**ОҢТҮСТІК ҚАЗАҚСТАН МЕМЛЕКЕТТІК ПЕДАГОГИКАЛЫҚ УНИВЕРСИТЕТ**

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**ШЫМКЕНТ 2019**

**ОҢТҮСТІК-ҚАЗАҚСТАН МЕМЛЕКЕТТІК ПЕДАГОГИКАЛЫҚ УНИВЕРСИТЕТ**

**ШЕТЕЛ ТІЛДЕРІ КАФЕДРАСЫ**

**English**

Педагогикалық мамандық студенттеріне «Шетел тілі» пәніне арналған оқу құралы

«ENGLISH» педагогикалық мамандық студенттеріне «Шетел тілі» пәніне арналған оқу құралы

Оңтүстік Қазақстан мемлекеттік педагогикалық университетінің оқу-әдістемелік кеңесінде қаралып баспаға ұсынылды. Хаттама №5 28.06.2019 ж.

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Оқу құралы студенттерге және өз бетінше ағылшын тілін үйренушілерге, СӨЖ тапсырмаларын өз бетінше орындауға, грамматикалық тұрғыдан дұрыс сөйлеп үйренем деушілерге арналады

**АЛҒЫ СӨЗ**

Ұсынылып отырған оқу құралы ағылшын тілін тілдік емес мамандықтарда оқитын типтік бағдарламасына сай құрастырылған. Келесі тақырыптарды қамтиды:

1. ABOUT MYSELF
2. MY HOUSE

# MEALS

1. STUDENTS’ LIFE
2. OUR UNIVERSITY
3. ENGLISH – SPEAKING COUNTRIES
4. PEDAGOGICS

Оқу құралының кұрамына енген жаттығулар жинағы фонетика, морфология, лексика, синтаксис, грамматика бөлімдерін қамтыған. Педагогикалық мамандықты таңдаған жоғарғы оқу орындарының студенттеріне өз бетінше немесе оқытушының басшылығымен жұмыс жасау үшін арналған. Автор оқу құралын құрастырғанда отандық және шетелдік материалдарды, тілдегі ережелерді, педагогикалық әдістемелерді ескере отырып, үйренуге қиын деген тақыптарды машықтануға, тілде қолдануға дағдыландыру үшін жаттығулар жинағында дұрыс әрі тиянақты қолдана білген.

Бұл оқу құралының студенттерге және өз бетінше ағылшын тілін үйренушілерге, СӨЖ тапсырмаларын өз бетінше орындауға, грамматикалық тұрғыдан дұрыс сөйлеп үйренем деушілерге құндылығы зор.

**UNIT ONE**

**ABOUT MYSELF**

# Active Vocabulary

father [ ˈfɑːðə ] отец

mother [ ˈmʌðə ] мать

sister [ ˈsɪstə ] сестра

brother [ ˈbrʌðə ] брат

son [ sʌn ] сын

daughter [ ˈdɔːtə ] дочь

uncle [ ʌŋkl ] дядя

aunt [ ɑːnt ] тётя

cousin [ kʌzn ] двоюродный брат

grandfather [ ˈgrændfɑːðə ] дедушка

grandmother [ ˈgrænmʌðə ] бабушка

grandson [ ˈgrænsʌn ] внук

nephew [ ˈnevjuː ] племянник

niece [ niːs ] племянница

father-in-law [ ˈfɑːðərɪnlɔː ] свекор

mother-in-law [ ˈmʌðərɪnlɔː ] теща

daughter-in-law [ ˈdɔːtərɪnlɔː ] невестка

son-in-law [ ˈsʌnɪnlɔː ] зять

stepfather [ ˈstepfɑːðə ] отчим

stepmother [ ˈstepmʌðə ] мачеха

stepbrother [ ˈstepbrʌðə ] сводный брат

stepsister [ ˈstepsɪstə ] сводная сестра

godfather [ ˈgɒdfɑːðər ] крестный

godmother [ ˈgɔdmʌðə ] крёстная

godson [ ˈgɔdsʌn ] крестник

goddaughter [ ˈgɔddɔːtə ] крестница

husband [ ˈhʌzbənd ] муж

wife [ waɪf ] жена

ex-husband [ eks-ˈhʌzbənd ] бывший муж

ex-wife [ eks-waɪf ] бывшая жена

widow [ ˈwɪdəʊ ] вдова

widower [ ˈwɪdəʊə ] вдовец

spouse [ spaʊz ] супруга, супруг

twins [ twɪnz ] близнецы

triplets [ ˈtrɪplɪts ] тройня

parents [ ˈpeərənts ] родители

grandparents [ ˈgrænpɛərənts ] дедушка и бабушка

children [ ˈʧɪldrən ] дети

relative [ ˈrelətɪv ] родственник

engagement [ ɪnˈgeɪʤmənt ] помолвка

marriage [ ˈmærɪʤ ] брак

wedding [ ˈwedɪŋ ] свадьба

honeymoon [ ˈhʌnɪmuːn ] медовый месяц

lover [ ˈlʌvə ] любовник

bride [ braɪd ] невеста

groom [ grʊm ] жених

girlfriend [ ˈgɜːlfrend ] подруга

boyfriend [ ˈbɔɪfrend ] дружок

divorce [ dɪˈvɔːs ] развод

family [ ˈfæmɪlɪ ] семья

***Exercise 1. Read and learn the following tongue-twisters:***

1. A black cat sat on a mat and ate a fat rat.

2. I can think of six thin things,

And of six thick things, too.

3. Which wristwatch is a Swiss wristwatch?

4. I scream, you scream, we all scream for ice-cream!

5. Peter Piper picked a peck of pickled pepper.

***Exercise 2. Read and learn the Dialogue***

*A*: Hello!

*B*: Hi! Meet my friend Arman. He is a first-year student. He is Kazakh.

*A*: Nice to meet you. My name is Alice.

*C*: I’m glad to meet you too. And where are you from, Alice?

*A*: I am from France. But I’m in a hurry now. So long.

*B and C*: See you soon.

***Exercise 3. Put the sentences in the right order and make up dialogues***

|  |  |
| --- | --- |
| A.  He is married.  Is he our new manager?  I don’t know.  What is his name?  What is his E-mail address?  Is he married or single?  His name is Dick.  Yes, he is. | B.  Yes, she is.  She is Spanish. She lives in Madrid.  Is she Italian or Spanish?  And what is her occupation?  Is Alice your friend?  And can she speak English?  Yes, she can.  She is a guide. She can speak three foreign languages. |

***Exercise 4. Read the answers. What were the questions?***

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? – I’m fine, thanks.

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ? – They are from Italy.

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ? – My girl-friend is in Greece.

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ? – Our names are Kate and Sally.

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ? – No, I am single.

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ? – No, I’m a student.

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ? – It is 543 442 661.

8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ? – It is 17 Pushkin Street, Perm.

***Exercise 5. Complete the dialogue and make up your own dialogues using the previous patterns.***

* Hello, Ted.
* …, Helen. …?
* I’m fine, thanks. … my friend Sam. He is … London.
* Oh! … an Englishman?
* Yes.
* Glad … .
* … too.
* What do you do (for living)?
* … a doctor.
* But we … now. … soon.
* All … .

***Exercise 6. Make up your own dialogues using the previous patterns.***

***Some information about your brief personal history***

Curriculum vitae = CV – резюме

Resume /USA/ – резюме

***Sample Curriculum Vitae***

|  |  |
| --- | --- |
| Name | John Edward Harvey |
| Address and telephone number | 27 South St., Stoke Ripton,  Birnshire, XY195LM  T-(49675) 223926 |
| Date and place of birth | 7th August 1995, Bath |
| Nationality | British |
| Age | 17 |
| Education | 2001-2009 Ripton County school.  2009-2010 Grant College of Further Education |
| Languages | French, German |
| Previous experience | Summer job working at a local supermarket |
| Interests | Swimming, tennis, art, computer |

***Exercise 7. Make up the sentences using the following words.***

His name is…; lives…; was born…; he is…, studied at…, can speak…, had a job at…, is interested in… .

***Exercise 8. Introduce yourself to your group mates answering the questions***

1. What’s your first /family/ name? 2. How old are you? 3. Are you single or married? 4. When is your birthday? 5. Where are you from? 6. Where do you live? 7. What is your future profession? 8. What do you do in your spare time? 9. What do you think about your boy/girl friend? 10. What’s your telephone number? 11. How do you spell your surname?

**Grammar Exercises**

***Exercise 1. Answer the questions .***

*Model: Are you from Perm? →Yes, I am. / No, I am not.*

1. Are you a student of Technical University? 2. Is your girl-friend seventeen? 3. Is your boy-friend a student of Philology? 4. Are your parents from Perm? 5. Are they teachers? 6. Is a lawyer a well-paid job? 7. Is this book a dictionary? 8. Is your pet clever? 9. Are your group-mates good friends? 10. Are you good at English?

11. Were you at home yesterday evening? 12. Was your friend in the library the day before yesterday? 13. Were your group-mates in the University on Sunday? 14. Were they late for classes on Monday? 15. Was the weather fine last week? 16. Was the home task in English difficult? 17. Will you be at the University tomorrow? 18. Will you be a student in five years?19. Will the lesson be over at 6 o’clock? 20. Will the English language be popular in the future?

***Exercise 2. Complete the sentences with the necessary form of the verb “to be”.***

|  |
| --- |
| am, is, are (Present)  was, were (Past)  will be (Future) |

1. I … in the library yesterday. 2. Where ... they from? 3. We … in the south of Perm region last year. 4. My friends ... in the north of Russia now. 5. ... this kind of transport good? 6. Ann … a good teacher in the future. 7. It ... the way to my house. 8. They … real friends in the past. 9. There … a traffic jam yesterday. 10. It … warm next week. 11. … your sister a student too? 12. Kate … here in two days. 13. Ann … good at English. 14. My brother and I ... at home.

***Exercise 3. Find one mistake in each sentence and correct***

1. Is the days lovely? 2. Yes, my children aren’t in the bar. 3. The cinema is in Writhen Square? 4. I is not in the bank. 5. The taxi aren’t near the theatre. 6. Where the hotel? 7. What is your names? 8. The town aren’t in the north of France. 9. I am not a student, I a doctor. 10. Where will he from?

***Exercise 4. Choose the right pronoun.***

|  |  |
| --- | --- |
| 1. … house is in Spain.  A their B them C us | 6. I want to tell … the story.  A them B its C me |
| 2. Tell … about this country.  A our B us C she | 7. She enjoyed … very much.  A hers B myself C herself |
| 3. Can I take a glass? – Yes, help...  A you B them C yourself | 8. … street is in the north.  A me B it C our |
| 4. They are … children.  A hers B its C his | 9. … have a nice bar.  A they B our C her |
| 5. Take the book. Give … to Jane.  A her B them C it | 10. John is a friend of … .  A us B mine C my |

***Exercise 5. Use the objective form of the given pronoun .***

1. Will you give (I) your pen, please! 2. Don’t tell (we) this story again. 3. I’ll be glad to show (you) around my house. 4. What a pretty little girl! Look at (she)! 5. Can you explain (he) the problem? 6. If you need a dictionary, take (it)! 7. Read the new words and classify (they) into 2 groups: verbs and nouns.

***Exercise 6. Complete the sentences with necessary possessive pronouns.***

1. This is my elder sister, …name is Julia. 2. Ted is 17, … dream is to become an economist. 3. Is it Mary’s cell phone? – Yes, it’s … 4. The Browns are my neighbours, … house is across the street from …. 5. Bob, what is … pet’s name? – Rex. 6. Whose exercise-book is it? Is it …, Ann? 7. We are going to the concert. These are … tickets. 8. Don’t take these seats, they are … .

***Exercise 7. Put the necessary form of the verb “to have” (have, has, had, will have, haven’t, hasn’t).***

1. They … dinner together every Sunday. 2. We … much free time tomorrow morning. 3. He … got a brother, he … got two younger sisters. 4. We … little work to do yesterday evening. 5. … she got a credit card? Yes, she … . 6. Did you … a rest yesterday? Yes, I … a good rest. 7. … you got a pet at home? – No, I ... . 8. She … a nice dress on. 9. I’m sure he … a good mark in History next term.

***Exercise 8. Put the articles (a, an, the) where necessary.***

1. This is … camera. 2. This is … David. 3. I’d like to change … money. 4. … Martin is from … Italy. 5. This is … cinema. … cinema is new. 6. I’d like to buy … orange. 7. I am … student. My brothers are … farmers. 8. I want to buy … this stamp. 9. This is my … Smartphone. 10. … Smiths live in … London. 11. These are … students of our group. 12. …man entered the room. 13. She has … aunt and two … uncles. 14. Would you like …cup of tea? – Yes, I usually drink … tea in the morning.

***Exercise 9. Classify the nouns into 3 groups: a) with the sound [s] in the plural; b) with the sound [(I)z]; c) exceptions.***

Rooms, hands, hats, children, fish, boys, books, foxes, horses, brushes, mouths, boxes, potatoes, roofs, steps, computers, leaves, bananas, houses, feet, watches, minutes, dollars, guides, telephones, eyes, squares, names, nurses, women, jobs, mice, cameras, men, shelves, teeth, news.

***Exercise 10. Write the given nouns in the plural form.***

A farmer, a country, a city, a day, a disc, a leaf, an address, a lemon, an apple, a child, a man, a house, a mouse, a tooth, a photo, hair, a potato, a box, a hobby, an exercise-book, a piano, a son-in-law, a wife, a gallery, a toy, a roof, a foot, money.

***Exercise 11. Write the sentences in the plural form.***

1) I am a student.

2) He is French.

3) This is a book.

4) That is a man.

5) This woman has a large family.

***Exercise 12. Translate the following word combinations.***

1. Jack London’s novels, John Lennon’s songs, Chekhov’s short stories, Lomonosov’s works, my sisters’ names, my sister’s children, this child’s mother, my friend’s sister, these students’ books, the teacher’s bag.

***Exercise 13. Write in the Possessive Case of the nouns.***

1) jeans, Peter 2) boy-friend, Bess 3) best test, Denis 4) TV-set, my mother-in-law 5) children, Mike and Mary 6) best red dress, Helen 7) faces, children.

***Exercise 14. Answer the following questions.***

1. What is your sister’s /brother’s name? 2. What is your friend’s favourite subject? 3. Where is your parents’ house? 4. What is your mother’s hobby? 5. Whose pen is it? 6. Whose exercise-book is over there?

***Exercise 15. Read these cardinal numerals and put them in ordinal form***

1) 5, 18, 12, 19, 10, 20, 38, 43, 157, 587, 908, 1600, 4765, 22 215.

***Exercise 16. Answer the following questions.***

1) When do the British celebrate Christmas Day and Halloween?

2) When do people in Kazakhstan celebrate Nauryz and Independence Day?

3) When is the International Students’ Day held?

4) When do you celebrate your birthday?

**MY FAMILY**

Hi, my name is Craig. I am English because I was born in England, but I am also British because England is part of Great Britain and is in the UK.

I live in a typical English family. I have a father, mother and a sister and we all live together in a house in a town in the south east corner of England. At the back of our house we have our garden where I play with my sister.

My family has a car, a computer, a colour telly (televison) with a DVD, a washing machine, dishwasher and a cat. Mum and dad both have mobile phones and I am hoping to get one soon.

The day starts at about 7 o'clock when Dad and mum get up. My sister and I usually watch telly in our pyjamas (night clothes) until breakfast. We have breakfast at 8 o'clock. I like to eat Rice Krispies (cereal) and jam on toast. I also drink a glass of milk. My mum usually only has toast, a class of orange juice and a cup of coffee. Dad likes to have a fried breakfast consisting of baked beans, bacon, tomatoes, mushrooms, two eggs and a sausage.

After breakfast my sister and I put on our school uniform. I wear grey trousers, a white shirt and a blue sweatshirt.

We all leave the house by 8.30. Dad goes to work. He works with computers. Mum, my sister and I walk to school. My mum then catches a bus to her work place. She works in a different school as an assistant.

I take a packed lunch to school, which contains things like sandwiches, fruit and a bag of crisps. Sometimes my friends and I swap our food.

My favourite subjects at school are science and history. My favourite topic in history is learning about the ancient Egyptians. I also enjoy PE (Physical Education) lessons

we play football, netball, cricket and sometimes we go cross-country running.

Mum picks us up from school at 3:15. Sometimes we go down town to the shops and, if we are really lucky, mum buys us a McDonalds Happy Meal. However, most days we go straight home and my sister and I watch the telly, play on our Wii, or play on the computer.

Dad usually gets home about 6 o'clock. We eat together at about 6.30. My favourite meal is a fish finger with peas and chips. I also like pizza which we have very often. I have to help mum wash up (wash the dishes) when I have eaten. I also have to tidy my bedroom.

In the evenings, I usually do my homework before watching more telly. Mum helps me with my homework. My family likes to watch Eastenders, and Coronation Street (English soap operas).

I am a Cub Scout and my sister is a Brownie. On Mondays, I go to cubs whilst my sister goes to Brownies. I also go to Karate on Thursdays and my sister goes to Ballet on Wednesdays.

