_\_ you like chocolate?
9. What \_\_\_\_\_ Paul doing? I can't find him.
10. I like coffee but I \_\_\_\_\_ drink it very often.
- 11- I \_\_\_\_\_ spending a wonderful time in England now.
12. Mark is a vegetarian. He \_\_\_\_\_ eat meet.

13. Mary and Jane \_\_\_\_\_ like milk.
14. I \_\_\_\_\_ hungry. Can I have an apple?
15. What \_\_\_\_\_ this word mean?

### **23 Present Simple or Present Continuous?**

1. What the children (do)?
2. The shops (open) at 9 o'clock and (close) at 5.30.
3. Julia (speak) four languages.
4. They (not listen) to music now.
5. Your brother often (go) cycling?
6. She usually (not go) to the park.
7. Where your parents (live)?
8. Listen! The phone (ring).
9. Children always (enjoy) attractions.
10. I (not play) tennis very well.
11. He (read) a book at the moment?
12. Look! It (snow).
13. It (snow) every year in this country.
14. We often (not go) on picnics.
15. He usually (watch) TV in the evening.

### **24 Present Simple or Present Continuous? Put a tick (v) next to a correct sentence, and a cross (X) next to a wrong sentence. Correct the wrong sentences.**

1. She is liking pop music.
2. He is learning French.
3. They are enjoying the film.
4. She is thinking that Tom is right.
5. John is having dinner at the moment.
6. Mick is knowing Jane.
7. We are thinking about his idea.
8. She is hating classical music.
9. He is having two brothers.
10. I'm tired. I am wanting to go home.
11. Look! She is eating a banana.
12. Are you seeing this man there?
13. We are loving ice-cream.
14. He is taking photos at the moment.
15. I am not understanding you.

**25 Now you have to put the verb into the correct form, Present Continuous (I am doing or Present Simple (I do).**

*Example: Please don't make so much noise. I **am studying**..... (study)*

*How many languages **does Tom speak** (Tom/speak)?*

*This machine **doesn't work** (not/work). It hasn't worked for years*

1. I..... (not/belong) to a political party.

2. Hurry! The bus ..... (come). I ..... (not/want) to miss it

3. The River Nile ..... (flow) into the Mediterranean

4. The river ..... (flow) very fast today - much faster than usual

5. ....(it/ever/snow) in India?

6 We usually..... (grow) vegetables in our garden but this year we ..... (not/grow) any.

7 A: Can you drive?

B: No, but I .....(learn). My father .....(teach) me.

8 You can borrow my umbrella. I ..... (not/need) it at a moment.

9. (at a party) I usually..... (enjoy) parties but I ..... (not/enjoy) this one very much.

10. George says he's 80 years old but I ..... (not/believe) him

**26 Put the verbs in brackets into the correct form. You need will, going to or the present continuous. More than one answer is possible in some cases.**

**1.**

A: Are you busy this evening?

B: Yes, I \_\_\_\_\_ (**meet**) a couple of friends from work. Would you like to join us?

A: Well, I \_\_\_\_\_ (**watch**) the football on TV until about nine, but

maybe I could meet you later.

B: Why don't you video the football, then you could spend the whole evening with us?

A: Yes, that's a good idea. Right I \_\_\_\_\_ (**do**) that.

**2.**

A: Has Bob decided about next year?

B: Yes, he \_\_\_\_\_ (**do**) voluntary work in Africa.

A: Mm, sounds interesting. How about Belinda?

B: Oh, she \_\_\_\_\_ (**stay**) at college for another year. After that, I don't think she knows what she (do). But why don't you ask her yourself, she's upstairs.

A: Well, I'm in a bit of a hurry - I \_\_\_\_\_ (**meet**) some clients in the city. But I \_\_\_\_\_ (**have**) a quick word with her.

B: OK, great. You stay there and I \_\_\_\_\_ (**call**) her.

**3.**

A: Did you know that Bill and Pam \_\_\_\_\_ (**open**) a restaurant in the high street?

B: No, I had no idea. But I \_\_\_\_\_ (**have**) lunch with them next week, so they can tell me all about it.

A: Great. You can tell me, then.

B: Sure, I \_\_\_\_\_ (**give**) you a ring on Wednesday evening. OK?

### Past Continuous

#### **27 Open the brackets using the verbs in Past Simple or Past Continuous.**

1. I (to play) computer games yesterday. 2. I (to play) computer games at 5 o'clock yesterday. 3. He (to play) computer games from 2 till 3 yesterday. 4. We (to play) computer games the whole evening yesterday. 5. What Nick (to do) when you came to his place? 6. What you (to do) when I rang you up? 7. I (not to sleep) at 9 o'clock yesterday 8. What he (to do) yesterday? He (to read) a book. 9. What he (to do) the whole evening yesterday? He (to read) a book. 10. She (to sleep) when you came home? 11. My brother (not to play) tennis yesterday. He (to play) tennis .. 12. My sister (not to play) the piano at 4 o'clock yesterday. She (to play) the piano the whole evening. 13. When I came into the kitchen, mother (to cook) 14. She (to cook) the whole day yesterday. 15. We (to wash) the floor in our flat yesterday. 16. We (to wash) the floor in our flat from 3 till 4 yesterday. 17. You (to do) your homework yesterday? 18. You (to do) your home-work from 8 till 10 yesterday?

**28 Use the verbs in Past Simple or Past Continuous.**

1. I (to go) to the cinema yesterday. 2. I (to go) to the cinema at 4 o'clock yesterday. 3. I (to go) to the cinema when you met me. 4. I (to do) my homework the whole evening yesterday. 5. I (to do) my homework when mother came home. 6. I (to do) my home work yesterday. 7. I (to do) my homework from 5 till 8 yesterday. 8. I (to do) my homework at 6 o'clock yesterday. 9. I (not to play) the piano yesterday. I (to write) a letter to my friend. 10. I (not to play) the piano at 4 o'clock yesterday. I (to read) a book. 11. He (not to sleep) when father came home. He (to do) his homework.

**29 Translate the sentences.**

1. Она читала книгу, когда пришла сестра.
2. Дети убирали свою комнату, а мама готовила обед.
3. Вы часто играете в баскетбол?
4. Что это ты пьешь?
5. Они спали, когда я позвонил.
6. Где вы работаете?
7. Кошка сидела в углу и умывалась.
8. У меня мало книг на английском языке.
9. Мы смотрели телевизор, когда начался дождь.
10. Что ты думаешь про него?

**Present Perfect**

**30 Match the problem and its solution.**

I've broken my arm.	use some antiseptic
I've put on some weight	consult a surgeon
I've burnt my hand.	apply some ointment
I've cut my finger.	keep to a diet
I've got a backache	buy on of those nasal sprays
I've got indigestion.	gargle and try not to talk so much
I've got a blocked nose	eat more slowly
I've got a sore throat.	bend your knees when you lift things
I've got a sunburn.	put some cream on it and cover up



**31 You are writing a letter to a friend and giving news about people you both know. Use the words given to make sentences and put the verbs into correct form.**

*Example: Fill / find a new job - Phil **has found** a new job.*

Dear Chris, Lots of things have happened since I last wrote to you.

1. Charles (go) to Brazil.
2. Jack and Jill (decide) to get married.
3. Suzanne (have) a baby.
4. Monica (give up) smoking.
5. George (passed) his driving test.
6. Frank (loss) 10 kilograms and Mary (put on) weight.

**32 Answer the questions using *just* and the necessary form of the verb.**

*Example: **Have you heard** the news? Yes, **I have just heard** it.*

1. Have you seen John anywhere? (Yes, ...)
2. Has Ann phoned yet? (Yes, ...)
3. Has he spoken to you about his plans? (Yes/ he / tell /me / about it)
4. Have you been to the dean's office? (Yes, ... )
5. Would you like something to eat? (No, thanks. I / have / dinner)

**33 Write sentences with *already*.**

*Example: Don't forget to post the letter. I've already posted it.*

1. Don't forget to phone Tom.
2. Why don't you read the paper?
3. Shall I pay the waiter?
4. When Tom is going to start his new job?
5. Are you going to the bank?

**34 Ask your partner about things he/she has done in life. Let him/her answer your questions.**

*Example: to be in Italy – Have you ever been to Italy? No, I've never been there. / Yes, I've been there once.*

1. to be to South America
2. to read any English books
3. to be in love
4. to be to Spain
5. to travel by plane

6. to eat turkey
7. to hear about soya beans
8. to be to Moscow
9. to visit Bolshoy theatre
10. to try a cigarette

**35 Complete the sentences.**

*Example: It's a beautiful painting. It's the most beautiful painting I've ever seen.*

*Jack is driving a car. It's the first time he has driven a car. He has never driven a car before.*

1. Is it a good film? Yes, it's the best ..... (see)
2. Is it a long book? Yes, it's the longest ..... (read)
3. Is she an interesting person? Yes, she's the most ..... (meet)
4. Len is playing tennis she is not very good and doesn't know the rules.  
It's the first time ..... She's .....
5. Sue is riding a horse. She doesn't look very confident and comfortable. ....
6. Maria is in England. She's just arrived and it's very new for her.  
.....

**36 Make questions with the words given.**

*Examples: (you/hear/ from George / recently) Have you heard from George recently?*

1. you / read / a newspaper recently
2. you / see / Tom in the past few days
3. you / play / tennis recently
4. you / eat / anything today
5. you / see / any good films recently
6. you / have / a holiday this year yet

**37 Answer the questions using the words in brackets.**

*Example: When did you last smoke? (for two years) I haven't smoked for two years/*

1. When did it rain last? (for ages)
2. When did they last visit you? (since June)
3. When did you last play tennis? (for a long time)
4. When did you last eat caviar? (never)

5. When did you last drive? (for six months)
6. When did you last go to Spain? (never)
7. When did she last write to you? (since last summer)

### Modal Verbs

#### 38 Complete the sentences with *can (could) may (might)*

1. ... I use your pen? 2. You ... go when you have finished your compositions. 3. You ... read this book: you know the language well enough. 4. You ... take this book: I don't need it. 5. ... I help you? 6. ... I ask you to help me? 7. ... you help me? 8. I ... not imagine her speaking in public: I knew that she was so shy. 9. Something was wrong with the car: he ...not start it. 10. A fool asks more questions than a wise man ... answer. 11. She asked me if she ... use my **telephone**. 12. The school was silent: nothing ... be heard in the long dark corridors. 13. Waiting ... be endless, you **know**. 14. ... you tell me the nearest way to the city **museum**? 15. They ... think that I am too weak to take part in the excursion, but I am strong enough to do any **kind** of hard work, indeed.

#### 39 Rewrite the sentences in the past and in the future

1. You must listen to the tape recording of the text several times. 2. You must take your examination in English. 3. She can translate this article without a dictionary. 4. We can't meet them at the station. 5. The doctor must examine the child. 6. He must work systematically if he wants to know French well. 7. This child must spend more time out in the open air. 8. I can't recite this poem. 9. You must take part in this work. 10. He can't join the party because he is busy.

#### 40 Complete these sentences with *must* or *have to* (in its correct form). Sometimes it is possible to use either; sometimes only *have to* is possible.

*Example: Well, it's 10 o'clock. I **must (have to)** go now.*

*Ann was feeling ill last night. She **had to** leave the party early.*

1. You really ..... work harder if you want to pass that examination.
2. Many children in Britain ..... wear uniform when they go to school.
3. Last night Don suddenly became ill. We ..... call the **doctor**.
4. Ann ... wear glasses since she was eight years old.

5. I'm afraid I can't come tomorrow. I ..... work late.
6. I'm sorry I couldn't come yesterday. I ..... work late.
7. Tom may ..... go away next week.
8. We couldn't repair the car ourselves. We ..... take it to a garage.
9. When you come to London again, you ..... come and see us.

**41 Make questions with *have to*.**

*Example Tom had to go to the police station.*

*Why **did he have to** go to the police station?*

1. Ann has to leave tomorrow. What time exactly .....
2. We had to answer a lot of questions in the examination. How many questions .....
3. George had to pay a parking fine. How much .....
4. I have to get up early tomorrow. Why .....

**42 Make negative sentences with *have to*.**

*Example: Did they change trains?*

*No. it was a through train so they **didn't have to** change.*

- 1 Did you pay to get into the-concert? No, we had free tickets so we .....
2. Does Jack shave? No. he's got a beard so .....
3. Did you get up early this morning? No. it's my day off so .....
4. Do you work? No. I'm extremely rich so.....

**43 Complete these sentences with *mustn't* or *don't/doesn't have to*.**

*Examples: I don't want anyone to know. You **mustn't** tell anyone what I said.*

*I **don't have to** wear a suit to work but I usually do.*

1. I can stay in bed tomorrow morning because I ..... work.
2. Whatever you do, you ..... touch that switch. It's very dangerous.
3. You ..... forget what I told you. It's very important.
4. She ..... get up so early. She gets up early because she prefers to.
5. We ..... leave yet- We've got plenty of time.

**44 Complete the sentences with *have to* / *be to*.**

1. She ... to send a telegram because it was too late to send a letter.
2. They decided that she ... to send them a telegram every tenth day.
3. You ... to learn all the new words for the next lesson.
4. As we had

agreed before, we ... to meet at two o'clock to go to the stadium together. But Mike did not come. I waited for another half-hour, but then I ... to leave as I was afraid to be late. 5. Who ... to go to the library to get the new books? - I was, but I couldn't because I ... to finish some work at the phonetics laboratory. 6. It is raining. You ... to put on your raincoat. 7. "The patient ... to stay in bed for a few days," ordered the doctor. 8. The child had stomach trouble and ... to take castor oil. 9. I told her she ... to open the window for a while every day. 10. The agreement was that if Johnny White could not repay the money he had borrowed, then Luke Flint ... to have the right to sell the land. 11. If I don't ring up before six o'clock, then you ... to go to the concert hall alone and wait for me at the entrance. Is that clear? 12. The planters ... to gather their cotton at once, as they had been warned that heavy rains were expected. 13. I ... to wear glasses as my eyesight is very weak. 14. Johnny White ... to borrow from Luke Flint at high interest, for there was no one else in the district who lent money.

#### **45 Translate the sentences into Russian. Mind different meanings of the verb**

##### **a) *may/might***

1. Children may borrow books from the school library. 2. I may show him your reports later. I don't know. 3. Your hair is getting rather thin, sir, may I advise to change your parting? 4. Mother, may I have a glass of light beer? 5. I may have wrecked my own life, but I will not let you wreck yours. 6. Justice may be slow, mother, but it comes in the end. 7. He may have written the letter, but the signature is certainly not his. 8. It might have been worse. 9. May I come and see you some day? 10. We asked the teacher if we might use dictionaries.

##### **b) *must***

1. The question must be solved before we begin doing anything. 2. Mind, you mustn't spend all the money. 3. You must take a taxi if you want to catch that train. 4. You must tell your mother about it. 5. But she must have seen him! 6. Oh, John, think how she must be suffering! 7. Is she waiting? She must have been waiting for an hour. 8. "Oh, Auntie," he answered, "you mustn't talk like that." 9. And remember, you must come and see the baby as soon as you can. 10. You must go home now, Georgie.