I love cubs especially when we go camping. I like building fires and cooking on them. It is good fun sleeping in the tents too. We usually go camping about twice a year.

I enjoy playing on my computer and skate boarding. I have a pet rabbit called Sooty.

I bet you can guess what colour it is? Black of course.

I love my family very much.

Written by Craig aged 10 years

***Exercise 1. Read the text and mark the sentences T (true) or (false)***

1.Craig’s family consists of three people.

* 2.They live in a flat in a town in the south east corner of England.
* 3.Craig doesn’t have a mobile phone.
* 4.Craig gets up at 7 o’clock and watches TV until breakfast.
* 5.For breakfast he has jam on toast and a class of orange juice.
* 6.He goes to school by bus.
* 7.He wears a uniform at school.
* 8.After school Craig watches the telly, plays on his Wii, or plays on the computer.
* 9.On Mondays he goes to cubs and on Tuesdays to Karate.

10. He has a black pet rabbit called Snowy.

***Exercise 2. Complete the sentence with the suitable word* :**

*together, consists of, until, wear, catch a bus, favourite, tidy, enjoy.*

* My work place is far from my house so I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to get there.
* I usually \_\_\_\_\_\_\_\_\_\_ jeans and a T-shirt.
* My \_\_\_\_\_\_\_\_\_\_\_\_\_\_ sport is basketball.
* Every Sunday I \_\_\_\_\_\_\_\_\_ my flat.
* I \_\_\_\_\_\_\_\_\_\_ going down town to the shops.
* In the evening we \_\_\_\_\_\_\_\_\_\_\_\_\_\_ watch soap operas.
* Our dinner often \_\_\_\_\_\_\_\_\_\_ fish fingers with peas and chips.
* I am at school \_\_\_\_\_\_\_\_\_\_\_ 3:15.

***Exercise 3. Match the sentences***

|  |  |  |
| --- | --- | --- |
| 1. | I have a typical Russian family which | a. washes the dishes. |
| 2. | I take my children to school and then | b. and we go straight home. |
| 3. | I get up at 6:30 and cook breakfast | c. walk to my work place. |
| 4. | I pick up my children from school | d. consists of four people. |
| 5. | After dinner my daughter | e. for my family. |

***Exercise 4.Put the sentences in logical order*.**

* After the lessons my mother picks us from school.
* In the evening I do my homework and then we all watch a soap opera on TV.
* We have jam on toast, cereals, milk, juice, coffee, and fried food for breakfast.
* I have lunch at school.
* When my father comes home from work we all have dinner.
* We all leave the house by 8:30.
* We get up at 7 o’clock.

***Exercise 5.Choose the write variant*.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1. Craig is British because he was born in \_\_\_\_\_\_\_\_\_ . | | | | |  |
| a) Wales | |  | b) England |  | c) Scotland |  |
| 2. | Craig’s family has a house with a \_\_\_\_\_\_\_\_\_ at the back. | | | | |  |
| a) yard | |  | b) patio |  | c) garden |  |
| 3. | Craig and his sister usually watch telly in their \_\_\_\_\_\_\_\_\_\_ until breakfast. | | | | | |
| a) pyjamas | |  | b) uniforms |  | c) boots |  |
| 4. | Craig’s \_\_\_\_\_\_\_ works with computers . | | | | |  |
| a) mother | |  | b) sister |  | c) father |  |
| 5. | Craig’s favourite subjects at school are \_\_\_\_\_\_\_\_\_\_ and history. | | | | | |
| a) mathematics | | | b) science | | c) chemistry |  |
| 6. | Craig has to \_\_\_\_\_\_\_\_\_\_ in the evening. | | | | |  |
| a) wash up | |  | b) help his sister with her homework | | | c) play with his pet |
| 7. | Craig likes building \_\_\_\_\_\_\_\_\_\_\_\_ and cooking on them. | | | | |  |
| a) houses | |  | b) fires |  | c) roads |  |
| 8. | Craig likes sleeping in \_\_\_\_\_\_\_\_\_\_ too. | | | | |  |
| a) his bedroom | | | b) the tent | | c) the hotel |  |
| 9. | He usually goes \_\_\_\_\_\_\_\_\_\_\_\_\_ twice a year. | | | | |  |
| a) on holiday | | | b) to Karate | | c) camping |  |
| 10. He has a pet \_\_\_\_\_\_\_\_\_\_ called Sooty. | | | | | |  |
| a) dog | | b) fish | | c) rabbit | |  |
| ***Exercise 6. Answer the questions*.** | | | | | |  |

* Where does Craig live?
* How old is he?
* Is his family large?
* What does his mother do?
* What does his father do?
* What are Craig’s favourite subjects at school?
* What does he do after school?
* Where does he go on Mondays and Thursdays?
* Why does he like cubs?

## Exercise 7. Look through the statements and try to outline the problems to be discussed.

* + 1. Like father, like son.
    2. It’s not necessary to be beautiful to be liked by people.
    3. It takes all kinds to make a world.
    4. Children must be taught to respect their parents.

## Exercise 8. You’ve got some information about Steve Clark. Describe his appearance and character to your partner. Replace the words in bold by the words with similar meaning given in the box.

My name is Steve Clark. I was born on August, 25. I am in my teens. I come from Manchester, England. I **take after** my mother. I am of a **medium** height with her regular features and dark hair and build a bit **stocky** but strong with it. I have a straight nose and a wide humorous mouth. They say I’m **incredibly handsome**.

I inherited my father’s grey eyes and character. I am quite **shy**, I look **calm**, but actually I am rather **nervy**. I think I am kind, but sometimes I am bad-tempered like my father.

I have long, **curly** hair. It is fashionable at the moment for men to grow their hair. It nearly reaches my shoulders. My mother is always telling me to get it cut. I

don’t **take** much **care** for my appearance, so I often look quite untidy – it doesn’t matter how much money, time and energy I devote to my appearance.

My mum is usually well-dressed. She is the sort of a person who always looks **smart**. But I am the exact **opposite**. I hate having to wear a tie. I like comfortable clothes such as T-shirts and jeans. I don’t care what I look like.

I don’t have many interests and hobbies. I spend much time at my computer. In my opinion the computer is the greatest invention in the world. **Actually** if your computer is connected up to the Internet you can get any information you want, you can send letters all over the world in no time. I mean the service called e-mail. The second thing I’**m interested in** is tennis. It gives me energy and puts me **in high spirits**. I always spend my spare time on the tennis court. I’ve won a few local **tournaments** and I’d really like to turn professional.

pay attention amazingly resemble am keen on contrast contests good-looking thickset in fact quiet wavy in a good mood timid average irritable elegant

## Exercise 9. These people are all talking about other people’s characters. Match the names they mention with the descriptions in the box.

**a** someone you can really rely on

**b** someone who is very concerned for and generous to others

**c** someone with a lot of energy and enthusiasm

**d** someone with a very high opinion of himself/herself

**e** someone who talks too much

**f** someone who is very quiet but seems sure of himself/herself

**g** someone who is very timid

**h** someone who loses his/her temper quickly

‘…Mr. Brown’s really a *warm-hearted* person, don’t you think?’

‘…Don’t you think David’s rather a *big-head*?’

“… What a *chatterbox* that Miriam is?”

‘…As for Mike, he seems *frightened of his own shadow.*’

‘…I think Luke is *the strong, silent type*.’

‘…Diana is really *a tower of strength*, isn’t she?’

‘…I’ve found that Tom is likely to *fly off the handle*…’

‘…Sally’s *a ball of fire*…’

**UNIT TWO**

**MY HOUSE**

# Active Vocabulary

furniture [ ˈfɜːnɪʧə ] мебель

table [ teɪbl ] стол

chair [ ʧɛə ] стул

sofa [ ˈsəʊfə ] диван

bed [ bed ] кровать

armchair [ ˈɑːmˈʧɛə ] кресло

stool [ stuːl ] стул

couch [ kaʊʧ ] кушетка

bench [ benʧ ] скамья

desk [ desk ] стол

cabinet [ ˈkæbɪnɪt ] шкаф

cupboard [ ˈkʌpəd ] шкаф, буфет

bookcase [ ˈbʊkkeɪs ] книжный шкаф

wardrobe [ ˈwɔːdrəʊb ] шкаф, гардероб

bookshelf [ ˈbʊkʃelf ] книжная полка

shelf [ ʃelf ] полка

hanger [ ˈhæŋə ] вешалка

deckchair [ ˈdekʧər ] шезлонг

hammock [ ˈhæmək ] гамак

cradle [ kreɪdl ] колыбель

cot [ kɔt ] детская кроватка

dresser [ ˈdresə ] комод

mirror [ ˈmɪrə ] зеркало

lamp [ læmp ] лампа

curtains [ ˈkɜːtnz ] занавески

carpet [ ˈkɑːpɪt ] ковер

cushion [ kʊʃn ] подушка

rug [ rʌg ] коврик

tablecloth [ ˈteɪblklɒθ ] скатерть

blanket [ ˈblæŋkɪt ] одеяло

## Exercise1.Look through the statements and try to outline the problems to be discussed.

1. Tastes differ. Different countries have different kinds of accommodation.
2. Men make houses, women make homes.
3. Children and husbands learn to do housework.
4. Renting an apartment is much simpler than buying a house.

## Exercise2.You’ve got some information about Pam’s new flat. Describe it. Replace the words in bold by the words with similar meaning given in the box.

Dear John,

My new flat is really **lovely**! It’s got four big rooms – a spacious **lounge** with dining area, two bedrooms and a large kitchen which **looks out onto** the garden. There’s another large window in the lounge with a super **view** of the park opposite, which lets in lots of sunshine in the afternoon. It’s fully **equipped** with central heating but so far I haven’t thought of any **furniture**! There are no **carpets** down yet and all I’ve got is a bed and a table and some chairs. Oh, and I forgot to say that it’s on the ground floor and quite near the shops, which is very **convenient** for me because I’ve got a memory like a sieve and I’m always forgetting to buy something!

Do come and visit me! I’m sure you won’t mind sleeping on the floor if I haven’t got another **bed** by the time you come. I can show you the town and we can go into the country too while you’re here. I know you’d **enjoy** it here! Please write soon.

Love, Pam

couch; furnishings; living room; like; nice suitable; provided; faces; floor covering; scenery;

## Exercise 3.Tell your friend about the most traditional types of housing in Great Britain choosing the right preposition from the brackets.

In Great Britain, families prefer to live (**at, in, into**) houses rather than flats.

There are different types of housing (**on, at, in**) Britain. Terraced houses are attached (**with, to, for**) each other in a long row. They are usually found in towns and cities and many were built in the 19th or early 20th century as houses (**for, with, without**) workmen. Today, Victorian terraced houses are very popular city homes.

(**At, in, on**) the 1930’s a large number of semis were built. They share a central wall. Typically, a semi has a small garden (**to, at, in**) front of it and a fence divides a larger garden (**on, at, in**) the back. Semis are still built where land is expensive.

A detached house has land (**below, round, above**) it. More and more modern homes are detached, although (**to, towards, in**) areas where building land is expensive, the houses may be very close (**at, with, to**) each other.

Country cottages are often old stone buildings which were part (**of, for, on**) a farm. Today many people who work (**in, on, at**) the cities buy cottages so that they have a place to go (**in, on, for**) the weekend.

A bungalow is a house where all the rooms are (**in, on, at**) the ground floor. As there are no stairs, many older people dream (**after, of, for**) going to live in a bungalow when they retire.

A block of flats. In the 1950s and 1960s local councils cleared a lot of slums (**in, from, on**) the inner city areas and knocked down terraced houses (**on, in, about**) very poor areas. Block of flats or tower blocks can vary (**for, with, from**) 3-5 storeys high up to 10-20 storeys high. Each storey contains 5 or 6 flats (**of, to, for**) families. But people don’t like to live (**with, in, without**) them because there are many social problems.

## Exercise 4.You’ve bought a new flat. Decide with your partner what furniture you would need to make it comfortable. Use the words in the box below. Say which room(s) each piece of furniture would normally be used in.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sitting room | Bedroom | Kitchen | Bathroom | Entrance Hall |
|  |  |  |  |  |

stool hat-stand dresser mirror carpet .lampshade wall-unit cupboard wardrobe armchair cooker sofa desk bookcase

chest of drawers dressing table shelf

sideboard

**MILLIONAIRES AND THEIR SECRET HOMES**

Some millionaires like living in the centre of the world's capital cities. Others prefer to live somewhere quiet and private. Here are three special millionaire homes: one in the middle of a tropical forest, one in the mountains and one on the beach.

The first home is a tree house built high up in the trees of a tropical rain forest. But it is no ordinary tree house. It is on two floors and there are two bathrooms and three bedrooms. The top floor of the house is a roof-top terrace. This is the breakfast room, where you can have your coffee and cornflakes with the monkeys. They think the house is just another tree!

The second home is an old monastery built high on a rock. The only way to get there is by helicopter. There is a helicopter pad on the roof next to the swimming pool. It isn't very big: only three bedrooms, a living room, two bathrooms, a kitchen and a gym. And some very spectacular views.

The third home is a beach house, but a beach house with a difference. It has got a private beach, of course. In fact, it is built on its own private island. This home is

actually a collection of small houses: a little village in fact. There are four swimming pools, eight tennis courts and twenty horses in the riding stables.

***Exercise 1. Agree* with the following statements using “ there is/are”:**

*Models: You’ve got three members in your family. – Yes, there are three members in my family.*

You can see a boy in the picture. – Yes, there is a boy in the picture.

1. You’ve got a book in front of you. 2. She’s got many foreign books in her library. 3. They’ve got many pets at home. 4. She’s got three mistakes in her test. 5. You’ve got no laboratory on the first floor.6. You can see a farm near the forest. 7. You can see a lot of interesting pictures in this book. 8. You can see a TV set in the hall. 9. You can see a large family in this picture. 10. You can see many difficult words in this text.11. You can see many countries on the map. 12. You can see two sentences on the blackboard.

***Exercise 2***. **Open the brackets choosing the necessary form of verbs. Underline the subjects and predicates.**

1.There (is, are) a large table in my room. 2. There (is, are) three windows in my classroom. 3. There (is, are) a table and four chairs in my sister’s room. 4. There (is, are) a blackboard, four tables and five chairs in our classroom. 5. There (is, are) a text-book and two exercise-books on my table. 6. There (wasn’t, weren’t) a school here in 1920. 7. There (was, were) very many children in the park yesterday.

**Exercise 3.** **Use the sentences in negative and interrogative forms:**

1. There’s a blackboard in our class-room. 2. There are some English books on the table. 3. There were very many mistakes in your dictation. 4. There’s a new grammar rule in Seminar Four. 5. There was a telegram on the table. 6. There was too little ink in my pen to write two letters.

***Exercise 4. Put the missed parts of the sentence.***

There … two bathrooms and three bedrooms in the house.

* There … a terrace on the … floor.
* There … a … room on the terrace.
* There … a helicopter … and a swimming … on the roof.
* There … three …, a living …, two …, a kitchen and a gym in the monastery.
* There … a collection of …. , four … pools, eight tennis …, and twenty … in the riding stables on the private island.

***Exercise 5.* *Mark the sentences T(true) or F(false)***

Rich people prefer living in the cities rather in the countryside.

* The tree house is situated in the cold climate.
* The tree house is a two-storied construction.
* Living on a rock you can enjoy impressive views.
* Rock–climbing is the only way to get to the rock house.
* The beach home consists of several buildings.
* Wild animals can easily get into these houses.
* All these houses are privately owned.

***Exercise 6*. Complete the sentences with the words from the text.**

Some people like living in … places.

The tree house is situated in a tropical rain … .

You can enjoy breakfast sitting on the roof-top … .

Flying by a … is the only way to get to this place.

* There is a private … at this hotel if you like sunbathing.
* There are some … at the hotel so you can keep your horse there.
* Would you like to play tennis? See you at the … at 5.
* If you like old buildings, you must see this … .

***Exercise 7. Put the sentences in logical order*.**

* It has got a roof-top terrace.
* You can enjoy some very spectacular views from this spot.
* It is situated on its own private island
* The text is about three special millionaire homes.
* There is a private beach next to this house.
* This house is built high up in the trees.
* The only way to get to that house is by helicopter.

***Exercise 8. Choose the write variant*.**

Millionaires like … in the world's capital cities.

a. working b. relaxing c. living

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2. | The first home is built in … | | | | | | |
|  | a. a tropical rain forest | | | b. the taiga | | c. the forest -steppe | |
| 3. | It’s on … floors. | | | | | | |
|  | a. one | b. two |  | c. three | |  | |
| 4. | You can have your coffee and cornflakes with the … | | | | | | |
|  | a. pets | b. birds | | c. monkeys | |  | |
| 5. | The old … is built high on a rock. | | | | | | |
|  | a. monastery | | b. castle | | c. tower | | |
| 6. | There isn’t a … on the rock. | | |  |  |  | |
|  | a. helicopter pad | | b. tennis court | | | c. swimming pool | |
| 7. | There is a helicopter pad on the roof … the swimming pool. | | | | | | |
|  | a. over | b. under | | c. next to | |  | |
| 8. | … four swimming pools, eight tennis courts | | | | | | |
|  | a. There is | b. There are c. They are | | | |  | |
| 9. | The … home is actually a collection of small houses | | | | | | |
|  | a. beach | b. rock | | c. tree |  |  | |
| 10. There are twenty … in the riding stables. | | | | | | |
|  | a. dogs | b. horses | | c. cows | |  | |

* ***Exercise 9. Answer the questions*.**
* Where do rich people like living?
* What is there in the tree home?
* What can you do on a top-roof terrace?
* Where is the second special home situated?
* What is there in the rock house?
* What is special about the beach home?
* What is there in the beach house?