##### **c) *can/could***

1. She can't come tomorrow because they will be working the whole day. 2. I simply could not refuse: they would have been hurt. 3. He was not old. He couldn't have been more than forty. 4. Could you leave the

boy here for half an hour? I want him to help me. 5. "Oh!" she cried in surprise, "it's impossible! You can't have done it!" 6. The island can be reached by boat or even on foot when the tide is low. 7. "But they can't be as bad as he!" 8. Can you tell me the way to the nearest post-office? 9. A little bit of boiled fish can't hurt you, you know. 10. Could you help me with the translation of this article? I am afraid I cannot do it alone. 11. He shut himself up in the study for the whole day, and I could see through the window that he was writing busily. 12. Can she have been waiting for us all this time?

#### **46 Change the sentences using the verb**

##### **a) *may/might* to express uncertainty**

1. Perhaps he is at home, but I am not sure he is. 2. It is possible that we studied at the same school, but I don't remember her. 3. Perhaps she was proud of her knowledge, but she never showed it to her classmates. 4. Perhaps there was a chance for him to win the match. 5. Perhaps Peter was as capable as the old workers, but he was given no chance to show his skill. 6. It is possible that your brother has never heard about this singer. 7. Perhaps she tried to enter the university, but failed. 8. It is possible that you asked the wrong people, that's why you didn't get the right answer. 9. Perhaps our friends will arrive here tomorrow. 10. Try this delicious drink: perhaps you will like it.

##### **b) *must* to express certainty**

1. He has probably worked very hard to finish his book. 2. She is a very experienced doctor. I am sure she has been working at this hospital for at least fifteen years. 3. Look! Helen's windows are open. I feel sure she is at home. 4. The Smiths have always been great football fans. I am sure they are at the stadium watching the football match. 5. Probably they have changed the school programme. My granddaughter knows a great deal more than I did when I was her age. 6. It is probably a very difficult rule. 7. I am sure it is pleasant to spend summer in such a picturesque place. 8. You have probably read books of this author before. 9. I feel sure they are preparing a surprise for us. 10. These old legends were probably composed about a thousand years ago.

##### **c) *can't* to express unbelief**

1. Boris was in the canteen five minutes ago. 2. Robert took two bags with him. 3. That was Ann who plugged in the tape-recorder. 4. Nick has been doing the recording for two hours already. 5. It was Mary who rewound the tape. 6. The teacher let me take the tape home. 7. The teacher permitted us to use the dictionary. 8. Nick got up at seven and did his morning exercises. 9. It was Kate who aired the room. 10. There were

a lot of pupils in the library yesterday. 11. It was John who broke the radio-set. 12. I saw Ann in the library yesterday.

**47 You are giving advice to a friend. Use *should* or *shouldn't*.**

*Example:* Your friend is always coughing because he smokes too much. Advise him to stop smoking.

You *should* stop smoking..

1. Your friend has a bad toothache. Advise him to go to the dentist.
2. Your friend rides his bicycle at night without lights. You think this is dangerous. Advise him not to do it.
3. Your friend is going to visit Greece. Advise him to learn a few words of Greek before he goes.

**48 Give your opinion about something. Use *should***

*Example;* Tom has just been offered a job. You think it would be a good idea for him to accept it. I think Tom *should* accept the job.

1. You think it would be a good idea for all motorists to wear seat-belts.
2. You don't think it would be a good idea for Jill and Sam to get married
3. Your friend has a bad cold. Tell him that you think it would be a good idea for him to stay at home this evening.

**49 Read the situations and write sentences with *should* (*have*) and *shouldn't* (*have*) Sometimes you have to use the present, sometimes the past.**

*Examples:* The speed limit is 30 miles an hour but Tom is driving at 50.

He *shouldn't be* driving fast.

When we got to the restaurant there were no free tables. We hadn't reserved one.

We *should have* reserved the table.

1. It's very cold. Mr Taylor, who has been ill recently, is walking along the road without a coat.
2. We went for a walk. While we were walking, we got hungry but we hadn't brought anything with us to eat.
3. I went to Paris. Marcel lives in Paris but I didn't go to see him while I was there. When I saw him later, he said:
4. The notice says that the shop is open every day from 8.30. It is 9 o'clock but the shop isn't open.
5. The driver in front stopped suddenly without warning and I drove into the back of his car. It wasn't my fault.

6. The children normally go to bed at 9 o'clock. It is now 9.30. They are not in bed; they are watching television.
7. The accident happened because Tom was driving on the wrong side of the road.

**50 Complete the sentences with modal verbs *must, may, can, need, have to, be able to.***

1. You ... not come to help them tomorrow: the work is done. 2. You ... not change the whole text as the beginning is all right. You ... only rewrite the second part of it. 3. ... you help me now? - I am afraid not: I am in a great hurry. I shall be free in the evening. Come to my place at about eight, and I ... help you. 4. John ... not tell us the rules of the game: we know them. 5. ... I return the book to you on Friday? I am afraid I ... not finish it before. - No, that is too late. You ... bring it to me not later than Wednesday. 6. It is already six o'clock. We ... hurry if we don't want to be late. 7. ... you translate this text into English? - I think I .... 8. They spent all the morning on the river bank. Only Ann ... return home as she ... not stay in the sun for such a long time.

**Sequence of Tenses**

**51 Make sentences as in the example.**

*Example: The children **are playing** in the yard. (Mother **thought**)*

*Mother thought that children **were playing** in the yard.*

1. Her friend will come to see her. (Nina believed). 2. He has repaired the car. (Father told). 3. She knows English very well. (I supposed). 4. Our sportspersons will win the game. (We were sure). 5. She made no mistakes in her dictation. (She was glad). 6. She dances better than anybody else. (I was told). 7. My cousin has received a very interesting offer from his firm. (I learnt). 8. She will come to stay with us. (My aunt wrote in her letter) 9. He is painting a new picture. (We heard) 10. His new picture will be a masterpiece. (We were sure) 11. You will fall and break your leg. (I was afraid) 12. My friend has never been to Moscow. (I knew) 13. She never drinks beer/ (I was told) 14. He is a very talented singer. (His mother said) 15. They lived a happy life. (We knew).

**52 Translate into English.**

1. Он думал, что не пойдет в Центр Занятости в понедельник. 2. Я сказал на собеседовании, что знаю английский язык. 3. Я думал, что ты еще в Москве. 4. Работник не ответил, почему он опоздал. (to be



late). 5. Мы надеялась, что поедem в Лондон. 6. Она сказала, что подруга пригласила ее на дискотеку. 7. Ученый был уверен, что решит (solve) эту проблему. 8. Она ответила, что не любит его. 9. Я понял, кто прислал сообщение. 10. Все ждали, когда вернется управляющий. 11. Я был уверен, что он водит машину. 12. Я понял, что эта работа мне подходит.

**53 Change into Indirect speech. Use the verbs:**

*to say* – говорить/сказать, *to explain* - объяснять, *to confess* - признаваться, *to confirm* - утверждать, *to exclaim* - восклицать, *to claim* – заявлять, *to inform* – сообщать, информировать.

A) 1. Mother: Beauty is very important for a woman. 2. Helena: Father wants me to be a doctor. 3. Nick: I have paid my loan back. 4. A social worker: You may ask for an extra help. 5. People: English women don't use cosmetic products. 6. Helena: I like to be a Princess.

B) 1. Avery: I seldom leave before six. 2. Mitch: I was told some stories about work habits in the firm. 3. Nathan Locke: I can't work well after the secretaries arrive. 4. Victor Milligan: In my younger days I worked sixteen hours a day.

**54 Change into Indirect speech.**

1. "Go home" said the teacher to us. 2. "Do your homework now" said my mother. 3. "Don't go to bed late" said the doctor to the old man. 4. The manager said to the assistant: "Bring me the register book." 4. "Explain me how to solve this problem" said Nick to his friend. 5. "Get some extra help from Social Security Office" said a wife to her husband. 6. "Don't forget me, darling" said a young lady to her boy-friend.

**55 Change into Indirect speech.**

1. Mother: What mark did you get for the exam? 2. Tom: Ann, where are your new friends? 3. Mother: what is this dog doing here? 4. The professor: How can you explain this phenomenon? 5. Sally: what is your job? 6. John: Where have you got the information about this perfect job? 7. The employee: Are you going to improve you working experience?

**56 Change into Indirect speech.**

Mother: I sent my little boy for two pounds of plums and he brought a pound and a half!"

Grocer: My scales are all right, madam. Have you weight your little boy?

## Conditionals type 1

**57 In this exercise you have to put in the proper form of the verb given in brackets and to translate the sentences:**

1. If it (to rain) this evening, I (not to go) out.
2. If I (to go shopping), I (to buy) some food.
3. Tom might phone this evening. If he (to do), can you take a message?
4. Don't worry, if I (to be late) tonight.
5. If he (not to come) soon, I'm not going to wait.
6. I think he'll get the job. I (to be very surprised), if he (not to get) it.
7. I hope to be there by 10.30. But if I (not to be) there, don't wait for me.
8. I'm going shopping. If you (to want) anything, I can get it for you.
9. I want you to come to the party but if you (not to want) to come, you needn't.
- 10.

**58 Say if the forms of the verbs in the following sentences are right or wrong. If they are wrong, correct them.**

1. If I'll see Tom tomorrow, I invite him to our party.
2. If you'll decide to go out, don't forget to shut the windows.
3. Everyone will be very surprised, if he passes the examination.
4. If I need any help, I'll ask you.
5. Come on! Hurry up! Ann is very annoyed if we'll be late.
6. I'll go away on business for a few days. I'll phone you if I'll have time.

## Conditionals type 2

**59 Make sentences using the prompts, as in the example.**

1. we all use bicycles → there not be so much air pollution.  
*Example: If we all **used** bicycles, there **wouldn't be** so much air pollution.*
2. there be more bins in towns and cities → there not be so much litter on our streets  
.....
3. we not pollute lakes and rivers → we have clean drinking water  
.....
4. we recycle all of our waste → rubbish not pollute environment  
.....

5. we stop cutting down rainforests → fewer plants and animals die

6. I have not got a car → I cycle to work

7. we not take care of our planet → it is in danger

8. he has not got a garden → he not grow vegetables

**60 Read the suggestions and match them to the results, then make sentences, as in the example.**

suggestions	results
Put bins on every street corner	People have more oxygen Not be so much rubbish everywhere People not drop litter in streets People leave cars at home Children be able to play safely Cities be less polluted
Have more trees/ garden areas	
Improve public transport	
People use bicycles	
People recycle things	
Create more parks	

*Example: If the authorities put rubbish bins on every street corner, people wouldn't drop litter in the streets*

**61 Now you have to write sentences with I wish...**

*E.g.: I don't know many people (and I'm lonely). – I wish I knew more people.*

1. I can't give up smoking (but I'd like to). – \_\_\_\_\_

2. I haven't drinking water (and I need it). – \_\_\_\_\_

3. It's cold (and I hate cold weather). – \_\_\_\_\_

4. I live in a big industrial city (and I hate it). – \_\_\_\_\_

5. Tina can't come to the party (she's your best friend). – \_\_\_\_\_

6. I have to work tomorrow (but I'd like to stay in bed). – \_\_\_\_\_

7. I don't know anything about ozone layer depletion (and I need this information for the report). – \_\_\_\_\_

8. I'm not lying on a beautiful sunny beach (and that's a pity). – \_\_\_\_\_

**62 Game: Look at this sequence of sentences, then use the phrases below to act out similar hypotheses.**

Student 1: If I were very rich, I would go on holiday.

S. 2: If I went on holiday, I would go to London.

S. 3: If I went to London, I would visit Buckingham Palace.

S. 4: If I visited Buckingham Palace, I would meet the Queen.

S. 5: If I met the Queen....

- If I won \$ 1,000,000 ...
- If I met my favourite film star ...
- If I got lost in the mountains ...

**63 Use the prompts below to ask and answer questions as in the example. Do it in pairs.**

Student A.: What would you do if you found a spider in your bed?

Student B.: If I found a spider in my bed, I would scream.

1. find a spider in your bed.
2. see a UFO.
3. be able to travel back in time.
4. lose all of your money being abroad.
5. find a homeless dog.
6. accidentally bump somebody's car while parking.

**64 Make up your own story using conditionals type 2. The story should start with "If I had \$ 1,000,000..."**

**Conditionals type 3**

**65 In this exercise you have to put the verb into the correct form.**

*Example: If I had known that you were ill last week, I'd have gone to see you.*

*Tom wouldn't have entered for the examination if he had known that it would be so difficult.*

1. Tom got to the station in time. If he (miss) the train, he would have been late for his interview.

2. It's good that Ann reminded me about Tom's birthday. I (forget) if she hadn't reminded me.

3. We might not have stayed at this hotel if George (not recommend) it to us.

4. I'd have sent you a postcard while I was on holiday if I (have) your address.

**66 Now you have to read a situation and write a sentence with if.**

*Example: She didn't eat meat because she was a vegetarian.*

*If she hadn't been a vegetarian, she would have eaten meat.*

1. The accident happened because the driver in front stopped so suddenly.

If \_\_\_\_\_ the \_\_\_\_\_ driver \_\_\_\_\_ in \_\_\_\_\_ front

---

2. I didn't wake George because I didn't know he wanted to get up early.

If \_\_\_\_\_ I \_\_\_\_\_

---

3. I was able to buy the car because Jim lent me the money.

If \_\_\_\_\_

---

4. She wasn't injured in the crash because she was wearing a seat-belt.

If \_\_\_\_\_

---

5. You're hungry now because you didn't have breakfast.

If \_\_\_\_\_

---

**67 This time you have to imagine that you are in a situation. For each situation make a sentence with "I wish..."**

*Example: You've eaten too much and now you feel sick.*

*You say: I wish I hadn't eaten so much.*

1. You've just thrown a paper at the ground. Now you decide that it isn't a good thing. You say: I wish I

---

2. You are walking in the country. You would like to take some photographs but you didn't bring your camera. You say: I

---

3. A good friend of yours visited your town but unfortunately you were away when he came. So you didn't see him. You say:

---

4. You've just come back from Moscow. Everything was fine except for the impure air and a great amount of traffic. You say:

---

**68 Read the dialogue, find all the conditionals in it and explain the use of these forms here:**

SAILOR: My father and grandfather had all died at sea.

FARMER: Then, if I were you, I would never go to sea.

SAILOR: And where did your father and grandfather die?

FARMER: Why, in their beds, of course.

SAILOR: In their beds? If I were you, I would never go to beds.