***Exercise 9. Questions for discussing*.**

* Do you live in a house or a flat?
* How many rooms are there in your home?
* What is your favourite room?
* Why do you like it?

**Getting Kids to Clean is a Chore**

Many kids today rarely lift a dust rag. Their rooms often look like a tornado hit them, with unmade beds and clothes scattered everywhere.

We may be raising a nation of slobs if something isn’t done about it, say two leading cleaning experts. They are advising parents to pick up their brooms and turn them over to their children. “Anybody old enough to mess up is old enough to clean up,” says Don Aslett, known as the King of Clean and the author of 40 books. “Parents are cleaning up after kids, and I think it’s sad. They are reinforcing bad behavior.”

Kids today seem to be doing a lot less housework and chores. Children have less time because they are busy with sports, clubs, after-school activities, jobs and homework, says Sampson Lee Blair, associate professor of sociology.

Plus, parents today consider their kids “emotional assets” to love and take care of rather than the “economic assets” they were years ago when they were essential for running the family farm, Blair says. Some parents don’t want to be strict about making their kids do chores, he adds. But they aren’t doing their kids any favors by letting them off the hook, says Aronson, who writes a cleaning column for the *San Francisco Chronicle*.

Parents who want their kids to help around the house should start giving them chores early and be consistent in making sure the jobs are done, experts say.

Aronson began working on this when her kids were toddlers. From the time her youngest could walk, she had him picking up his dirty clothes and putting them in the hamper.

When her oldest son was 10, he stomped out of his room one day and told her that she needed to do the laundry because he didn’t have any clean uniforms for school. That was the day she taught him to do his own wash.

And chores like washing windows and mowing the lawn are something the family can do together to make their home nicer.

(By Nanci Hellmich USA TODAY)

## Exercise 10 Work in pairs. You are busy with housework. Restore the dialogues. Use the word combinations below.

1. **A:** Hello, come in. Don’t mind the mess. I’m just **……. B:** Oh, what a pity you are busy.

**A:** Don’t worry. It never takes me much time …….

1. **A:** Let me….**.**

**B: ……**, you may **…….**.

**A:** Don’t you want to **……..**? Do you mind if I open the window?

**B:** Oh, no. I don’t mind it a bit.

1. **A:**Wait a moment. I have to wash up **…..**. **B:** Somebody else can do it, I think.

**A:** Certainly, everybody can, but today it’s **…..** to do it.

1. **A: ……….**? Is it the fridge again?

**B**: No It’s not the fridge. **…….**

**A**: Oh? Well, what’s wrong with it?

**B**: Well, I think **…..** with the temperature control. Everything I try to cook gets burnt.

**A**: Really? OK, I’ll get someone to look at it right away.hat can I do for you?

…water the flowers It’s oven this time.

…help you

…my turn If you don’t mind

…the wrong

…air the room

…doing the room

…scrubbing brush

…to tidy up the room

## Exercise 11. Some students live in the hostels and some rent rooms or flats with their group- mates. Look up and say which of these viewpoints are expressed in the text.

* 1. a. Living with somebody in one flat has both benefits and drawbacks.
     1. Sharing a flat doesn’t have any advantages.
     2. If you share a flat with somebody you are a lucky person.
  2. a. Sharing a flat with some people is more expensive than living on your own.
     1. You pay less if you live in one flat with somebody.
     2. If you share a flat with somebody you pay as much as if you lived by yourself.
  3. a. When you live with somebody you share all the housework.
     1. Sharing a flat with somebody means that you have to do twice as much housework as living alone.
     2. If you live in one flat with somebody you don’t have any household chores.
  4. a. Living apart from your parents is sometimes dangerous for your health.
     1. When you live far from your parents you feel bored and depressed.
     2. It’s both interesting and pleasant to live apart from your parents for the first time.
  5. a. An ideal thing is to have your own flat.
     1. To live with your parents is the best way.
     2. Best of all is to live with people of your own age.

Sharing a flat certainly has some advantages. To begin with, it should be cheaper, and if you are sharing with people that you get on well with, it is nice to have some company at home rather than being all on your own. Also the household chores are shared, and that is very important. Particularly when you are younger, and you are living apart from your parents for the first time, it can be very enjoyable to live with people of your own age, whose interests and lifestyle you share.

However, sharing a flat does have some distinct disadvantages, and the main one is that the flat is not your own. So you cannot do what you want in it. What

happens if you want to go to bed but your flatmate wants to play music? To a certain extent you have to be unselfish. What is more, there can be little privacy.

I would say that as you get older, it is probably better to live on your own.

Having had my own flat for a few years, I would not like to have to share again.

## Exercise 11. Renting a Flat

A young engineer is talking about how he had to rent a house. Read this story and put each of the following words or phrases in its correct position. Talk about your experience in renting a flat.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| deposit | fee | flat | advertisements | self-contained |
| landlord | rent | block | references | accommodation agency |

The first thing I had to do in London was to find somewhere to live, if possible a small, one-bedroomed (a) . I didn’t want to share a kitchen or toilet; I wanted to be independent in my own (b) place. I decided I could pay a (c) of ₤50 a week. I couldn’t find what I wanted in the newspaper (d) so I went to an (e) . They offered me a nice place.

It was in a modern (f) on the third floor. I had to pay the agency a (g) , and the (h) wanted a big (i) and (j) from my employer and bank manager.

## Exercise 12.Work in pairs. You are looking for a new flat to rent. Restore the dialogues. Use the word combinations and sentences from the box given bellow.

1. **A**: Good morning! May I help you?

**B**: ……..

**A**: And what kind of place are you looking for?

**B**: Well, we have two young children, so we’d like a place that’s ……

**A**: I see. Well, we have a very nice three-bedroom house that is located in a nice area.

1. **A**: Then go and see my room. There are all necessary pieces of furniture in it. The room overlooks the park.

**B**: Your room is really nice and comfortable. But what about bed linen and would you allow to use the refrigerator?

**A**: Yes…..

**B**: It isn’t bad indeed. When can we move in?

**A**: . …..The room is ready.

1. **A**: I was told that you have an apartment to let.

**B**: Yes, I have ….

**A**: How many bedrooms are there?

**B: …..**

**A:** How much is the rent? What are your terms?

**B:** 89 dollars a week, **…… A:** What about other services?

**B:** They are **…..**

**A:** Do you think I could have a look at the apartment, please?

**B:** Yes, sure, but **….**

**A:** Well, I’d like to see the kitchen then, only to make sure, that it is equipped to cook.

**B:** This way, please. As you see, it has …

**A:** And where is a bathroom?

**B:** Here it is………**.** You can put a washing machine here, there is enough room for it.

Any time you like.

…a spare apartment for rent

… including laundry

I hope so. I’m looking for a place to rent.

…to be paid monthly

…it is a mess now, I am afraid A bath-tub and a shower.

That is included in the rent which is quite reasonable.

…fairly big and pretty quiet

Two bedrooms entirely furnished.

… up-to-date equipment, a new sink and a gas stove

## Exercise 13 .a) When people are asked what kind of housing they need or want, the question evokes a variety of answers: “four bedrooms”; “lots of storage space”; “close to my work”; “low rent”; “a quiet neighbourhood”; “a big yard”; “a scenic view”; and so on.

## Continue this list.

## Work in groups. Read the information about where some people would like to live. Say which variant suits you most of all. Why?

*Paul:* “Is it big enough?” is perhaps the first question a family asks when it looks at a new house or apartment. I want, for example, a bedroom for me and my wife, a separate bedroom for my children , large closets, a kitchen with a good-sized eating area, a large living room, a library, a patio, a two-car garage, and so on. I would like to have as much space as I can afford.

*Mary:* There is a separate dining room in my flat now. But I think a dining area adjoining the living room and kitchen would be better for my family. It would be the informal center of family life.

*David:* In my view, modern homes should have many appliances, a system of hot and cold running water, a central heating system suitable to the climate, an automatic washer and dryer in the laundry room, central air conditioning, a dishwasher.

*Alex*: It seems to me that kitchen and bathroom floors should be covered with linoleum or tile. The floors of other rooms should be hardwood or covered with permanent carpeting.

*Susan:* I’m not willing to live in an experimental dwelling. A house should look like a house. I’d like to live in a new modern house. Because old houses may have roofs that sag or leak, cracked foundations and walls, floors that are not level, and doors that do not fit their frames. Work done by a previous occupant—do- it-yourself wiring or plumbing, for example—may be unattractive or even dangerous. Unfortunately, some of these defects may be discovered only after occupancy.

*Nick:* Well, I would say, that a vital feature of any dwelling is its accessibility to your place of work and to stores, schools, homes of friends and relatives, and other frequently visited places. I’d like to live less than an hour's commuting time from my job.

## Interview your group-mates. Find out what modern conveniences they would like to have in their houses or flats. Let them express their opinions using the following phrases:

|  |  |
| --- | --- |
| I’d rather… | I would like… |
| I wish... | I’d better... |
| I would prefer... | I wouldn’t mind... |
| It would be better... |  |

## Exercise 14.Situations to discuss:

* 1. You spent last Sunday at your friend’s summer house.

Tell your mother what you liked and disliked about the house and its premises.

* 1. Discuss with your friend what house you’d like to buy, what you’d like to have around the house, in what area you’d like it to be located, etc.
  2. You are a real estate agent. Help your client to find a house/flat he/she is interested in.
  3. You have a room for rent. Show it to a possible tenant and discuss it with him/her.

***Exercise 15.*** ***Designing rooms.*** You work in television. You design sets. You're going to design the set for a new TV drama *Different lives - different dreams.* Read about the main characters. Do you think their homes are similar?

## Exercise 16. In pairs. Design one of the four living rooms. Talk about these things and then write your ideas.

* What kinds of things do you think are in the living room (furniture, flowers, books, CDs, pictures, magazines, things from holidays, etc.)?
* What does the room look like? Is it modern or traditional? Is it tidy or untidy? What colours are there?

***Exercise 17. In groups of four. Read your descriptions to each other but don't say whose room it is. Can the other pair guess?***

Example: It's a very modern room with big windows. The walls are white and there's a …

**Different lives - different dreams**

This is a modern psychological drama about the very different lifestyles, ambitions and dreams of the members of one family. All of the action takes place in the different living rooms of the main characters.

**Cordelia and Henry O'Connell**

Cordelia and Henry are in their late fifties. Cordelia is from a very rich family but she and Henry don't have a lot of money any more. They have an old house in the country and they've lived there for many years. They used to be hippies and they still have a free and easy lifestyle. They've travelled a lot and love India and Latin America. Their house is full of things they've bought on their travels.

**Bob: (Cordelia and Henry's son)**

Bob is in his late twenties and is an ambitious young businessman. He has worked in a bank in London since he left university and he's now very successful. He always has beautiful, rich girlfriends. He has a large luxury flat in the city centre. His flat is a financial investment and so are the things in it.

**Carol: (Cordelia and Henry's daughter)**

Carol is a fashion designer and her husband, Justin, is an architect. They're both in their early thirties. They have a modern house in the city. They're always looking for new ideas and hate anything traditional. They want to be different from other people. Their friends are designers and artists and they often buy their work. They don't have children and they don't want them – children are too untidy!

**Ophelia: (Cordelia's sister)**

Ophelia is in her late fifties, but thinks she's still twenty. She has been married seven times. She's single at the moment, but she's looking for husband number eight. She loves romance and glamorous parties. She has spent a lot of time on the French Riviera. She writes romantic novels and makes a lot of money.

## Exercise 18. Imagine that you are an estate agent. You sell flats, houses, country houses, etc. You are good at making houses sound attractive, even when they are in a terrible condition. Write adverts for them.

1. **Case-Study**

One of your group-mates is very untidy. His mother is always complaining about him. His untidiness is an object of ridicule. He admits this but he doesn’t know what to do. He needs help. Give him some pieces of advice about what to do to solve his problem. Use SUPPLEMENTARY MATERIAL given in the text-book and your own audio and video material to help your group-mate.

# UNIT THREE

# MEALS

# Active Vocabulary

banana [ bəˈnɑːnə ] банан

kiwi [ ˈkiːwiː ] киви

pear [ pɛə ] груша

apple [ æpl ] яблоко

cherry [ ˈʧerɪ ] вишня

strawberry [ ˈstrɔːbərɪ ] клубника

grapes [ greɪps ] виноград

orange [ ˈɔrɪnʤ ] апельсин

plum [ plʌm ] слива

lemon [ ˈlemən ] лимон

pineapple [ ˈpaɪnæpl ] ананас

watermelon [ ˈwɔːtəmelən ] арбуз

melon [ ˈmelən ] дыня

carrot [ ˈkærət ] морковь

potato [ pəˈteɪtəʊ ] картофель

tomato [ təˈmɑːtəʊ ] помидор

cucumber [ ˈkjuːkʌmbə ] огурец

onion [ ˈʌnjən ] лук

pepper [ ˈpepə ] перец

beet [ biːt ] свёкла

radish [ ˈrædɪʃ ] редис

cabbage [ ˈkæbɪʤ ] капуста

corn [ kɔːn ] зерно

mushroom [ ˈmʌʃrʊm ] гриб

lamb [ læm ] ягнёнок, барашек

beef [ biːf ] говядина

rabbit [ ˈræbɪt ] кролик

liver [ ˈlɪvə ] печень

pork [ pɔːk ] свинина

veal [ viːl ] телятина

tongue [ tʌŋ ] язык

ham [ hæm ] ветчина

turkey [ ˈtɜːkɪ ] индейка

chicken [ ˈʧɪkɪn ] цыплёнок

egg [ eg ] яйцо

duck [ dʌk ] утка

goose [ guːs ] гусь

salmon [ ˈsæmən ] лосось

shrimps [ ʃrɪmps ] креветки

crab [ kræb ] краб

herring [ ˈherɪŋ ] сельдь

trout [ traʊt ] форель

plaice [ pleɪs ] камбала

cod [ kɔd ] треска

tuna [ ˈtuːnə ] тунец

sardines [ sɑːˈdiːnz ] сардины

milk [ mɪlk ] молоко

cheese [ ʧiːz ] сыр

butter [ ˈbʌtə ] масло

water [ ˈwɔːtə ] вода

juice [ ʤuːs ] сок

milkshake [ ˈmɪlkʃeɪk ] молочный коктейль

yogurt [ ˈjɔgɜːt ] йогурт

lemonade [ leməˈneɪd ] лимонад

tea [ tiː ] чай

coffee [ ˈkɔfɪ ] кофе

cocoa [ ˈkəʊkəʊ ] какао

whiskey [ ˈwɪskɪ ] виски

cognac [ ˈkɔnjæk ] коньяк

wine [ waɪn ] вино

beer [ bɪə ] пиво

champagne [ ʃæmˈpeɪn ] шампанское

rum [ rʌm ] ром

cocktail [ ˈkɔkteɪl ] коктейль

cake [ keɪk ] торт, пирог

pie [ paɪ ] пирог

bread [ bred ] хлеб

grain [ greɪn ] зерно

wheat [ wiːt ] пшеница

flour [ ˈflaʊə ] мука

semolina [ seməˈliːnə ] манная крупа

buckwheat [ ˈbʌkwiːt ] гречка

rice [ raɪs ] рис

soup [ suːp ] суп

salt [ sɔːlt ] соль

sugar [ ˈʃʊgə ] сахар

sauce [ sɔːs ] соус

oil [ ɔɪl ] масло

mayonnaise [ meɪəˈneɪz ] майонез

mustard [ ˈmʌstəd ] горчица

ketchup [ ˈkeʧəp ] кетчуп

chips [ ʧɪps ] чипсы

## Exercise 1. Look through the statements/ proverbs and try to outline the problems to be discussed.

* + 1. Eating is one of the greatest pleasures available. In the modern world we tend to eat too quickly and not well enough. 2. Tastes differ. 3. Dry bread at home is better than roast meat abroad. 4. A very popular pastime today is eating out.

## Exercise 2. You’ve got some information about eating habits of young people. Say why some people eat so much junk food nowadays and what junk food is. Replace the words in bold by the words with similar meaning given in the box.

In today’s fast-moving world, people have less and less time to spend eating, let alone **cooking**. It is probably for this reason that **junk** food has become so popular, and there’s no doubt that it’s here to stay.

So what exactly is **junk** food? Basically, it is anything that is high in calories but lacking in nutrition. Hamburgers, crisps, chocolate bars and hot dogs fall into this category. Pizzas, although they can have vegetables and cheese toppings, are also included as they contain a lot of fat.

Why have our eating habits changed? “It’s **lack** of time and loss of tradition”, says one expert. He explains that people are too busy to **cook** and **eat proper meals**, so they **grab** whatever is available – and that is usually **junk** food. Also, the style of life represented on TV, especially in music videos, is fast. Young people pick up the idea that speed means excitement, whereas anything traditional is slow and boring. As a result, they turn down **traditional** food and go for **junk** food instead.

have a bite; make food; have meals; absence; appropriate; have a snack; fast; usual; prepare meals; making food

## Exercise 3 . Tell your friend about English eating traditions choosing the right preposition from the brackets.

There are four meals a day **(in, on, with)** an English home: breakfast, lunch, tea and dinner. English breakfast is generally a bigger meal than **(at, on, in)** the Continent, though some English people like a “continental” breakfast **(with, for, of)** rolls and butter and coffee. But the usual English breakfast is porridge or “Corn Flakes” **(at, with, by)** milk or cream and sugar, bacon and eggs, marmalade **(with, on, upon)** buttered toast and tea or coffee. **(To, for, on)** a change they can have a boiled egg, cold ham, or perhaps fish.

The usual time **(on, to, for)** lunch is **(about, on, with)** one o’clock. The mid-day meal usually consists **(with, at, of)** two courses – a meat course or poultry **(with, upon, at)** vegetables and then sweet dish, perhaps fruit pudding **(to, with, for)** tea or coffee **(on, for, to)** finish.

**(From, at, to)** four **(at, on, to)** five they have a very light meal called afternoon tea or 5 o’clock tea. You can hardly call it a meal. It’s rather occasion **(at, in, by)** the

late afternoon **(about, at, upon)** which they have a cup **(with, of, into)** tea and a cake or a biscuit.

Some people have the so-called “high-tea”. It’s a meal taken between five and six if dinner is not taken **(in, at, on)** the evening. Usually it’s a more substantial meal than afternoon tea.

Dinner is the fourth meal **(at, of, in)** the day. The usual time is **(about, on, in)** 7 o’clock. Dinner usually consists **(into, of, by)** soup, fish or meat **(with, on, for)** vegetables – potatoes, green beans, carrot and cabbage, sweet pudding, fruit salad, ice-cream or cheese and biscuits. Then **(upon, after, at)** a talk they have black or white coffee.

This is the order **(about, with, of)** meals among English families. But the greater part **(of, to, about)** the people has dinner **(at, on, in)** the middle **(on, of, at)** the day instead **(of, in, at)** lunch. They have tea a little later – between 5 and 6 o’clock, and then **(after, in, on)** the evening, before going **(in, to, on)** bed, they have supper.

So the four meals **(in, at, of)** the day are either breakfast, dinner, tea, supper; or breakfast, lunch, tea, dinner.

***Exercise 4. Choose an adjective or an adverb to make sentences grammatically correct***

Examples: It is clear. I see it clearly.   
  
1. It is (correct, correctly).   
2. Spell the word (correct, correctly).   
3. You know it (good, well).   
4. Of course it is (good, well).   
5. It is (cold, coldly) in the room.   
6. Don’t look so (cold, coldly) at me.   
7. It is (easy, easily).   
8. I can do it (easy, easily).   
9. It is (warm, warmly) today.   
10. He always greets us (warm, warmly).

***Exercise 5. Give the Comparative and Superlative Degrees.***

Sad, grey, bad, old, happy, free, far, dry, big, near, shy, unusual, able, mountainous, little, polite, famous, well-known, heavy.

***Exercise 6. Put adjectives into correct forms.***

1. John is (young) of the 3 brothers.   
2. The Sun is (bright) the Moon.   
3. Is the diameter of Jupiter (big) than that of the Earth?   
4. That room is (light) than yours.   
5. This room is (large) than the one upstairs.   
6. It doesn’t take (much) than four days to cross the Atlantic, does it?

***Exercise 7. Choose the correct form of an adjective.***

1. Jane is the (taller — tallest) of the 2 girls.   
2. Father was the (eldest — elder) of seven sons.   
3. Albert is (elder — older) than John.   
4. I think your plan is the (best — better) of the two.   
5. This is the (most large-largest) power — station, I’ve ever seen.   
6. Henry is the (oldest — eldest) of the 3 brothers.   
  
***Exercise 8. Write in a, an, some or any.***

1. Is there \_\_\_\_\_ milk in the crystal glass? — No, there isn't \_\_\_\_\_ milk in the crystal glass There's \_\_\_\_\_ juice in the crystal glass.

2. — Are there\_\_\_\_\_ sausages on the round plate? - There aren't \_\_\_\_\_ sausages on the round plate. There are \_\_\_\_\_ sandwiches on the round plate.

3. -Is there\_\_\_\_\_ glass on the wooden table? — No, there isn't  \_\_\_\_\_ glass on the wooden  table. There's \_\_\_\_\_ cup on the wooden table.

***Exercise 9. Write in a, an, some, any.***

There's \_\_\_\_\_\_angel on the top.

There are \_\_\_\_\_\_ornaments on the tree.

Are there \_\_\_\_\_\_lights on the tree?

There isn't \_\_\_\_\_\_Christmas tree in the house.

There's \_\_\_\_\_\_ jam on the wooden table.

Is there  \_\_\_\_\_\_bread in the basket?

There aren't  \_\_\_\_\_\_ vegetables in the fridge.

***Exercise 10. Complete the sentences with some/any/no.***

There is \_\_\_\_\_\_\_ tea in the crystal glass, but it is very hot.

There is \_\_\_\_\_\_\_ fresh milk in the fridge. I can't make porridge.

Are there \_\_\_\_\_\_\_\_ tasty apples in the bag?

There isn't \_\_\_\_\_\_\_ jam on the round plate.

There are \_\_\_\_\_\_\_ bananas on the wooden table. They are yellow.

There is \_\_\_\_\_\_\_\_ butter on the plate.

There is \_\_\_\_\_\_\_\_ cheese on the table, but there’re \_\_\_\_\_\_\_\_\_\_\_\_ cheese sandwiches.

There isn't \_\_\_\_\_\_\_\_\_ sausage on the table.

There are \_\_\_\_\_\_\_\_\_\_\_\_ potatoes in the bag.

There aren't \_\_\_\_\_\_\_\_\_\_\_\_\_\_ bananas on the table, but there are \_\_\_\_\_\_\_\_ cucumbers there.

***Exercise 11. Complete the sentences with the words Cucumbers, tomatoes, cabbage, apples, carrots***

There is some fresh \_\_\_\_\_\_\_\_ on the wooden table.

There aren't any \_\_\_\_\_\_\_\_\_\_\_ in the big bag, but there are some \_\_\_\_\_\_\_\_ there. There are no green \_\_\_\_\_\_\_\_ on the table, but there are some tasty red \_\_\_\_\_\_\_\_\_ there.

***Exercise 12. Read the sentences.***

Draw your picture. There is some food in the fridge. There is some cheese on the shelf. There are some sausages to the right of the cheese. There are two cucumbers on the shelf. There is a red tomato to the left of the cucumbers. There is some cabbage behind the tomato.

***Exercise 13. Choose the correct item.***

Is there some/any butter in the fridge?

There isn't any/no bread in the bag.

There are some/any cucumbers on the table.

There are any/no potatoes in the box.

There is/are some cheese on the shelf.

***Exercise 14. Ask questions to the given answers.***

Yes, there’re some yellow tomatoes in the fridge.

No, there isn't any hot chocolate in the cup.

Yes, there are some cheese sandwiches on the round plate.

No, there is no salt on the shelf.

***Exercise 15. Fill in some/any/no.***

There is \_\_\_\_\_\_  milk in the cup, but it is very cold. There is  \_\_\_\_\_\_   bread on the table. I can’t make sandwiches. Are there \_\_\_\_\_\_ oranges in the bag? There isn’t \_\_\_\_\_\_ cheese in the fridge. There are\_\_\_\_\_\_  flowers in the vase. They are red. There are \_\_\_\_\_\_ carrots in the fridge. I can’t make soup. There is \_\_\_\_\_\_  coffee in the cup, but it is very hot. Is there  \_\_\_\_\_\_  cheese in the fridge? There isn’t  \_\_\_\_\_\_  juice in the glass. There are \_\_\_\_\_\_   grapes on the plate. They are green. They've got \_\_\_\_\_\_ buns in this shop. I'd like \_\_\_\_\_\_\_\_ potatoes, please. Have you got \_\_\_\_\_\_  ice-cream? There aren't \_\_\_\_\_\_\_\_\_\_\_ boys in the team! There are \_\_\_\_\_\_\_\_\_\_\_ video shops in the town! This is a terrible party. There isn't \_\_\_\_\_\_\_\_ good music! I've got  \_\_\_\_\_\_\_\_\_\_\_ posters of Ricky Martin. Have you got \_\_\_\_\_\_\_\_\_\_\_ posters of Britney Spears? 'Sit down, please.' 'But there aren't \_\_\_\_\_\_\_\_\_\_\_ chairs!' There is \_\_\_\_\_\_ milk in the fridge. Go to the shop and buy \_\_\_\_\_\_. I can see\_\_\_\_\_\_ tomatoes in the bag. Let's make\_\_\_\_\_\_ salad. There aren’t \_\_\_\_\_\_cucumbers in the fridge. Would you like \_\_\_\_\_\_tea? Is there \_\_\_\_\_\_cheese on the shelf?

***Exercise 16. Correct the sentences.***

Are there any milk in the fridge? There is no tomatoes in the salad. Is there some sugar in this coffee? There are some hamburger on the menu. I'd like any potatoes, please. There are some jam on the bread, There's some fly in my soup. We've got some banana. There isn't some money in my pocket. There is some posters on the wall. Is there a salt in this soup?

***Exercise 17. Read the dialogue. Fill in the gaps with some, any, or a / an.***

A.  I’d like \_\_\_\_\_\_\_\_ (1) vegetable soup with bread, please. B.  I’m afraid we haven’t got\_\_\_\_\_\_\_\_   (2) vegetable soup today. But we’ve got\_\_\_\_\_\_\_\_ (3) milk soup. A.  I don’t like milk soup. I’ll have\_\_\_\_\_\_\_\_ (4) vegetable salad.

B.  Vegetable salad. Anything else, sir? A.  Chicken with boiled potatoes. B.  I’m sorry, but we haven’t got\_\_\_\_\_\_\_\_ (5) chicken. But you can have \_\_\_\_\_\_\_\_ (6) steak. And there is spaghetti or chips instead of boiled potatoes. A.  All right. \_\_\_\_\_\_\_\_ (7) steak and \_\_\_\_\_\_\_\_ (8) chips. Have you got  \_\_\_\_\_\_\_\_ (9) juice or is there any water?  B. Of course, sir. We’ve got \_\_\_\_\_\_\_\_ (10) orange and apple juice. A.  Have you got\_\_\_\_\_\_\_\_ (11) tomato juice? B.  Yes, it’s Spanish. A.  That’s fine. And cheese. I’d like \_\_\_\_\_\_\_\_ (12) cheese and \_\_\_\_\_\_\_\_ (13) fruit salad. B,  Would you like \_\_\_\_\_\_\_\_ (14) ice-cream? A, Yes, please. One ice-cream.

***Exercise 18.* Complete the dialogue. Use the words from the box.  something, anybody, nobody, somebody**

Granny: Tom, Jane, Max!

Can \_\_\_\_\_\_\_\_\_\_ (1) help me tidy up? \_\_\_\_\_\_\_\_\_\_ (2) answers. Where are they? Max: Granny! There’s\_\_\_\_\_\_\_\_\_\_ (3) in this room. Are you talking to yourself? Granny: No, I’m not talking to myself. I’m asking \_\_\_\_\_\_\_\_\_\_ (4) to help me do \_\_\_\_\_\_\_\_\_\_ (5) about the Max: OK. Can \_\_\_\_\_\_\_\_\_\_  (6) help Granny about the house? Tom, Jane, where are you? Come here, I want you to help Granny.

## Exercise 19. Using this information and word combinations from the table given below, tell how you will set the table at home for dinner.

to lay the table; to place; to be placed; to the right; to the left

## Exercise 20. Work in pairs. You are at the table. Restore the dialogues.

## Use the questions from the box given below.

## 

**A:** Your fish salad is delicious! …?

**B:** Certainly you are welcome.

2) **A:** …?

**B:** Here you are.

**A:** Thank you.

3) **A:** …?

**B:** No, I’m afraid not.

4) **A:** …?

**B:** No, thank you I had enough.

5) **A:** …?

**B:** Oh, it’s no trouble at all. Here it is.

6) **A:** … ?

**B:** Yes, I’d love one.

**A:** … ?

**B:** A strong one with three spoons of sugar for me, please.

***Exercise 21. Use the word combinations from the box given below.***

**A:** These cookies are delicious! Can I have another one?

**B:** … .

**A:** Do we have any mushroom soup left?

**B:** Yes, … .

**A:** Will you have another helping of salad?

**B:** Oh, no … .

**A:** What is there for dinner?

**B:** … .

**A:** Anything for the dessert?

**B:** … .

**A:** Will you pass me the salt, please?

**B:** … .

**A:** Thank you.

**A:** How about a nice cup of tea?

**B:** … .

**A:** No trouble at all. Do you like it with milk and sugar?

**B:** ... .

to warm up; to be too much; for the first course; I’m afraid; not too much trouble; orange juice; to help yourself; for the second course; here you are

## Exercise 22. Work in group of three. You are at the table having breakfast. Take the roles of Mother, Jane and Peter. Reproduce the dialogue filling the gaps with your own words. Use the words/ word combinations after the dialogue.

***M*:** Now, Jane, Peter, sit down and be quick about it, or … .

***J:*** And … for breakfast?

***M*:** … , eggs, bread and butter.

***P:*** … . I like sausage and eggs.

***J:*** No eggs for me. … with sausage, please.

***M:*** … *.*

***P:*** … the salt, Jane.

***J*:** Here you are.

***P:*** Can I have … ? I like tea with lemon … .

***M:*** … . Here you are. … . Don’t spill the tea. It’s very hot, … .

***P:*** No fear. Thank you. Mom. ***J:*** Can I have cocoa … , Mom? ***M:*** You are … .

***P:*** I don’t like cocoa. … !

***J:*** You don’t understand anything. Oh, Mom, these cookies … ! Can … one?

***M:*** Of course, … .

***P:*** … , please.

***M:*** … .

***P:*** Thank you.

|  |  |  |
| --- | --- | --- |
| instead of tea | help yourself | Pass me |
| Just a sandwich | That’s fine. | what is there |
| I just hate it! | are delicious | One for me |
| I have another | Here you are | welcome |
| tea with lemon | very much | Be careful |
| you may scald yourself | you’ll be late | Sausage, cheese |
| All right. | O.K. |  |

## Exercise 23. Work in pairs. Describe your usual meals making use of the following word combinations from the box.

1. The usual meals are breakfast, dinner and supper. Specialists consider breakfast … meal of the day, because one is to be energetic during the long hard working day. So for … I usually have … . For a change I can have … .
2. Dinner is … meal of the day. As a rule I have dinner … . My … usually begins with … : a little salad, or … or perhaps … . The first course of the dinner is … . For

… I have … , or … , sometimes … . Most of all I like … for dinner. Then comes dessert. I prefer … or … . Sometimes I have … or … .

1. Supper is the last meal of the day. … must be a … , because going to bed with a full stomach is harmful for our organism. I usually have … and … for supper. We also may have … , … or … . … also very tasty.

a light meal; fried eggs; vegetables; the second course; an omelette; meat soup; the most important; Russian salad; a cup of tea; at home; a boiled egg; a piece of herring; buttered toast; sandwiches; juice; soup or broth; at the canteen; pickled or marinated mushrooms; a cup of coffee; bread and butter; lemonade; dinner; macaroni or spaghetti; a starter; porridge; tomatoes or cucumbers; roast chicken and mashed potatoes; sponge cake; cheese; an appetizer; biscuits; noodles; chops; stewed fruit; rolls; stewed meat; fried or boiled potatoes; fresh fruit; buns; coffee or tea; sausage; pies with jam or marmalade; bacon and eggs; “Corn flakes” with milk; meat pies; pies with cabbage and eggs; a sandwich; the most substantial; the biggest; chicken soup; roast meat; canned fruit

## Exercise 24. Look up and say which of these viewpoints are expressed in the text.

1. a. Eating habits are established early in life.
2. Food tastes and preferences are established late in life.
3. Some people are born “sugar freaks”, others salt cravers.
4. a. You should not eat vegetables at all.
   1. You should eat a lot of fat meat, it is good for your health.
   2. You should eat fruit and vegetables at least once a day.
5. a. Eating yogurt is better for your heart than eating so-called “junk” foods.
6. Junk food that is high in sugar and calories is good for your heart.
7. A diet that is high in animal fat and low in fibre does not provoke any heart disease.
8. a. People who eat much chocolate never put in weight.
9. People know that if they stick to a low-fat, high fibre intake they will be able to eat well without putting on weight.
10. People who eat only fast food are always slim.