### 69 Translate into English.

1. Если бы я был свободен сейчас! 2. Хорошо бы у нас сейчас были каникулы. 3. Он так изменился! Если бы вы его встретили, вы бы его не узнали. 4. Если бы он регулярно не посещал тренировки, он не добился бы такого успеха на соревнованиях. 5. Жаль, что она уже ушла. Если бы ты позвонил раньше, она была бы сейчас здесь. 6. Если бы я знал английский, я бы уже давно познакомился с ней. 7. Я уверен, что все были бы рады, если бы ты присоединилась к нам. 8. Я теперь жалею, что не послушал его совета. 9. Он пожалел, что бросил институт. 10. Суп был бы намного вкуснее, если бы ты его посолил. 11. Обидно, что люди не берегут то место, где живут. 12. Ах, если бы вы сказали ей об этом вчера!

### All Tenses compared

### 70 Match these tenses with the sentences below: Present Simple (Passive); Present Continuous (Passive); Future Continuous; Past Simple; Past Continuous; Future Simple (*will, going to*); Present Perfect; Past Perfect.

1. He is expected to make a report about mankind's destructive influence on the environment.

2. I hadn't explored town centre before.

3. Our group is going to take part in a summer international program.

4. Pollution has already caused a large hole in the ozone layer and increased global warming.

5. Loss of plant species within the rainforests will mean that many lifesaving drugs will never be discovered.

6. The ancient Romans were pioneers of public health but they were very short-sighted about the health of the environment.

7. The rainforests are being cut down rapidly.

8. The volume of both industrial and domestic waste has increased dramatically over the past 50 years.

9. This time next week I'll be discussing traffic pollution.

### 71 Use the correct tense in these sentences:

1. During the past two hundred years, humankind (to invent) powerful technology.

2. If we (not to take) action to protect the earth's atmosphere, it soon (to become) unable to protect us.

3. Nowadays very many people in Russia (to protest) against water being polluted with industrial waste.

4. The earth probably (to contain) between 10 and 100 million different species.

5. By the end of the 19th century, the British people (to learn) that they should plan the growth of their towns and cities.

6. Man (to grow) crops for 10,000 years.

**72 Fill in the gaps with the correct form of *will* or *be going to* and the verb in brackets. Explain your choice.**

**Example:**

1 A: Why are you buying flour and eggs?

B: Because I 'm going to make (make) a cake. - *a planned action*

2 A: I have decided what to buy Mum for her birthday.

B: Really. What \_\_\_\_\_ (you/buy) for her?

3 A: Did you ask Jackie to the party?

B: Oh no! I forgot! I \_\_\_\_\_ (ask) her tonight.

4 A: Could I speak to Jim, please?

B: Wait a minute. I \_\_\_\_\_ (get) him for you.

5 A: What are your plans for the weekend?

B: I \_\_\_\_\_ (spend) some time with my friends.

6 A: What are you doing on Friday night?

B: Oh, I \_\_\_\_\_ (probably/stay) at home with my family.

7 A: I'm too tired to cut the grass.

B: Don't worry! I \_\_\_\_\_ (cut) it for you.

**73 Complete the sentences with *can*, *may*, *must*, *have to*, *be to*, *need*, *should* in its correct form; translate the sentences.**

1. You ... take this book: I don't need it. 2. She asked me if she ... use my telephone. 3. I'm sorry, I couldn't come yesterday. I ... work late. 4. It is raining. You ... to put on your raincoat. 5. If I don't ring up before six o'clock, then you ... to go to the concert hall alone and wait for me at the entrance. Is that clear? 6. ... I come and see you some day? 7. ... you leave the boy here for half an hour? I want him to help me. 8. You ... ride your bicycle at night without lights. 9. It is already six o'clock. We ...

hurry if we don't want to be late. 10. ... John really do this today? – No, he ... not, he ... do it tomorrow if he likes.

**74 Put in proper articles into gaps:**

In ... fifteenth century ... people knew only three continents: ... Europe, ... Asia and ... Africa. They knew nothing about such ... big continent as ... America. ... man who discovered ... America was born in 1451 in ... Italy. His name was Christopher Columbus. He became ... sailor at ... early age. Knowing that ... earth was round, he decided to reach ... India sailing to ... west. He tried to arrange ... expedition, but did not have ... money, and nobody wanted to help him. At last ... king of ... Spain gave him ... money for ... expedition. He set ... sail in 1492. ... voyage was very dangerous and difficult. On ... 12<sup>th</sup> of ... October his ship reached ... land. When they landed, they saw ... strange trees and ... flowers. ... men and ... women with ... olive-coloured skins gathered around ... sailors and looked at them with ... great surprise. Columbus was sure that he had discovered ... new way to ... India. Some time later ... other sailor reached ... America. ... name of sailor was Amerigo Vespucci. He understood that it was ... new continent.

**75 Here is what Lena wrote in her project about ecological problems in her hometown. Her project is convincing. But there are eight mistakes. Correct them.**

There is many of factories and plants in the my hometown. They throw a lot of chemicals and dirty into the air. They poison water in our lovely river. Fish can't to live in it. Both clean air and clean water are necessary of our health. Our factories, plants, cars and buses need in good filters. When they will have them?

Besides, I'm very concerned about that new roads destroy the countryside.

I think people should find the right balance between our natural environment, industry and the building of new roads.



GRAMMAR REFERENCES

**Active Voice**

	Simple (V)	Continuous (to be + Ving)	Perfect (to have + Ved/3)
Present	I translate He translates  <b>Do</b> you translate? <b>Does</b> he translate?  I <b>don't</b> translate He <b>doesn't</b> translate	I <b>am</b> translating He <b>is</b> translating We <b>are</b> translating  Are <b>you</b> translating  I <b>am</b> not translating	I <b>have</b> translated He <b>has</b> translated  <b>Have</b> you translated? <b>Has</b> he translated?  I <b>haven't</b> translated
Past	I translated. (I went. 2f.)  <b>Did</b> you translate?  I <b>didn't</b> translate.	I <b>was</b> translating We <b>were</b> translating  <b>Were</b> you translating  I <b>wasn't</b> translating	I <b>had</b> translated  <b>Had</b> you translated?  I <b>hadn't</b> translated
Future	I <b>shall/will</b> translate. He will translate.  Will you translate?  I <b>shan't/won't</b> translate.	I <b>shall/will be</b> translating	I <b>shal/will have</b> translated  <b>Will</b> you <b>have</b> translated?  I <b>shan't/won't have</b> translated

### Passive Voice

	Simple (to be + Ved/3f)	Continuous (to be + being + Ved/3f)	Perfect (to have + been + Ved/3)
Present	<p>The letter <b>is</b> translated</p> <p>The letters <b>are</b> translated</p> <p><b>Is</b> the letter translated?</p> <p><b>Are</b> the letters translated?</p> <p>The letter <b>isn't</b> translated</p> <p>The letters <b>aren't</b> translated</p>	<p>The letter <b>is being</b> translated</p> <p>The letters <b>are being</b> translated</p> <p><b>Is</b> the letter <b>being</b> translated?</p> <p><b>Are</b> the letters <b>being</b> translated?</p> <p>The letter <b>isn't being</b> translated</p> <p>The letters <b>aren't being</b> translated</p>	<p>The letter <b>has been</b> translated</p> <p>The letters <b>have been</b> translated</p> <p><b>Has</b> the letter <b>been</b> translated?</p> <p><b>Have</b> the letters <b>been</b> translated?</p> <p>The letter <b>hasn't been</b> translated</p> <p>The letters <b>haven't been</b> translated</p>
Past	<p>The letter <b>was</b> translated</p> <p>The letters <b>were</b> translated</p> <p><b>Was</b> the letter translated?</p> <p><b>Were</b> the letters translated?</p> <p>The letter <b>wasn't</b> translated</p> <p>The letters <b>weren't</b> translated</p>	<p>The letter <b>was being</b> translated</p> <p>The letters <b>were being</b> translated</p> <p><b>Was</b> the letter <b>being</b> translated?</p> <p><b>Were</b> the letters <b>being</b> translated?</p> <p>The letter <b>wasn't being</b> translated</p> <p>The letters <b>weren't being</b> translated</p>	<p>The letter <b>had been</b> translated</p> <p><b>Had</b> the letter <b>been</b> translated?</p> <p>The letter <b>hadn't been</b> translated</p>
Future	<p>The letter <b>will be</b> translated</p> <p><b>Will</b> the letter <b>be</b> translated?</p> <p>The letter <b>won't be</b> translated</p>		<p>The letter <b>will have been</b> translated</p> <p><b>Will</b> the letter <b>have been</b> translated?</p> <p>The letter <b>won't have been</b> translated</p>