**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’s no doubt that food tastes and preferences are established early in life. No one is born a “sugar freak” or a salt craver. An incredible statistic is that between 30 and 50% of all the calories eaten each day are consumed in the form of between-meal snacks. Unfortunately, the usual between-meal foods are 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. Salted peanuts seem to be the least popular snack today.

People who diet know that if they stick to a 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 fruit and vegetables that contain vitamins C and E, have low levels 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.

## Exercise 10. In the following dialogue examine some unfinished pieces of argumentation and select among of the given arguments the one that can be added in full accordance with the speaker’s viewpoint.

1. **A:** I’m awfully thirsty.

**B:** Would you like a glass of orange juice?

**A:** Thanks, I’d love one. I like orange juice very much.

**B:** And I prefer apple juice.

**A:** Tastes differ. …

1. You know, but some of juices are very dangerous for people’s life. They can provoke heart disease.
2. All juices are good for health: tomato, apple, apricot and, of course, pine apple juice. All of them contain many vitamins.
3. I don’t drink juices at all. I think they are not useful.
4. **A:** What shall we have?

**B:** The three-course meal, I suppose.

**A:** Well, you choose.

**B:** Let’s start with smoked herring.

**A:** But I prefer to start with vegetables. …

* 1. I’m on a slimming diet. It allows me a little boiled meat or fish, a few hard-boiled eggs, some cheese and a lot of vegetables: lettuce, cabbage, tomatoes, cucumbers; and a lot of fruits. No cakes, no chocolate and very little salt.
  2. I’m vegetarian. I need a lot of vegetables: lettuce, cabbage, tomatoes and cucumbers. Vegetables are an essential part of my diet as they contain a lot of nutrients. And then, for the main course I’ll take grilled chicken.
  3. And for the main course I’d like good pork. It contains a lot of fat. It is good for my figure.

1. **A:** How many meals a day do you usually have?

**B:** I have four meals a day: a light breakfast, lunch, dinner – the heaviest meal, and supper.

**A:** As for me I have only three meals a day: breakfast, just a snack during my working day and supper, which is the most substantial meal of my day.

**B:** I think it’s not very healthy. …

* 1. I think that substantial supper in the late evening means slimming for you.
  2. After heavy supper you always have sweet dreams.
  3. Go to bed with full stomach is harmful for our organism.

1. **A:** Have you ever tasted Mexican dishes?

**B:** I’ve never been to Mexico. What do you think of spicy food?

**A:** I avoid it. …

* 1. Spicy food reduces the appetite.
  2. I prefer everything natural. Not every person can stand spicy food.
  3. It is the favourite food of children.

1. **A:** Are you vegetarian?

**B:** I think none of us is vegetarian. I must confess I like good food, the occasional beer, cheerful people, theatres and a lovely music.

**A:** Is it your keep-fit programme?

**B:** Yes, it is. My motto is …

* 1. “Early to bed and early to rise makes a man healthy, wealthy and wise.”
  2. “After dinner sleep a while, after supper walk a mile.”
  3. “Eat at pleasure, drink with measure and enjoy life as it is.”

## Exercise 25. The illustrations, names and nationalities for four dishes have been mixed. Which name goes with each of those dishes? And which photo illustrates each dish? Characterize each of these dishes using the box given below.

Pizza Cheeseburger Draniki Porridge

A B

C D

a. English b. Italian c. Belarusian d. American

high/ low quality; fat; tasty; (un)healthy; to be high in calories; low in vital nutrients; bitter; spicy

## Exercise 26.Work in pairs. You want to go to the restaurant with your friend tonight. You are to book a table at the restaurant. Continue the dialogue between you (A) and the restaurant’s manager (M) according to the logical scheme offered below. The given table will help you.

**A:** Greeting.

**M:** Greeting. Offering to do something.

**A:** Asking for information.

**M:** Regretting.

**A:** Asking for new information. **M:** Agreeing. Asking the time. **A:** Replying.

**M:** Suggesting.

**A:** Agreeing.

**M:** Asking the name.

**A:** Certainly. My name is … .

**M:** And your phone number, please?

**A:** The number is … .

**M:** I’ve got your order, Mr. … . That’s a table for two for tomorrow, at seven o’clock.

**A:** Thank you.

|  |  |
| --- | --- |
| May I help you? | What about … |
| Can I help … ? | I’d like to know, (please) about … |
| Could I … ? | I suggest … |
| Can I … , please? | I’d like to suggest … |
| May I … ? | May I suggest … |
| I’m sorry … | That’s quite right. |
| I think you’ve phoned too late … | Could you tell me … |

## Exercise 27. Many people have supper at home, but some of them like to go to the restaurant or visit their friends. Ask your partner where he/she prefers to have supper. Let him/her explain why he/she does so. Use the following formulas from the table.

1. I like to go to the restaurant.
2. I prefer home-made dishes.
3. I’m fond of visiting my friends and having supper with them.

I think; However; In spite of the fact that; Moreover; I believe; In my opinion; As a matter of fact; As for me

## Exercise 28. Give your own ideas on any of the following problems.

1. Fast food is tasty, convenient, rather cheap but very bad for you.
2. In the world 30 million people die of starvation each year because they have not enough food.
3. Healthy food is expensive.
4. In developed countries many young women stop eating in order to lose their weight and get serious diseases.
5. Eating disorders are very common in western countries which involve a pathological desire not to gain weight.

## Exercise 29. Comment on the following statements.

1. You are what you eat.
2. Do we eat to live or live to eat?
3. The food you eat can influence your mood, health and attitude to life.
4. The secret to a longer life is a balanced diet and regular exercises.
5. To be on a diet is boring.

## Exercise 30. a) You are a reporter from the town’s daily newspaper, Zhdorovje. Your task is to interview some passers-by near McDonald’s. Make up some questions you may ask people.

## You are standing in front of McDonald’s and conducting interviews with: a) a student; b) a woman with a child; c) a businessman on advantages and disadvantages of McDonald’s food.

## Exercise 31.Imagine that a foreign friend asked you for the recipe of a typical national dish which is a speciality of your country. Decide on a suitable (fairly simple) national dish. Write a letter to your friend. Explain why you have chosen this dish and how the dish can be prepared.

## Exercise 32.You are expecting guests from Great Britain to come to visit you. You have to get ready to make them welcome to your house. Choose one of these roles: Mother, Father, Daughter, Son, Grandmother, Grandfather, Guests.

## If you are the members of the family, follow these instructions:

## make up the menu;

## set the table for dinner;

## meet the guests;

## keep up the conversation at the table.

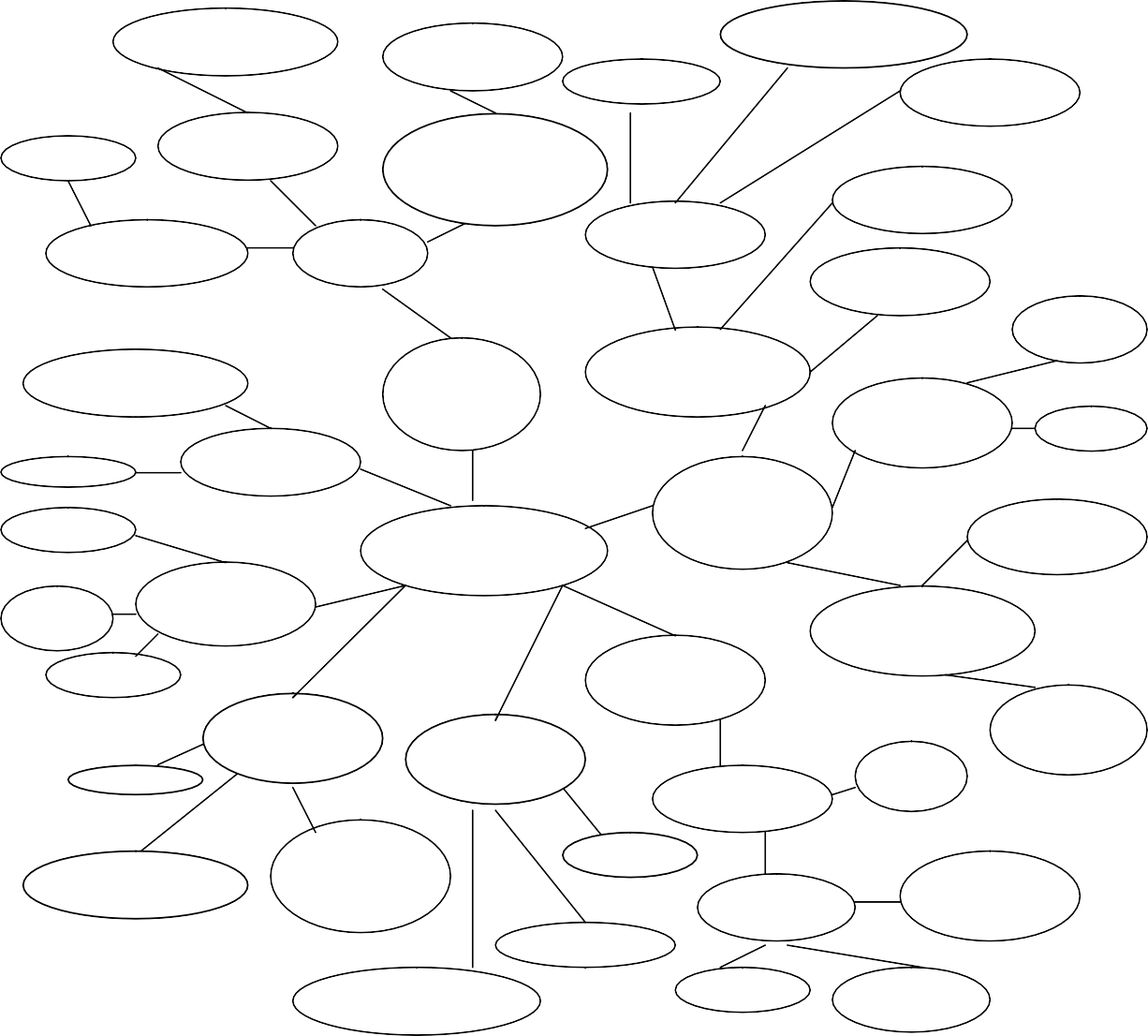
## If you are guests follow these instructions:

## get acquainted with the family;

## keep up the conversation at the table;

## give your attitude towards the proposed dishes;

## give your impressions of the visit.



unhealthy

first course

traditional food

to order

junk food

food

menu

snack

at …o’clock

eating habits

canteen

**Meals**

eating out

to serve

bite

lunch

been guest

at home

supper

to cook

substantial

for a change

recipe

the lightest

to boil

**UNIT FOUR**

**STUDENTS’ LIFE**

# Active Vocabulary

***Learn the following words and expressions:***

to attend lectures – посещать лекции

credit-test – зачёт

course of studies – курс обучения

curriculum (pl. curriculums) – программа

to enter the University – поступить в университет

entrance examinations – вступительные экзамены

external student – студент-заочник

first-year student – студент первого курса

full-time student – студент дневного отделения

to graduate from the University – закончить университет

hard – усердно

to last – длиться, продолжаться

to miss (lectures, seminars) – пропускать лекции, семинары

senior student – студент старших курсов

social activities – общественная жизнь

state grant – стипендия

subject – учебный предмет

successfully – успешно

to submit a graduation paper – представить выпускную работу

to take / to pass an examination (in) – сдавать / сдать экзамен (по)

teaching practice – педагогическая практика

term – семестр

the Unified State Exam – единый государственный экзамен (ЕГЭ)

***Read and translate the following text.***

**We are Students Now**

We were admitted to the University because we passed the Unified State Exam at school successfully. We didn’t have to take entrance examinations. Now we are first-year students of different faculties of the University. We are full-time students, but there are also part-time and external students at the University who combine work and learning.

The course of studies for future Bachelors lasts four or five years. The academic year at the University begins in September. It lasts ten months and ends in July. Each academic year has two terms. At the end of each term students take credit-tests and terminal examinations. Full-time students usually have their examination sessions in January and in June.

There are a lot of subjects on the curriculum: History of Russia, Philosophy, Pedagogy, Psychology, Computer Studies, Foreign languages, etc. Some of the subjects are rather difficult, so we work hard and do our best. Some subjects are very interesting.

We study six days a week: on Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. Sunday is our day off. Our classes usually begin at 8 o’clock in the morning. Every day we have got a lot of lectures and seminars. As a rule we attend all of them and don’t miss classes. Some students work in the laboratories and carry out different experiments. The others have regular computer classes.

The University has a library and there are many thousands of books in it. There we can prepare for the next day’s classes, write a report or a project (a course paper). Those who do well at their studies receive a state grant. We devote our spare time to the University social activities and take part in cultural life of the University. During summer holidays some students work in summer camps for children. Senior students always have a teaching practice at schools or in kindergartens.

Some of us live in hostels. They are not far from the University and it takes us not much time to get there.

At the end of the course of study we’ll take our final examinations and submit a graduation paper. After graduating from the University we’ll be teachers at schools or in kindergartens.

***Exercise 1. Answer the following questions.***

1. Did you enter the University straight from school?
2. You are a full-time student, aren’t you?
3. How long does the course for future Bachelors last?
4. How many terms does the academic year have?
5. What do students take at the end of each term?
6. What subjects are there on the curriculum?
7. What subjects are the most interesting for you?

8. What will you submit at the end of the course of study?

9. What are your future plans after graduating from the University?

***Ask your friend if he or she…***

1) attends all the lectures and seminars;

2) lives in a hostel;

3) often goes to the library;

4) receives a state grant;

5) has the teaching practice this year;

6) devotes his spare time to the social activities.

***Exercise 2. Fill in the blanks with prepositions if necessary.***

1. He is a student … the Pedagogical University.
2. … last year I entered … the faculty … psychology.
3. He goes … the University every day.
4. My sister got interested … chemistry … the age … 16.

5. How long does the course … engineers last … your University?

6. We passed our examination … philosophy … the 12th … January.

7. How do you prepare … the next day classes?

8. D.I. Mendeleyev graduated … the institute in 1854.

9. My friend is good … mathematics.

10. Some students take part ... cultural activities.

11. The hostels are not far ... the University.

12. ... the end ... the course ... study we’ll take our final exams.

***Exercise 3. Explain or name what it is:***

a) the method of teaching when students listen to a professor and write down;

b) students who combine work and learning;

c) the place where books and other literary materials are kept;

d) a sum of money to finance educational study;

e) the testing of knowledge of students without giving any definite mark;

f) a period in which a break is taken from studies for rest, travel, or recreation;

g) the method of teaching when students in small groups discuss with a professor theories and exchange information;

h) any of the divisions of the academic year at the University.

***Exercise 4. Read the sentences translating the words in brackets into English.***

1. We began to attend school (в возрасте семи лет).

2. We (заинтересовались) in some school subjects.

3. I worked hard and passed the Unified State Exam (успешно).

4. Now I (студентка первого курса).

5. In January we will (сдавать зачёты и семестровые экзамены).

6. It is very important not to (не пропускать лекции и семинары).

7. We (берём) all necessary books in the library (чтобы подготовиться к занятиям).

8. There are different subjects on the (учебном плане).

9. We work (усердно) and (очень стараемся).

10. (Мне требуется немного времени) to get to the University.

11. Some students (получают стипендию) and live (в общежитии).

***Exercise 5. Make up your topic “We are students now” using the following points as a plan:***

a) taking the Unified State exam;

b) the academic year at the University;

c) the subjects on the curriculum;

d) the forms and methods of teaching;

e) the time-table of your classes;

f) social life at the University;

g) your future plans.

***Exercise 6. Fill in the gaps with the words “much or many”.***

1. I don’t eat … oranges. 2. He eats … fish. 3. Mary mustn’t eat too … salt because she has problems with her blood pressure. 4. There is not … space in my flat. 5. There are … students in the gym. 6. Please don’t put … pepper on the meat. 7. There were … plates on the table. 8. She doesn’t eat … bread, she is on a slimming diet. 9. … people learn English. 10. There is … light in the room, it has … windows. 11. … of their conversation was about the university.

***Exercise 7. Fill in the gaps with the pronouns “little, a little, few, a few”.***

1. I am busy now, I have … time. 2. Would you like … salad? – Yes, thank you. 3. Mother gave us … apples, and we were glad. 4. He didn’t like it in the camp: he had very … friends there. 5. I have … money, so we can go to the cinema. 6. I have … money, so we cannot go to the cinema. 7. She left and returned in … minutes.

***Exercise 8. Translate into English using “much/many/(a) little/(a) few”.***

Много информации, мало людей, немного воды, мало свободы, несколько традиций, немного еды, много школ, несколько стран, мало энергии, мало студентов, немного экспериментов, много зачетов, много времени, немного мебели.

***Exercise 9. Write in the verbs in the correct form.***

1. I (to go) to the university by bus. 2. It (to take) me 15 minutes to get there. 3. She (to play) tennis on Sundays. 4. You (to cook) well? 5. We (to have) English twice a week. 6. They not (to eat) meat, they are vegetarians. 7. Ann not (to use) the dictionary while translating. 8. They (to study) five days a week.

***Exercise 10. Ask general questions. Give negative answers. Work in pairs.***

*Model: He always gives her presents.*

*Does he always give her presents? - No, he doesn’t. He doesn’t give her presents.*

1. They speak French very well. 2. He goes in for sports every week. 3. She has a modern computer. 4. My sister calls me Dan. 5. They know many English songs. 6. He likes modern art. 7. My friends often visit museums. 8. We send letters to our friends. 9. I try to keep fit. 10. My dog likes cats. 11. This watch goes. 12. We have an English lesson three times a week.

***Exercise 11. Find and correct one mistake in each sentence.***

1. She buies bananas every week. 2. Their children do go to school every morning. 3. She watchs TV every week. 4. Your sister relax every week. 5. We cook often pizza. 6. Ann and Pete goes to work every day. 7. My mother haves three children. 8. He studys German at school.

***Exercise 12. Ask special questions.***

1) When…? → The dean comes at half past nine.

2) What…? → The girl asks us a lot of questions.

3) How often…? → We always air our classroom twice a day.

4) Who…? → They tell us about their studies.

5) What book…? → I read an English book every day.

6) What kind of…? →My father drives a new car.

7) How…? → He speaks English very well.

8) Where…? → My sister goes to her office on week-days.

9) How many…? → We have three classes on Monday.

***Exercise 13. Translate into English.***

1. Пэт изучает немецкий язык в школе. 2. Его дети редко ходят в музеи. 3. Я не люблю смотреть телевизор по вечерам. 4. Мы путешествуем в Турцию (Turkey) каждый год. 5. Они часто слушают популярную музыку? 6. Я хорошо играю в баскетбол. 7. Ты получаешь стипендию? 8. Он не говорит по-испански. 9. Мои друзья живут в общежитии.

***Exercise 14***. ***Put the verbs in brackets into the correct form, complete the text and tell about your hobby.***

A hobby (to be) a regular activity or interest that is undertaken for pleasure. Examples of hobbies (to include) collecting stamps or coins, cooking, knitting, dancing etc. Some people (to like) to stay indoors and do things that (not to involve) physical activity: they read detective or love stories, watch TV-programs or play computer games; the latter are called mouse-potatoes.

The others (to prefer) outdoor activities such as hiking, sailing, rock climbing, fishing, hunting. Some hobbies (to result) in an end product and are considered creative hobbies. Examples of this would be woodworking, painting, photography, sewing. In Britain walking and gardening (to be) very popular. As for me, I prefer these activities: …

***Exercise 15. Form the Past Simple of these regular and irregular verbs.***

1) to order, to clean, to ask, to answer, to decide, to discuss, to miss;

2) to stand, to take, to read, to write, to see, to go, to put, to leave, to do, to have, to find, to know, to teach, to lose, to get, to come, to think, to speak.

***Exercise 16. Fill in the gaps as in the model.***

*Model: A year ago I enjoyed tennis but I … swimming.*

*A year ago I enjoyed tennis but I didn’t enjoy swimming.*

1. We learnt English at school but we … German. 2. They went to the USA last year but they … to England. 3. We saw Jack yesterday but we … his brother. 4. At the party she ate an orange but she … an apple. 5. He taught physics at the University but he … mathematics. 6. We met Boris two days ago but we … Ann. 7. Last week we took a credit-test but we … an exam.

***Exercise 17. Ask your neighbour if he/she:***

1. entered the Technical University last summer;
2. studied German at school;
3. made a good report at the seminar;
4. visited a foreign country last year;
5. attended the lecture in History;
6. went to the theatre two days ago;
7. was late for classes yesterday;
8. played volleyball last Friday;
9. had lunch at the student canteen;
10. missed the classes the day before yesterday.

***Exercise 18. Ask special questions to the underlined words.***

1. We had breakfast at the student canteen. 2. He wanted to go to Moscow during the holidays. 3. Our English class began at 10 o’clock. 4. Last night I got a letter from my parents. 5. My sister read some English books. 6. My friend passed all the exams successfully. 7. They discussed important problems at the seminar. 8. We were late for classes yesterday. 9. She made a good report at the seminar.

***Exercise 19. What did you do yesterday? Tell about your ordinary day. Use the Past Simple Tense (Ved / V2) and the words “then, after that, as usual, as always”.***

get up at 7 o’clock; wash, dress and do one’s hair; have breakfast; leave the house at … o’clock; go by bus /on foot; (it) take smb. … minutes; come on time / be late for classes; begin at 9.30 a.m.; have 2 lectures and a seminar; make a good report at the seminar; discuss important problems; be over at 3 p.m.; have dinner at the canteen; come home at 6 p.m.; work on computer till 8; prepare for the next day’s classes; listen to music a little; take a shower / a bath; go to bed at … o’clock.

***Exercise 20. Decide what you will do at the time of speaking. Use the Future Simple Tense (will /won’t + Infinitive).***

1. Oh, I have left the door open. I (to go) and shut it.
2. What would you like to drink? – I (to have) an orange juice, please.
3. I can see you’re busy, so I (not to stay) long.
4. Did you phone Ruth? – Oh, no, I forgot. I (to phone) her now.
5. I’m too tired to walk home. I (to get) a taxi.
6. I don’t know how to use this computer. – OK, I (to help) you.
7. I have little time. I (not to do) the washing-up now.
8. I need some money. – OK, I (to lend) you some. How much do you need?
9. I’m sorry about what happened yesterday. It (not to happen) again.

***Exercise 21. Combine these words with the Future Simple Tense.***

probably I haven’t seen Carol yet. I … she (to phone) tonight.

expect Do you … Sarah (to like) our present?

sure I … (to be) home late this evening.

think I … what (to happen).

don’t think Don’t worry about the exam. I am … you (to pass).

wonder I … the exam (to be) very difficult.

***Exercise 22. Ask your friend’s opinion using “Shall I..?”, “Shall we..?”***

1. You and your friend don’t know what to do this evening. – What …? 2. You are not sure whether to buy a new jacket. You ask a friend for advice. – … it? 3. You want to give a birthday present to Ann but you don’t know what. – What …? 4. You don’t know whether your friend wants you to open the window. – …? 5. You and your friend haven’t decided whether to travel by car or by train. – … or …? 6. You don’t know whether your friend wants you to phone him /her later. – …? 7. You are not sure where to have dinner – in a café or in a restaurant. – Where …?

***Exercise 23. Make up sentences using “be going to+Infinitive”.***

1. Are you going shopping? – Yes, (I /buy) something for dinner.
2. Has George decided what to do when he leaves school? – Oh, yes. (He /do) a computer programming course.
3. I can take you to the airport tomorrow. – Thanks, but (Ann /take) me.
4. What are your plans for the weekend? – (We /have) a trip to London.
5. Have you decided what to do about that job that was advertised? – Yes, (I /not /apply) for it.
6. What (you /do) during your holiday? – I haven’t decided yet.
7. (We /play) tennis yesterday but it rained all day.
8. (Sue and Tim /have) a party last Sunday but some of there friends couldn’t come, so they cancelled it.
9. Smoking is very bad for you. – I know. (I /give up) it.

***Exercise 24. Write an essay about your winter holiday using “I am going to…” (if you have decided yet) or “I think / I’ll probably …” (if not).***

To spend time in…, to go to the countryside, to go skiing /skating; to travel about /by…, to have a trip to…, to visit, to enjoy, to go sightseeing, to take pictures of beautiful views.

***Read the following text and do the tasks given below.***

**The Bell Schools in the UK**

1. In 1955 Frank Bell started a school of English for overseas students in Cambridge. This was so successful that in 1969 he opened another school in Bath and later others in Norwich and Saffron Walden. All the schools of the Bell group aim (стремиться) to combine good teaching in attractive and friendly surroundings. In 1973 the school in Bath became the Bell Educational Trust, a non-profit-making educational foundation.

2. The school accepts about one hundred students from many different countries. They all aim to improve their English. Students are accepted at all levels from complete beginners to very advanced. We ask that beginners should be able to read and write the English Alphabet. The minimum age for enrolment is 17 and the average age of the students is about 22. There are three terms of about eleven weeks each; these are October to December, January to March and April to June. There are three shorter courses in summer in July, August and September.

3. At the start of the course all students are given a test and an interview so that we can form the right group for learning. When the school decides on the groups they consider levels of English, nationality and the number of men and women so that each group forms a positive соherent learning unit. Each group has a group tutor. This is the teacher who is responsible for the group and who plans the course work. The teaching may be different at different levels. For example, advanced students often need more practice with written work and elementary students need more oral practice. However, the school tries to maintain a balance of four skills of listening, speaking, reading and writing and students are encouraged to use English as much as possible.

4. One of the features of the school approach to teaching English is the use of questionnaires, interviews and projects. The students are taken out of the classroom to use their English and they may find themselves interviewing people in the city centre or making a video film about life in Bath.

5. Here are some of the subjects the school offers: English Literature, Making a Magazine, Business English, the Media, Making a TV Programme, Music, Typing, Ecology, History, Photography, Technical English. The subjects may change each term but the School tries to offer as wide a range as possible. The aim of these lessons is to give students the chance to study something of interest to them in English and this encourages them to use English more.

At the end of the course each student receives a report which comments on progress, attendance and attitude.

***Exercise 25. Say if it is true, false or there is no information.***

a) The school in Bath occupies a pleasant nineteenth century house with an attractive garden and a car park.

b) The academic year in Bell schools is divided into two terms.

c) The groups at this school are formed according to the students’ level of English knowledge, nationality and gender.

d) Only advanced students may be accepted to Bell schools: they should be able to speak English fluently, write correctly and read.

***Exercise 26. Choose the paragraph dealing with the following information:***

a) A peculiar method of teaching in this school is spoken communication when students leave their classrooms to have a conversation with townspeople.

b) There are a lot of subjects on the curriculum whose range changes each term.

c) There are differences in teaching the advanced students and the beginners.

***Exercise 27. Choose the adequate summary of the text.***

a) The school in Bath accepts about one hundred students from different countries who are classified into groups from complete beginners to very advanced.

b) The main methods of teaching at such schools are questioning, interviews and projects; they give students more oral practice.

c) The aim of the Bell group schools is to teach good English at different levels and according to the individual interests of the students.

d) It is very important to form the groups of students according to the results of entrance test.

## Exercise 28. Look through the information about digital learning from “Fast Lines at Digital High” by T. Michael Nevens. Think over the pros and cons of digital learning.

Today, with the help of computers and the Internet a lesson could be transformed from a one-way flow of information into an interactive process. Digital learning integrates technology, connectivity, and digital content into the curriculum. It helps students seek and use information in a creative way that gives both them and their teachers a new kind of educational experience.

Although digital tools may never wholly replace the textbook, they could supplement and enhance learning in almost all grades and subjects because they have certain dynamic characteristics that help students take an active part in learning. Students can explore subjects in greater depth. Moreover, because digital content is available in various formats, it can be tailored to student’s individual learning style. Students who learn visually can rely more on charts and video; those who learn analytically can use text and data.

Notes:

to integrate – объединять

creative – творческий

to supplement – дополнять

to enhance – улучшать

to be tailored = to fit

## Exercise 29. Answer the following questions:

1. What helps to transform a lesson into an interactive process?
2. Do you believe that digital tools may wholly replace the textbook?
3. Why can digital content be adapted to any student?
4. Do we use digital learning in our schools and universities?

## Exercise 30. Continue each piece by adding a few sentences.

1. Jane is a quick learner. (to have a good memory, to take notes, to enjoy practicing smth, to be witty and sociable, etc.)
2. I think Victor will do well in his exams. (to attend, to do a lot of revision, to make a careful study of smth, to improve)
3. I am sorry to say, Mike is an unsatisfactory student. (to miss classes without a good excuse, to be inattentive in class, never to do any preparation)
4. It isn’t much fun to try and catch up with the group after you’ve missed a lot of classes. (to be behind with/in, to feel inadequate, to have to cover a lot of material, to study on one’s own)

## Exercise 31. Work in groups. Many people believe that studying electronics is rather boring. Ask your partners if they think the same. Let them explain why they think so. Use the following formulas.

What I mean is I’d like to mention

No one can deny the fact that

To sum up

I suppose

As far as I know To my mind

I can confirm

## Exercise 32. Look through the information about student life at Grinnell College. Then look at the pictures below and say what extra-curricular activities BSUIR offers to its students?

**Student Life**

Student Life at Grinnell has many aspects, in addition to coursework, which will enrich your experience here. We have an extensive Sports and Athletics program. We offer fun and enriching classes through our Experimental College. Student Affairs offers opportunities for students at Grinnell to become involved in the student government on campus.

We also encourage students to study abroad, and have programs available in many countries throughout the world. Grinnell College offers a very rich and rewarding student life. *Men's Tennis - Grinnell 7, Knox 0*

Grinnell defeated Knox 7-0 on Tuesday.

Baseball - Grinnell Splits at 16th-ranked Central

The Pioneer baseball team split a non-conference doubleheader at Central on Tuesday.

Softball - Grinnell 4, Clarke 3

Grinnell defeated Clarke 4-3 on Tuesday.

Softball - Grinnell 4, Central 8

Grinnell fell to Central 8-4 on Tuesday.

**THE BROWNS’ LEISURE**

Meet the Browns. This is a British family consisting of four members: Mr. and Mrs. Brown and their children – Tom and Mary. During weekdays all of them are busy – the parents work and the children go to school. Therefore they don’t have much time to spare. But at weekends the family always tries to spend time together. This is the time they can go in for sports, read books, go to the library, to the cinema or to the theatre, walk in the park. The Browns are fond of arts and never miss a chance to visit a museum or an exhibition and enjoy real works of art. Sometimes they go to the zoo or to the circus to watch animals, as Tom and Mary like them very much.

In summer the Browns prefer to spend most of time outdoors. They like going to the country to visit their relatives and friends. Together they enjoy having picnics. Such picnics are especially popular with children, because they have an excellent opportunity to admire the beauty of nature, to run on the grass and to play interesting games.

Like many British families, the Browns often go to the seaside in summer. Hotels at the large seaside towns are rather expensive, so they usually go camping. Sea and sunbathes – that’s what they are looking for every summer!

In winter the Browns like doing winter sports such as skiing and skating. After having a pleasant rest in the open air, they are always happy to return home and have a rest watching an interesting film or TV programme, or just chatting. At such moments Mr. Brown is in habit of saying that “there is no place like home” as the saying goes.

As a rule, the Browns’ activities at weekends depend on their plans, but in any case they manage to do a lot of things and to have a rest. They always try to do their best to have a really good time. Unfortunately time flies by at weekends, and the next Monday morning comes, and the Browns look forward to the next day off to spend together.

***Exercise 33. Put the verbs in gerund or in infinitive form***

At weekends the family always tries \_\_\_\_\_\_\_(spend) time together.

* In summer the Browns prefer \_\_\_\_\_\_\_\_\_\_\_(spend) most of time outdoors.
* They like \_\_\_\_\_\_\_\_\_\_\_\_\_(go) to the country to visit their relatives and friends.
* Hotels at the large seaside towns are rather expensive, so they usually go

\_\_\_\_\_\_\_\_\_(camp).

* In winter the Browns like \_\_\_\_\_\_\_\_\_\_\_(do) winter sports.
* They always try \_\_\_\_\_\_\_\_\_\_\_(do) their best to have a really good time.

***Exercise 33. Say if it is true or false***

The family of Browns consists of 4 members.

* They are very busy at weekdays.
* The Browns never spend weekends together.
* At weekends they can go in for sports, go to the library, to the cinema or to the theatre.
* They don’t like going to the zoo.
* In summer the Browns spend a lot of time in the open air.
* In winter they enjoy skiing and skating.
* The Browns seldom have a good rest at weekends.

***Exercise 34*. Complete the sentence with suitable words from the text.**

* The Browns is a \_\_\_\_\_\_ family consisting of four members.
* During \_\_\_\_\_\_\_\_ all of them are busy.
* The Browns don’t have much time to \_\_\_\_\_.
* In summer the family prefers to spend time \_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_ are especially popular with children.
* The Browns often go to the \_\_\_\_\_\_\_ in summer.
* They usually go \_\_\_\_\_\_, as hotels are rather expensive.
* In winter the Browns like to \_\_\_\_ winter sports.

***Exercise 35*. Match the sentences.**

|  |  |  |
| --- | --- | --- |
| 1. | At weekends the Browns | a. to visit relatives and friends. |
| 2. | In summer the Browns prefer to | b. always spend time together. |
| 3. | The Browns like going to the country | c. such as skiing and skating. |
| 4. | The Browns like to do winter sports | d. spend time outdoors. |
| 5. | The Browns’ activities at weekends | e. depend on their plans. |

***Exercise 36. Put the sentences in logical order*.**

* At weekends they go in for sports, read books, go to the cinema, to the theatre or to the zoo.
* In winter the Browns like skating and skiing.
* The Browns always try to spend days off together.

The Browns are very busy during weekdays.

The Browns enjoy having picnics in the country.