## Modal Verbs

Настоящее время / Утвердительная форма			
Должестование Необходимость	Возможность Способность	Разрешение	Вероятность
<p><b><u>must do</u></b> <i>должен</i> <i>обязан</i></p> <p><b><u>should do</u></b> <i>должен, следует</i></p> <p><b><u>have to do</u></b></p> <p><b><u>have to/ has to</u></b> <i>вынужден,</i> <i>приходится</i></p> <p><b><u>be to do</u></b></p> <p><b><u>is to/ are to/ am to</u></b> <i>должен по плану,</i> <i>по расписанию</i></p>	<p><b><u>can do</u></b> <i>может</i></p> <p><i>умеет</i></p> <p><b><u>be able to do</u></b> <b><u>is able to/ are</u></b> <b><u>able to/ am</u></b> <b><u>able to</u></b> <i>может,</i> <i>умеет</i></p>	<p><b><u>may do</u></b> <i>может</i> <i>разрешено</i></p> <p><b><u>be allowed to do</u></b></p> <p><b><u>is allowed to/</u></b> <b><u>are allowed to/</u></b> <b><u>am allowed to</u></b> <i>может</i> <i>разрешено</i></p>	<p><b><u>must be doing</u></b> <i>должно</i> <i>быть,</i> <i>наверняка</i> <i>(делает)</i></p> <p><b><u>may (might)</u></b> <b><u>be doing</u></b> <i>возможно,</i> <i>может быть</i> <i>(делает)</i></p>
Прошедшее время / Утвердительная форма			
<p><b><u>have to do</u></b></p> <p><b><u>had to</u></b> <i>пришлось</i></p> <p><b><u>be to</u></b></p> <p><b><u>was to/ were to</u></b> <i>был должен</i> <i>(по плану, по</i> <i>расписанию)</i></p> <p><b><u>should</u></b></p> <p><b><u>should have done</u></b> <i>следовало</i> <i>сделать (но не</i> <i>было сделано)</i></p>	<p><b><u>can do</u></b></p> <p><b><u>could do</u></b> <i>мог,</i> <i>умел</i></p> <p><b><u>be able to do</u></b> <b><u>was able to/</u></b> <b><u>were able to</u></b> <i>мог,</i> <i>смог</i></p>	<p><b><u>might do</u></b> <i>было разрешено</i></p> <p><b><u>be allowed to do</u></b></p> <p><b><u>was allowed to/</u></b> <b><u>were allowed to</u></b> <i>было разрешено</i></p>	<p><b><u>must have</u></b> <b><u>done</u></b> <i>должно</i> <i>быть,</i> <i>наверняка</i> <i>(сделал)</i></p> <p><b><u>may (might)</u></b> <b><u>have done</u></b> <i>возможно,</i> <i>может быть</i> <i>(сделал)</i></p>

## Modal Verbs

### Будущее время / Утвердительная форма

<b>have to</b> <b><u>will have to</u></b> <i>придется</i>	<b>be able to do</b> <b><u>will be able to</u></b> <i>сможет</i>	<b>be allowed to do</b> <b><u>will be allowed</u></b> <i>разрешат</i>	
<b>Настоящее время / отрицательные предложения</b>			
<b>Запрет</b>	<b>Отсутствие необходимости</b>	<b>Отсутствие возможности</b>	<b>Невероятность</b>
<b>must</b> <b><u>mustn't</u></b> <i>не должен,</i> <i>нельзя</i> <b>may</b> <b><u>may not</u></b> <b>to be allowed to</b> <b><u>is not allowed to/ are not allowed to/ am not allowed to</u></b> <i>не должен,</i> <i>нельзя</i> <b>should</b> <b><u>shouldn't</u></b> <i>не следует</i>	<b>have to</b> <b><u>don't have to / doesn't have to</u></b> <i>не нужно</i> <b>need</b> <b><u>needn't</u></b> <i>не нужно</i>	<b>can</b> <b><u>can't</u></b> <b>be able</b> <b><u>is not able/ are not able/ am not able</u></b> <i>не может</i>	<b><u>can't (couldn't)</u></b> <b>be doing</b> <i>не может быть</i> <b>may</b> <b>may (might) not</b> <i>возможно не</i>

## Modal Verbs

### Прошедшее время / Отрицательные предложения

<p><b>may</b></p> <p><b><u>might not</u></b></p> <p><b>to be allowed to</b></p> <p><b><u>was not allowed to/ were not allowed to</u></b></p> <p><i>не должен был</i></p> <p><i>было нельзя</i></p> <p><b>should</b></p> <p><b><u>shouldn't have done</u></b></p> <p><i>не следовало делать (но было сделано)</i></p>	<p><b>have to</b></p> <p><b><u>didn't have to</u></b></p> <p><i>не нужно</i></p> <p><b>need</b></p> <p><b><u>needn't have done</u></b></p> <p><i>можно было не делать (но было сделано)</i></p>	<p><b>can</b></p> <p><b><u>couldn't</u></b></p> <p><b>be able</b></p> <p><b><u>was not able/ were not able</u></b></p> <p><i>не мог</i></p>	<p><b><u>can't (couldn't) have done</u></b></p> <p><i>не может быть</i></p>
<b>Будущее время / Отрицательные предложения</b>			
<p><b>to be allowed to</b></p> <p><b><u>will not be allowed to</u></b></p> <p><i>не будет разрешено</i></p>	<p><b>have to</b></p> <p><b><u>will not have to</u></b></p> <p><i>не придется, будет не нужно</i></p>	<p><b>be able</b></p> <p><b><u>will not be able to</u></b></p> <p><i>не сможет</i></p>	

### Sequence of Tenses Statements

He <b>lives</b> in New York. I <b>thought</b> he <b>lived</b> in New York.	Одновременное действие в главном и придаточном предложениях.
Mother <b>is sleeping</b> . I <b>knew</b> that mother <b>was sleeping</b> .	Одновременное действие в главном и придаточном предложениях.
He <b>has returned</b> from London. I <b>was told</b> that he <b>had returned</b> from London.	Предшествующее действие в придаточном предложении.
He <b>bought</b> a new car. They <b>heard</b> he <b>had bought</b> a new car.	Предшествующее действие в придаточном предложении.
Mary <b>will send</b> us a letter. I <b>supposed</b> Mary <b>would send</b> us a letter.	Последующее действие в придаточном предложении.

### Sequence of Tenses Special Questions

“What <i>is</i> Nick <i>doing</i> ?”	Mother asked what Nick <i>was doing</i> .
“Where <i>do</i> you <i>live</i> ?”	The policeman asked me where I <i>lived</i> .
“When <i>did</i> you <i>come</i> home yesterday?”	Dad wondered when I <i>had come</i> home the day before.
“When <i>will</i> your mother <i>come</i> home?”	The teacher wondered when our mother <i>would come</i> home.
“What <i>have</i> your <i>prepared</i> for the lesson?”	The class-master wanted to know what Peter <i>had prepared</i> for the lesson.