The Browns have a good rest on days off.

The Browns often go to the seaside in summer.

* ***Exercise 37. Choose the write variant*.**
* 1. The Browns have ….. children.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | a) one | b) two | c) three | |
| 2. | During weekdays the Browns … | |  |  |
|  | a) work | b) are busy | c) have much time to spare | |
| 3. At weekends the Browns go in for …… | | | |  |
|  | a) sports | b) library | c) cinema | |
| 4. | The Browns are fond of arts and often go to ….. | | | |
|  | a) the zoo | b) museums | c) the circus | |
| 5. | The Browns like going to the …. to visit relatives and friends. | | | |
|  | a) seaside | b) picnics | c) country | |
| 6. | Hotels at large seaside towns are …. | | |  |
|  | a) cheap | b) expensive | c) beautiful | |
| 7. | In winter the Browns usually …. | |  |  |
|  | a) travel | b) stay indoors | c) do sports | |
| 8. | After having a pleasant rest in the open air, they like to …. | | | |
|  | a) watch TV | b) visit friends | | c) take a nap |
| 9. | The Browns’ activities at weekends depend on … | | | |
|  | a) weather | b) their plans | c) their mood | |

10. Mr. Brown is in habit of saying: …

a) “Time flies by at weekends”.b) “There is no place like home”.

c)“I’m looking forward to the next day off”

***Exercise 38. Answer the following questions.***

* + Are the Browns busy at weekdays?
  + What do they usually do at weekends?
  + How do the Browns prefer to spend time in summer?
  + Do Tom and Mary like picnics? Why?
  + Do the Browns often go to the seaside in summer?
  + Why do they go camping?
  + What winter sports do they enjoy?
  + What do the Browns’ activities at weekends depend on?

***Exercise 39. Questions for discussion.***

* + What do you like doing in you free time?
  + How do you spend your holidays?

**UNIT FIVE**

**OUR UNIVERSITY**

# Active Vocabulary

***Learn the following words:***

apparatus of advanced design [xpq'reitqs... qd'va:nst di'zain] – приборы современной конструкции

to carry out ['kxri 'aut] – выполнять

to develop [di'velqp] – развивать

education ["edju'keiSn] – образование

to be engaged in – заниматься чем-л.

establishment [es'txbliSmənt] – учреждение

to equip [i'kwip] – оборудовать

equipment [ik'wipmənt] – оборудование

experienced – опытный

field of knowledge [..'nOliG] – область знаний

free – 1) свободный, 2) бесплатный

higher educational institution [haiə...] – высшее учебное заведение

to include [in'klud] – включать

Internet facilities [fq'silitiz] – выход в интернет

to make a contribution [...kqntri'bjuSn] – вносить вклад

outstanding [aut'stxndiN] – выдающийся

to provide [prə'vaid] – обеспечивать, предоставлять

research [ri'sWC] – исследование

science [saiqns] – наука

staff [sta:f] – штат

to train [trein] – обучать, подготавливать

various ['vFqriqs] – разнообразный

***Exercise 1. Match the topics and the paragraphs of the text.***

a) The role of our University

b) The Faculties

c) Higher education in Perm

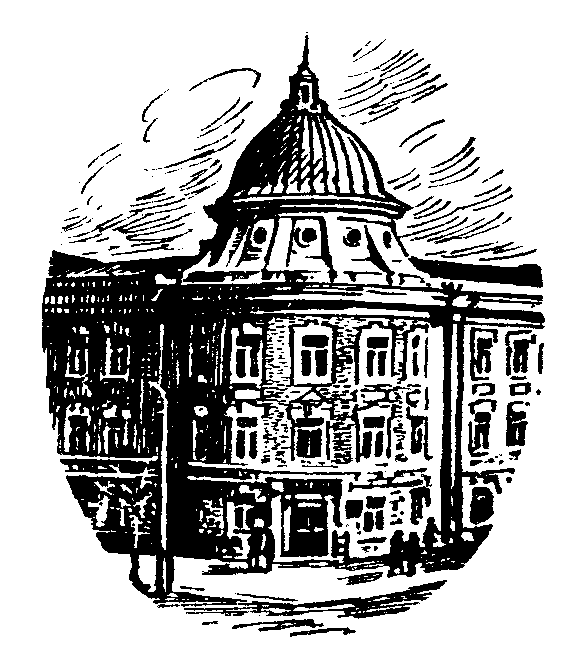
d) Opportunities for the students

e) The Structure

f) The Staff

Read and translate the following text.

**Our University**

 There are different types of higher educational institutions in Russia. In Perm several establishments train specialists in various fields, and among them Perm State University, Technical University, Medical Academy, Pharmaceutical Academy, Agricultural Academy, Higher School of Economics and others. My friends and I study at Perm State Humanitarian Pedagogical University.

Our University provides higher education for future teachers. Every year a great number of students enter its 13 faculties: the Faculty of Mathematics, the Faculty of Philology, the Faculty of Physical Culture, the Faculty of Primary Schooling, of Psychology and Pedagogy of Childhood, the Faculty of Natural Sciences, the Faculty of Foreign Languages, the Faculty of Physics, of History, of Music, of Psychology, the Faculty of Social Pedagogy and the Faculty of Information Technologies and Economics.

The University provides good conditions for scientific research. Our laboratories are equipped with apparatus of advanced design; there are computer classrooms with Internet facilities, study-rooms and workshops in five buildings. All the students are engaged in scientific work under the supervision of experienced teachers. Students of the Faculty of Biology work at the experimental biological station in Kvazhva. We take part in scientific expeditions and carry out research work in various fields of knowledge.

Our University has more than 45 chairs (departments). The staff of professors, lecturers and instructors is big and includes many outstanding scientists who make a contribution to various fields of knowledge. Several scientific schools have been formed at our University: the psychological school of integral individuality, the scientific school of hydrodynamics, of history of the Perm region, of ornithology and others.

The administration is housed in the main building. The head of the University is the Rector. Every faculty has a Dean. He or she occupies the Dean’s office. The Dean is responsible for the faculty. Every student group has a monitor. The monitor is the leader of the group and is in charge of it.

Our graduates work as school teachers in the Perm region. Perm Pedagogical University plays an important part in developing public education in the Urals.

***Exercise 1. Answer the following questions.***

1. Are there different types of higher educational institutions in Russia?

2. What establishments train specialists in various fields in our city?

3. Does our University provide higher education for future teachers?

4. What faculties are there at our higher educational institution?

7. In what fields do students carry out research?

8. What conditions does the University provide?

9. What is the teaching staff like?

10. What scientific schools are there at the University?

11. Where is the administration housed?

12. Where is your faculty situated?

13. Who is the rector of our university?

14. What is your Dean’s name?

15. Who is the leader in a student group?

16. What part does the University play in developing public education in the Urals?

***Exercise 2. Learn some classroom expressions.***

I am sorry, I am late – Простите, что я опоздал.

Who is staying away? – Кто отсутствует?

All students are present. – Все студенты присутствуют.

Are you ready? – Вы готовы?

(I am afraid) I am not ready yet – (Боюсь,) я еще не готов.

Who is the monitor? – Кто староста?

Begin reading! – Начинайте читать!

Go on working! – Продолжайте работать!

Will you translate this word, please? – Пожалуйста, переведите это слово!

What’s the Russian for “establishment”? – Что значит по-русски «establishment»?

Shall I read or translate the text? – Мне читать или переводить текст?

The time is over. Hand in your papers, please! – Время закончилось. Сдавайте работы, пожалуйста!

There goes the bell. – Звенит звонок.

The bell has gone. – Звонок прозвенел.

Let’s have a break. – Давайте сделаем перерыв.

Let’s air the classroom. – Давайте проветрим аудиторию.

Write down your home assignment (home task) – Запишите домашнее задание.

***Sample Dialogues***

1. *Teacher*: Good morning! Let’s begin our classes. Who is the monitor?

*Monitor*: I am.

*Teacher*: Who is staying away?

*Monitor*: All students are present.

2. *Student*: I am sorry, I am late.

*Teacher:* Why are you late?

*Student*: I got stuck in a traffic jam.

*Teacher*: Go to your seat and don’t be late next time.

3. *Teacher*: I checked up your test-papers yesterday.

*Students*: What are our results?

*Teacher*: Two papers are excellent, five papers are good, three papers are satisfactory. One student got a bad mark: he made too many mistakes.

4. *Student A*: Who is the monitor in your group?

*Student B*: Dasha Petrova is.

*Student A*: Where is she now?

*Student B*: She is at the Dean’s Office.

*Student A*: What is she doing there?

*Student B*: She is talking to the Deputy Dean.

*Student A*: What are they speaking about?

*Student B*: I think they are speaking about the timetable.

**Role play: “The teacher and students in a class”.**

***Use the phrases from the dialogues and the classroom expressions and make your own dialogues.***

***Exercise 3. Answer the questions using the words in brackets.***

1. Are you a student? (first-year, study, faculty)

2. How many faculties are there at the University? What are they? (train/trains teachers of, the course of studies)

3. Are there many laboratories? (is/are equipped, of advanced design, Internet facilities)

4. What does our University provide good conditions for? (research, laboratories, carry out, various fields of knowledge).

***Exercise 4. Read the sentences translating the words in brackets into English.***

1. Perm Technical University is one of the (высших образовательных учреждений)

3. Nowadays it is an important centre of training specialists (в различных областях) of technology and engineering.

4. The laboratories are equipped (приборами современной конструкции).

7. Professors, lecturers and instructors (вносят свой вклад) to science and technology.

9. Technical University provides good conditions for (научного исследования).

10. All students (выполняют исследовательскую работу) in various fields (под руководством опытных преподавателей).

***Exercise 5. Fill in the blanks with prepositions and adverbs if necessary.***

1. Pedagogical Universities train specialists … various fields … knowledge.

2. There are 13 faculties … our University, and … them the Faculty … Philology and the Faculty … History.

3. My friends and I study … the Faculty … Psychology.

4. Our University is a centre … training teachers in the Urals.

5. It provides good conditions … scientific work.

6. We carry… research … various fields … knowledge.

7. Here many laboratories are equipped … apparatus … advanced design.

8. Our University plays an important part … developing public education in the Urals.

9. The teachers … our University make a contribution … various fields … knowledge.

10. The psychological school … integral individuality was founded ... V.S. Merlin.

11. The Rector is … charge … the University.

12. The Dean is responsible … the faculty.

13. The monitor is the leader … the group.

***Exercise 7. Fill in the table.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Thing** | **Person** | **Thing** | **Person** | **Thing** | **Person** |
| science |  |  | friend |  | educator |
| psychology |  | profession |  | design |  |
| chemistry |  | library |  | research |  |
| physics |  | history |  |  | lecturer |

***Exercise 8. Write the verbs from which these nouns are formed and translate them into Russian.***

Establishment, department, knowledge, equipment, development.

***Exercise 9. Fill in the table.***

|  |  |  |
| --- | --- | --- |
| **Noun** | **Verb** | **Adjective** |
|  |  | research |
| education |  |  |
|  | produce |  |
|  |  | responsible |
|  |  | free |
|  |  | advanced |
| design |  |  |
| science | ---------- |  |

***Exercise 10. Choose the right word (use it in the correct form).***

1. Students carry out research in all fields of … . … research is an important part of higher education. Young … have many advantages. (scientist, scientific, science)

2. The faculty of … trains … . Many of the teachers are brilliant …, their … produce a great impression on the listeners. (history, historian, lecture, lecturer)

3. … is a fashionable science nowadays. Our University … hundreds of young people every year, and a lot of … get their … here. After graduating from the University they will devote themselves to the solution of … problems of children and adults. (educate, education, psychologist, psychological, psychology)

***Exercise 11.***

***A. Use all the forms of Present Continuous with the verbs (swim, write, learn) in affirmative sentences. (Work in pairs).***

*Model:* – *I am speaking.* – *Are you?*

1) We are speaking. 2) You are speaking. 3) He is speaking. 4) She is speaking. 5) They are speaking. 6) It is speaking.

***B. Use the verbs (sleep, play, read) in general questions. Give short answers.***

*Model: – Am I working? – Yes, you are. / No, you’re not*.

1) Are we working? 2) Are you working? 3) Is he working? 4) Is she working? 5) Are they working? 6) Is it working?

***C. Use the verbs (dance, drive, leave) in negative sentences.***

*Model: – I am not cooking. – Yes, you are!*

1) We are not cooking. 2) You are not cooking. 3) He is not cooking. 4) They are not cooking. 5) She is not cooking.

***Exercise 12. Compare the usage of Present Simple and Present Continuous, use the correct verb forms.***

|  |  |
| --- | --- |
| **A. Present Continuous** | **Present Simple** |
| I (read) now. | I (read) every day. |
| He (sleep) now. | He (sleep) well every night. |
| My mother (not work) now. | My mother (not work) at an office. |
| They (not eat) now. | They (eat) at school every morning. |
| (drive) your brother now? | (drive) he to his office? |
| (watch) you TV now? | (watch) you TV in the evening? |

**B.** 1. I usually … (go) to the University by bus, but now I … (walk).

2. My friend … (wait) for me at the monument to A. Pushkin. He always … (wait) for me there.

3. I always … (attend) lectures and seminars. Some students … (miss) classes sometimes. Today Alex and Peter … (stay) away.

4. – What …you … (read) now? – I … (read) a book by V. Pelevin. In fact, I … (read) a lot.

5. – … Nick … (speak) French well? – No, he … (not speak) it at all. But he … (speak) English very well. Now he … (speak) Russian.

***Exercise 13. Explain the usage of the tenses in these sentences.***

1. – Are you calling your girlfriend? – No, I am not calling her. In fact, I never call her, because she always calls me herself.

2. Mary Bell is a film star. She usually stars in films. But now she is not working. She is having a rest. She is talking with her friend, they are discussing new trends in fashion.

3. John is an actor. As a rule, he plays the parts of gangsters. But he is not acting now; he is at a night club. He is dancing with his girlfriend. All people at the club are watching him, because he is dancing beautifully. He usually dances well.

***Exercise 14.*** ***Put the verbs in brackets into Present Simple, Present Continuous or Future Simple Tense.***

1. Look at the children: they (skate) wonderfully! They (skate) every Saturday here.

2. – What (do) you now? – I (wash) the dishes. In fact, I (wash) the dishes every evening. I hope my husband (buy) me a dish-washer next month.

3. We (write) a test now. All the students (work) hard. We always (do) our homework and (prepare) for classes, that is why I am sure we (pass) the test successfully.

***Exercise 15.***

***A. Use Past Continuous and say what you or your friend(s) were doing (or were not doing) at 8 p.m. yesterday.***

*Model: I was buying fruit at a supermarket.*

***Use these verbs:*** sleep, swim, read, write, take notes, take an exam, have supper, dance at a club, work at the library, prepare for a seminar, etc.

***B. Use Future Continuous and say what you or your friend(s) will be doing (or won’t be doing) at 9 a.m. tomorrow.***

*Model: I will be having breakfast at 9 a.m. tomorrow.*

***Use these verbs:*** wash one’s face and hands, clean one’s teeth, do one’s home assignment, drink coffee, eat sandwiches, sleep, write a test, go home by bus, etc.

***Exercise 16. Use Future Simple or Future Continuous.***

**A.** 1. I am tired now. I think I (do) my homework tomorrow. 2. I (do) my homework at six o’clock tomorrow. 3. When I come home tomorrow, my family (have) supper. 4. Don’t come to my place tomorrow. I (write) my terminal paper the whole evening.

**B.** 1. When you come to my place tomorrow I (read) your book. 2. I think I (not go) to the cinema tomorrow. 3. I (watch) TV the whole evening tomorrow. 4. What you (do) at 5 tomorrow? – I (play) football with my friends.

***Exercise 17. Practice the pronouns.***

***A. Complete the table below.***

|  |  |  |  |
| --- | --- | --- | --- |
| Some | something |  |  |
| Any |  | anybody |  |
| No |  |  | nowhere |

***B. Translate the following sentences into Russian.***

1. I found nothing interesting there.

2. We have no milk in the fridge.

3. Anybody may come to the meeting.

4. We did not see our friend anywhere.

5. Something happened two days ago.

6. Anything may happen.

7. Somebody asked to stop the discussion.

***C. Insert the pronouns in the following sentences.***

1. I have … friends in Moscow. (something, somebody, some, any, anybody)

2. Did … suggest a problem for discussion? (any, anybody, some, somebody)

3. He will do … for you! (some, any, anything, something)

4. She doesn’t want to see … tonight. (nobody, nothing, somebody, anybody)

5. Please, do … to help her. (nobody, no, anything, something)

6. Does … help this girl with mathematics? (any, nobody, somebody, anybody)

7. … may smoke here. (nobody, something, nothing, any)

8. If you have … against me, speak out! (somebody, some, any, anybody, something)

9. If you have … against it, let’s do it together. (nothing, anything, anybody, no, some)

10. Have you … problems with your new subject? (no, any, some, something, anything)

***Exercise 18. Fill in the blanks with “there+be” in the Present, Past or Future Tense. Pay attention to the type of the sentences: they may be affirmative, negative or interrogative.***

1. … a gym in that building. 2. … hot water yesterday. It was difficult to do washing up. 3. … a swimming pool in your town? 4. … lecture in chemistry today. It will be tomorrow. 5. … a seminar in psychology yesterday. 6. … two maps on the wall. 7. How many students … in your group? 8. … any books on the table. They are on the shelf. 9. … any milk in the fridge. I’ll go and buy it. 10. … a café here last year? 11. I was hungry, but … any food at home. 12. … many students at the conference last week? Yes, … many. 13. Are you going to the party tomorrow? … many interesting people at it.