<b>Sequence of Tenses General Questions</b>	
“Do you play chess?”	Fred asked me <b>if I played</b> chess.
“Did you skate last winter?”	Alex wondered <b>whether I had skated</b> last winter.
“Are you listening to me?”	The doctor asked <b>if I was listening</b> to him.
“Have you done your homework?”	The class master wondered <b>whether I had done</b> my homework.
“Will you see Alice tomorrow?”	Peter asked <b>if I would see</b> Alice the next day.
“Are you busy?”	Ann asked me <b>if I was</b> busy.
<b>Imperatives</b>	
“Keep quiet!”	The teacher asked me <b>to keep</b> quiet.
“Don’t make noise!”	She told me <b>not to make</b> noise.

При переводе предложений из прямой речи в косвенную **не забывают** заменять **обстоятельства времени**, как указано в таблице:

<b>Прямая речь</b>	<b>Косвенна я речь</b>	<b>Прямая речь</b>	<b>Косвенна я речь</b>
today	that day	yesterday	the day before
tomorrow	the next day	.....ago	.....before
this.....	that...	here	there
last year	the year before	last month	the month before
last....	the.....before	next.....	the following.....
now	then		

## Conditionals

<i>Реальное условие (I тип)</i>		<i>Нереальное условие, относящееся к настоящему или будущему (II тип)</i>		<i>Нереальное условие, относящееся к прошлому (III тип)</i>	
<i>Главное</i>	<i>Придаточн ое</i>	<i>Главное</i>	<i>Придаточн ое</i>	<i>Главное</i>	<i>Придаточн ое</i>
I'll come  Я приду,	if I am free.  если буду свободен.	I should come  Я бы пришел,	if I were free.  если бы был свободен.	He would have come yesterday Он бы пришел вчера,	if he had been free.  если бы был свободен.
He did it  Он сделал это,	if he was free.  если был свободен.	He would do it  Он бы это сделал,	if he were free.  если бы был свободен.	He would have done it before Он бы это сделал раньше,	if he had been free.  если бы был свободен.
I am never late  Я никогда не опаздываю,	if my watch is right.  если мои часы идут правильно.	I should never be late  Я бы никогда не опаздывал,	if my watch were right.  если бы мои часы шли правильно.	I should not have been late yesterday Я бы не опоздал вчера,	if my watch had been right.  если бы мои часы шли правильно.



**Таблица неправильных глаголов**

<i>Infinitive</i>	<i>Past Indefinite</i>	<i>Participle II</i>	<i>Перевод</i>
to be	was, were	been	быть
to beat	beat	beaten	бить
to become	became	become	становиться
to begin	began	begun	начинать(ся)
to blow	blew	blown	дуть
to break	broke	broken	ломать
to bring	brought	brought	приносить
to build	built	built	строить
to burn	burnt	burnt	гореть, жечь
to buy	bought	bought	покупать
to catch	caught	caught	ловить, поймать
to choose	chose	chosen	выбирать
to come	came	come	приходить
to cost	cost	cost	стоить
to cut	cut	cut	резать
to do	did	done	делать
to draw	drew	drawn	тащить; рисовать
to drink	drank	drunk	пить
to drive	drove	driven	везти
to eat	ate	eaten	есть, кушать
to fall	fell	fallen	падать
to feel	felt	felt	чувствовать (себя)
to fight	fought	fought	бороться
to find	found	found	находить
to fly	flew	flown	летать
to forget	forgot	forgotten	забывать
to get	got	got	получать
to give	gave	given	давать
to go	went	gone	идти; ехать
to grow	grew	grown	расти
to have	had	had	иметь
to hear	heard	heard	слышать
to hold	held	held	держать
to keep	kept	kept	держать; хранить
to know	knew	known	знать
to lead	led	led	вести
to learn	learnt	learnt	учиться; узнавать

to leave	left	left	покидать, оставлять
to lend	lent	lent	давать взаймы
to let	let	let	позволять
to light	lit	lit	зажигать
to lose	lost	lost	терять
to make	made	made	делать, создавать
to mean	meant	meant	значить; иметь в виду
to meet	met	met	встречать(ся)
to put	put	put	класть, ставить
to read	read	read	читать
to ring	rang	rung	звонить, звенеть
to run	ran	run	бежать
to say	said	said	сказать, говорить
to see	saw	seen	видеть
to sell	sold	sold	продавать
to send	sent	sent	посылать, отправлять
to set	set	set	помещать, класть
to shine	shone	shone	светить, сиять
to show	showed	shown	показывать
to shut	shut	shut	закрывать
to sing	sang	sung	петь
to sit	sat	sat	сидеть
to sleep	slept	slept	спать
to speak	spoke	spoken	говорить
to spend	spent	spent	тратить; проводить
to stand	stood	stood	стоять
to sweep	swept	swept	мести, подметать
to swim	swam	swum	плавать
to take	took	taken	брать, взять
to teach	taught	taught	учить, обучать
to tell	told	told	сказать, рассказывать
to think	thought	thought	думать
to throw	threw	thrown	бросать
to understand	understood	understood	понимать
to upset	upset	upset	расстраивать,
to win	won	won	опрокидывать
to write	wrote	written	побеждать, выигрывать
			писать

## WORD LIST

### PART 1

acting classes	dreamy	modest
active	duty	mole
alien	easy-going	moustaches
analytical	emotional	necessity
aquiline	fair	neck
arms	feature film	nervous
back	feet	obsessed
bald	fiction	odd
beard	for that reason	on the one
bold	forehead	(other) hand
bright kid	freckles	optimistic
broad-shouldered	full	oval
brows	full of life	pale
burden	good looks	encilled
bushy	good qualities	perfect
calm	guy	perhaps
carefree	hair	pleasant
careful	hands	plump
ceiling	handsome	practical
cheeks	hard-working	pragmatic
cheerful	harmful	pretty
chestnut	hazel	private
Christian	height	realistic
commandments	hollow	reflective
commercial	honest	reliable
commonplace	however	romantic
complexion	indecisive	round
complicated	independent	rumours
contemporary	influence	sacred right
contradictory	intellectual	self-centred
conviction	Jewish	sense    of
creator	jogging	rhythm
crooked	kind	sensitive
curly	lashes	short
dark	legs	shoulders
deep-set	lips	shy
dimples	masterpiece	sincere
drawbacks	middle-sized	slim

smart  
**sociable**  
soul  
spell  
spiritual  
square  
star fever  
stout  
straight  
success  
tall  
teeth  
the rest  
thesis  
thick  
thin  
to admire  
to admit  
to appear  
to attract attention  
to be afraid of  
to be equipped  
to be sure  
to believe  
to belong to  
to boast of  
to celebrate  
to clean flat  
to come late  
to come on time  
to complain about the  
life  
to consider  
to contribute

to cook meals  
to create  
to describe  
to divorce  
to do crossword  
puzzles  
to do shopping  
to drive a car  
to eat in the canteen  
to face challenges  
to follow  
to get up early  
to go in for sport  
to go out  
to go skating  
to go skiing  
to go to church  
to have friends in  
to have parties  
to have smth in  
common  
to hope  
to inherit  
to interrupt people  
to keep in shape  
to know one's own  
mind  
to lose one's temper  
to mean  
to protect  
to refuse  
to remain  
to seem  
to share

to shock  
to sit with  
your legs  
crossed  
to smoke  
cigars  
to spoil  
to suggest  
to take a  
shower  
to travel by  
air  
to walk fast  
to walk your  
dog  
to wear jeans  
touching  
tummy  
turned up  
UFO  
(Unidentified Flying  
Object)  
ugly  
underground  
understandin  
g  
unhealthy  
universe  
views  
well-  
balanced  
wrinkled

## **PART 2**

ability  
admission  
advanced  
applicants

assignment  
average  
bachelor  
bright

campus  
competitive  
compulsory  
contribution

course  
credit  
curriculum  
degree  
department  
diploma  
elective  
employment  
expense  
faculty  
fall term  
fee  
follow  
full-time  
further  
grade  
graduate  
grant  
hostel  
income  
loan  
master  
non-residential tutorial  
system

opportunity  
participation  
part-time  
PhD  
physical education  
postgraduate  
research  
residential  
science  
score  
select  
staff  
suitable  
to admit  
to afford  
to apply  
to arrange  
to attend  
to award  
to comprise  
to conduct  
to contribute  
to correspond  
to drop out

to earn  
to fail  
to head  
to include  
to introduce  
to obtain  
to participate  
to seek  
to select  
to train  
top  
transcript  
tutor  
vocational

AD  
adjective  
adverb  
adverbial modifier  
air traffic control  
conjunction  
conqueror  
drive into  
entertainment  
exchange  
exclamation  
fluently

**PART 3**  
generation  
inevitable  
inhabitants  
international relations  
invader  
invasion  
native  
noun  
object  
predicate  
preposition  
pronoun

purity  
sentence  
subject  
to be  
borrowed  
from  
to eliminate  
to establish  
tongue  
verb  
widespread  
worldwide

## PART 4

accept	goose	sausages
addictive	grapes	shame
advertise	ham	show off
alcohol abuse	headache	side effects
apples	health	skin
available	heart	smell
backache	hurt	sore throat
bad breath	ice cream	soya beans
ban	improve	spaghetti
beef	intake	stomach
blocked nose	junk food	stomachache
blood vessels	kidney	sugar
body	lemon	sunburn
brand	lettuce	surgeon
bread	liver	to be
breathing	lung	addicted
broken bone	marmalade	to be sick
butter	mental disorder	to catch
cancer	milk	to cause
carrots	mind	to consume
catching disease	nutritious	to contain
cheese	onions	to contribute
chocolates	pain	to
conventional	pasta	to cure
cough	peas	to die of
damage	plums	to encourage
decline	pork	to fight
dependence	potatoes	to get used to
disease	poultry	to give up
eggs	preference	to prolong
enormous	pregnant	to relieve
excessive	premature	to require
fat	purse	to resist
fibre	raisins	to ruin
figs	recover	to sprain
fish	rice	to stick to
fitness	rubbish	to suffer
flour	safe	from
flu	sandwiches	to treat

toothache  
treatment  
turkey  
value

veal  
waist  
watermelon  
weight

wrist  
yogurt

### **PART 5**

appliance  
assertive  
attitude  
audience  
backward  
behaviour  
belief  
canteen  
cheerful  
community  
conversation  
crime  
crowd  
disputing  
distinction  
diversity  
efficiency  
enemy  
equality  
equipment  
familiar  
feature  
good-tempered  
host(ess)  
imagine  
inhabitant  
inherit  
jewellery  
lifestyle  
misfortune  
modesty  
mutual  
necessity

obvious  
orderly  
polite  
possessions  
queue  
reason  
remedy  
requirement  
reserved  
resourcefulness  
rude  
rush  
scissors  
self-reliance  
sensitive  
social occasion  
soul  
spittle  
stranger  
striking  
superstition  
to accept  
to accuse  
to admire  
to argue  
to avoid  
to be superior  
to boast  
to break the rule  
to compare  
to conceal  
to consider  
to deliver

to displease  
to get  
annoyed  
to hate  
to have a  
snack  
to help  
yourself  
to jump the  
queue  
to keep up  
with  
to mean  
to mention  
to obey  
certain rules  
to reflect  
to remind  
to respect  
to signify  
to slap on the  
back  
to spit  
to steal  
to wait one's  
turn  
traffic jam  
upside down  
variety  
violence  
wealth

## PART 6

ability	hang	receipt'
amazing	heel	refund
awful	hip	request
baker's	ironmonger's	scarf
bargain	jeweller's	screwdriver
bead	jewellery	shaving foam
belt	knees	shiny
bra	knickers	sleeve
butcher's	label	sock
button	lace	staff
cash	lend	stall
chemist's	loose	stationer's
coat	low	stockings
cotton	matches	suit
dry-cleaner's	narrow	sweatshirt
dull	necklace	to take off
fashion	nightmare	thick
fashionable	optician's	tight
to fasten	parcel	tights
fishmonger's	patterned	to try on
fitting room	permission	vest
genuinely	plain	voluntary
gloves	pointed toe	waist
greengrocer's	puppy	wallet
hammer	put on	zip

## PART 7

acceptable	courage	face
adaptability	craftsman	problems
advertising campaigns	CV form	failures
ambition	dangerous	fear and
applicant	decision-making	distrust
application form	disgrace	financial
attitude	duties	services
boring	employee	flexibility
brains	employer	free
calling	employment	enterprise
career	equal opportunities	fun
competition	exciting	get promoted
computer programming	exhausting	goal



grant  
important  
inequality  
interpersonal quality  
job  
judge  
just get your work done  
labour  
Local Job Center  
maintenance of  
machines  
marketing and sales  
occupation  
overcoming  
personal details  
personnel training  
poor-paid  
position  
production  
profession  
promotion  
prospective  
quality of the product  
quit working

reception of visitors  
recruiting  
referee  
regardless  
requirements  
research and  
development  
responsible  
salary  
service  
skills  
Social Security Office  
social wage  
stressful  
strong points  
stuff members  
subsidy  
tight  
tiring  
to apply for  
to be responsible to  
to dismiss,  
to employ  
to encourage

to fire  
to hire,  
to recruit  
to report  
directly to  
to resign  
to retire  
trade  
unemployed  
unemployment benefit  
weak points  
welfare  
well-paid  
work  
experience  
worth

## **PART 8**

approval of  
approximately  
average  
caring  
comment  
commit suicide  
conventional  
couple  
divorce  
experience  
frequent  
friction  
generation gap  
heritage  
homeless

impression  
inaccessible  
inevitable  
license  
life expectancy  
nonsense  
partnership  
passion  
permission  
rate  
sinful  
there's no point in  
to accept smth.  
to be dependent on  
smth.

to beg  
to cope  
to disturb  
to doubt  
to earn  
to embarrass  
to exclude  
to follow  
one's advice  
to get  
married  
to get on  
with smbd.  
to respect  
to split up

to survive  
to suspect

to threaten  
to value

to vote  
violence

## PART 9

accident  
acid  
acid rain  
alarming  
Aral Sea  
as a consequence  
as a result  
ban  
carbon  
consequently  
crops  
crowded  
damage  
depletion  
destruction  
disaster  
extinct  
fertilizer  
flooding  
fuel  
fume  
fur  
global warming.  
greenhouse effect  
heat  
hunger  
hunting  
immune

impact  
issue  
major  
measure  
nitrogen  
noise  
nuclear  
numerous  
oxygen  
ozone layer  
plant  
pollution  
pour  
power station  
protection  
rainfall  
rainforest  
rare  
safely  
shortage  
smog  
solution  
species  
surroundings  
the Mediterranean Sea  
therefore  
to affect  
to avoid

to breath  
to choke  
to destroy  
to determine  
to injure  
to pollute  
to preserve  
to recycle  
to release  
to save  
to survive  
to take action  
to threaten  
to weaken  
traffic  
ultraviolet  
urgent  
waste

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