***Exercise 19. Translate the following sentences into Russian.***

1. There is an interesting exhibition in the museum. 2. Are there any chocolates in the box? 3. How much milk is there in the bottle? 4. There was a lot of snow in the Urals last winter. 5. There was no snow at all in some warmer places. 6. Perhaps there will be one more department at our University next year. 7. How many subjects are there on your curriculum? 8. There is somebody in the room. 9. There is no difficulty in working with this electronic device. 10. There are no seminars on Saturday. 11. There must be some way out! 12. There was an accident here yesterday. 13. There cannot be any problem with this telephone. 14. There exist two approaches to this problem.

***Exercise 20.***

***A. Use the following verbs to make up imperative sentences.***

Take, go, come, open, close, read, sit, stand, put, etc.

1…. here! 2. … to the table! 3. … the book! 4. … not … down! 5. … not … the door! 6. .. the pen! 7. ... not … the window! 8. … the bag! 9. … the book on the table! 10. … not … the bag on the chair! 11. … nearer!

***B. Tell children at school what they should do to be fit.***

*Model: It is good to go in for sports. – Go in for sports!*

1. It is nice to spend much time in the open.

2. It is healthy to eat more fruit.

3. It is good for your health to drink juice.

***C. Now tell children not to do the wrong things.***

*Model: Smoking is bad. – Don’t smoke!*

1. It is dangerous to walk late at night.

2. It is not good to be lazy.

3. It is not healthy to sit at the computer too long.

***Exercise 21. Make up polite requests (you may continue the list).***

|  |  |
| --- | --- |
| **Order** | **Polite request** |
| Begin reading! | Will you begin reading, please? |
| Translate the text! |  |
| Get ready! |  |
| Read the story! |  |
| Speak about your family! |  |
| Give us the results! |  |

***Exercise 22. Read the sentences with phrasal verbs and translate them***.

1. The handle came off the bag when I picked it up. 2. What time are you coming back? 3. The job offer didn't come up to her expectations. Come up to me, please! 4. Never give in! You can do it! 5. The police told the killer to give his gun up. 6. You must give up smoking! 7. Hallo, can I speak to Carol, please? – Hold on a minute. I’ll get Carol. 8. Look out, there’s a bee on the window sill. 9. When my sister goes on vacation, I look after her dog. 10. I will never catch up. I am too behind in my work. 11. Vicky’s parents are going to be so angry when they find out she got a tattoo. 12. Turn out the light before you go to bed. 13. It turned out that Smith was the murderer after all. 14. Turn up the TV. I can’t hear what they’re saying.

***Exercise 23. Use the right phrasal verb.***

***(Come back, come off, give up, come up, look out, look after)***

1. Don’t play with the key holder, the key may …

2. After a week’s holiday he … to his office.

3. During the break children … to their teacher.

4. Never … learning English!

5. … ! An old woman is crossing the street, drive carefully.

6. To … children is a hard job.

***(Turn up, find out, hold on, catch up, turn out, turn off)***

7. I must work hard to … with the other group mates.

8. You will never … all my secrets!

9. …the radio, I cannot hear anything on the phone!

10. … the music …, it’s my favourite song.

11. ..., I’ll be ready in a minute.

12. It … that he hadn’t passed the exam after all.

***Exercise 24. Read the text and answer the questions.***

1. What title would you give to the text?

2. How old is our University?

3. What kind of centre is Perm Pedagogical University nowadays?

Perm Pedagogical University is the oldest higher educational establishment of this type in the Urals. It was founded in 1921 and the number of students was small. During the next two decades (the 20s and the 30s) our University grew greatly. In 1940 there were 1085 students and more than 100 professors and lecturers.

During the wartime a military hospital was housed in the main building, the department of chemistry produced medicines. In the years of the Great Patriotic War a large group of students, graduates and teachers went to the front. We shall never forget those who fell in the war, and among them Tatyana Baramsina, Hero of the Soviet Union, who had studied at our University.

Nowadays Perm Pedagogical University is an important centre of training teachers in the Urals.

***Exercise 25. Ask 5 questions on the text.***

TEXT B

**Oxbridge**

Oxford and Cambridge are the oldest and the most prestigious universities in Great Britain. They are often called collectively Oxbridge. Both Universities were founded in the medieval period.

They are federations of semi-independent colleges, each college having its own staff, known as “Fellows”. Most colleges have their own dining hall, library and chapel (часовня) and contain enough accommodation for at least half of their students. The Fellows teach the college students either one-to-one – or in small groups, known as “tutorials” in Oxford and “supervisions” in Cambridge. Oxbridge has the lowest student/staff ratio (соотношение) in Britain. Lectures and laboratory work are organized at university level. Before 1970 Oxbridge colleges were single-sex (mostly for men). Now they admit both men and women.

***Exercise 26. Say if these statements are true or false.***

1. Oxbridge is a collective name for the oldest and most prestigious universities in Britain.

2. Oxford and Cambridge consist of faculties.

3. Fellows are students at these universities.

4. Lectures are called tutorials and supervisions at Oxbridge.

5. There are fewer teachers at Oxbridge than at other universities.

6. Oxford and Cambridge admit both men and women.

**Work Experience and Internship Programs**

Through our student work experience program, the education authority provides over 9,000 work experience placements (= jobs for students who want to get work experience) for young people each year. Our program is designed to give chance to work for students that will enrich their academic studies and help them gain valuable work-related skills in order to find a good job after graduation. A job does not need to be related to a particular field of study and so participants may even discover areas of work they have never considered before.

All post-secondary school students in full-time education can apply for the program. Individual case managers will determine the minimum level academic achievement required for each job. During an academic term, a student may work part-time. During the summer holidays a student may work full-time or part-time. The education authority is responsible for the recruitment (=giving jobs) of all students under the work experience program. Candidates apply in person to our office and we refer them to the appropriate department.

Our internship program (= the program under which young people can work while still studying) is designed specifically for post-secondary students, whether part-time or full-time. Students on the internship program are given an assignment related to their research area offering them the chance to use their academic knowledge in an actual work setting. The academic institution plays an important role in the placement of students under this program and they will determine the duration of a work assignment. These traditionally last four months, but internship assignment may vary from 4 to 18 months. Students in this program normally work full-time.

***Exercise 27. Say if it is true, false or there is no information in the text.***

1. You can apply for the work experience program if you have finished your secondary education.

2. You must work on the student work experience program full-time during the academic term.

3. This program helps students to find a good job after graduation.

4. You are not allowed to take part in the internship and work experience programs if you have bad marks.

***Exercise 28. Say which paragraph deals with the following statements.***

a) To take part in the work experience program, you must come to our office.

b) The maximum length of an internship assignment is a year and a half.

***Exercise 29. Choose the correct answer.***

***Who is in charge of providing the participants of the program with jobs?***

1. The students have to find jobs themselves.

2. The participants are given placements by their University administration.

3. The education authority is responsible for finding jobs for all students under this program.

***Exercise 30. Choose the adequate summary of the text.***

1. All secondary and post-secondary school students must get work experience.

2. If you are a student and want to get work experience, you may take part in the work experience program and work full-time or part-time.

3. It is not easy to find a good job after graduation, therefore you must work hard during the academic term and pass exams successfully.

**UNIT SIX**

**ENGLISH –**

**SPEAKING COUNTRIES**

# Active Vocabulary

***Learn the following words:***

actually – фактически

area – площадь, регион

coast – побережье

to consist of – состоять из

government – правительство

to influence – влиять

island – остров

isle – остров (обычно с именем собственным)

to be known for – быть известным

lake – озеро

mountain – гора

plain – равнина

population – население

relief – рельеф, ландшафт

to separate – разделять

to be situated – быть расположенным

state – государство

temperate – умеренный

to unite – объединять

to vary – отличаться, изменяться

***Mind some proper names:***

the United Kingdom (UK) – Соединенное Королевство

Wales (Welsh) – Уэльс (уэльский, валлийский)

Scotland – Шотландия

Northern Ireland – Северная Ирландия

Edinburgh ['edinbqrq] – Эдинбург

Manchester ['mxntSqstq] – Манчестер

Birmingham ['bWmiNqm] – Бирмингем

Glasgow ['glRzgou] – Глазго

the British Isles – Британские острова

the Continent = Europe

the English Channel – пролив Ла-Манш

the Strait of Dover – Дуврский пролив

the Atlantic Ocean – Атлантический океан

the Irish Sea ['aIqriS] – Ирландское море

the North Sea – Северное море

***Exercise 1. Read and translate the following text.***

**Great Britain (Geographical Definition)**

When we speak about the United Kingdom of Great Britain and Northern Ireland we actually speak about four countries united into one state: England, Scotland Wales and Northern Ireland. Each of these countries has its language, its capital, and its government. Their capitals are London, Edinburgh, Cardiff and Belfast. At the same time London is the capital of the United Kingdom. English is the official language, but some people also speak Scottish, Welsh and Irish.

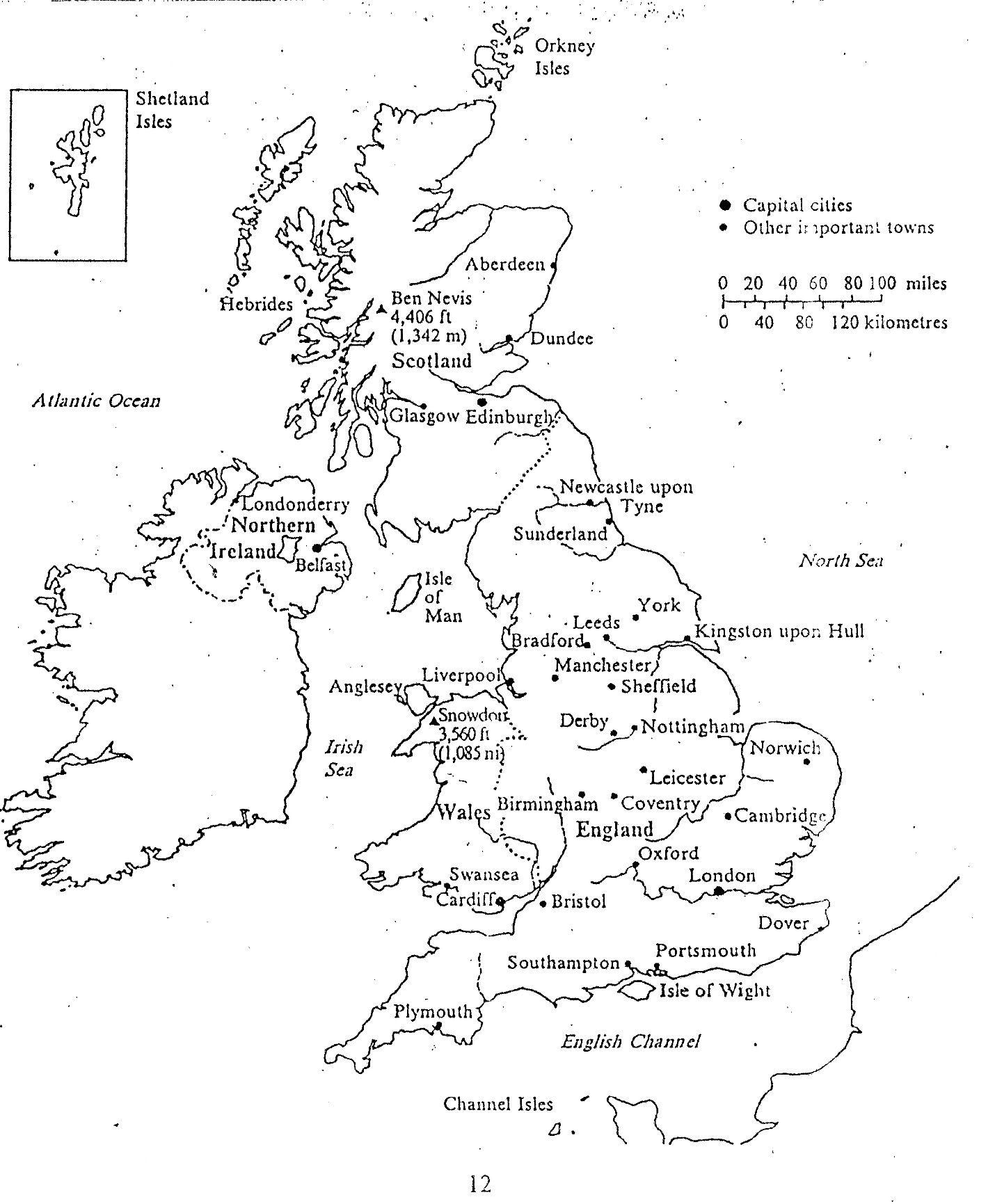
The population of the country is over 57 million people. There are many beautiful cities in Great Britain: Liverpool and Manchester, Glasgow and Edinburgh, Belfast and Birmingham.

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles to the north-west of Europe. The British Isles consist of two large and about 5000 small islands.

Their total area is over 244,000 square kilometres, the English Channel (or La Manche) and the Strait of Dover (or Pas de Calais) separate them from the Continent. The Atlantic Ocean and the Irish Sea wash the West Coast of the country. The East Coast is washed by the North Sea.

The relief of the British Isles varies very much. The north and the west of England are mountainous, but all the rest – east, centre and south – is a vast plain. Ben Nevis in Scotland is the highest mountain in the UK (it is only 1,343 m. high). There are a lot of rivers in Great Britain but they are not very long. The Severn is the longest river, running from east to west. The Thames is the deepest and the most important river, where London is situated. The Lake District in Northern England with its lakes and valleys is a favourite holiday area. Scotland is also known for the beauty of the lakes, called lochs.

The mountains and the warm waters of Gulf Stream influence the climate of the British Isles. It can be described as mild and temperate. Winters are warm but summers are cool and wet. Rain falls all the year round. Thick fogs in autumn are typical of the climate of Great Britain.



***Exercise 2. Show the following on the map of Britain:***

1) large and small islands which belong to the British area;

2) seas and oceans Great Britain is washed by;

3) the English Channel which separates the UK from the Continent;

4) the highest mountains – Ben Nevis and Snowdon;

5) the capital cities of England, Scotland, Wales and Northern Ireland;

6) the most important industrial cities;

7) the native town of “The Beatles”.

***Exercise 3. Answer the following questions.***

1. What is the official name of Great Britain?

2. What countries does the UK consist of?

3. What languages are spoken in the UK?

4. How large is the population of Great Britain?

5. Where is the country situated?

6. What seas and ocean is Great Britain washed by?

7. The surface of Great Britain varies much, doesn’t it?

8. What river does London stand on?

9. Why is the British climate mild?

10. What is characteristic of Britain’s climate?

***Exercise 4. Ask your group-mates.***

1) what the total area of the country is;

2) if English is the official language of Great Britain;

3) what the biggest cities of the UK are;

4) what it is separated by from the continent;

5) what the highest mountain in Great Britain is;

6) if there are a lot of long and deep rivers in Great Britain;

7) what Scotland is known for;

8) if the Lake District is situated in Scotland.

***Exercise 5. Choose the right word from the list.***

(to wash, to consist, area, to separate, to vary, climate, mountainous, typical, influence)

1. In spite of its small … Australia is one of the leading agricultural countries in the world.

2. The USA … of 50 states joined in a federal republic.

3. Alaska is … from Russian Siberia by only 50 miles of the Bering Strait.

4. New Zealand comprises two islands … by the south-western Pacific Ocean.

5. The changeability is … of Irish weather.

6. The surface of Great Britain … very much.

7. The mild … of this country is good for plants and flowers.

8. Deserts and semi-deserts greatly … the climate of Australia.

9. The … territory of the Caucasus attracts a lot of tourists with its beauty.

***Exercise 6. Arrange a) and b) in pairs of synonyms.***

a) to unite, area, relief, to influence, mild, temperate;

b) surface, to join, soft, moderate, territory, to affect

***Exercise 7. Arrange a) and b) in pairs of antonyms.***

a) to unite, north, west, mountain, deep, warm, short, beautiful;

b) cold, ugly, to separate, south, plain, long, east, shallow.

***Exercise 8. Fill in the prepositions if necessary.***

1. The United Kingdom of Great Britain and Northern Ireland occupies most … the territory … the British Isles.

2. We speak … four countries united … one state.

3. The population … Scotland is about five and a half million people.

4. Great Britain is separated … the Continent … the English Channel and the Strait of Dover.

5. The East Coast is washed … the North Sea.

6. The Severn is flowing … England and Wales.

7. North Wales is a country … mountains and deep valleys.

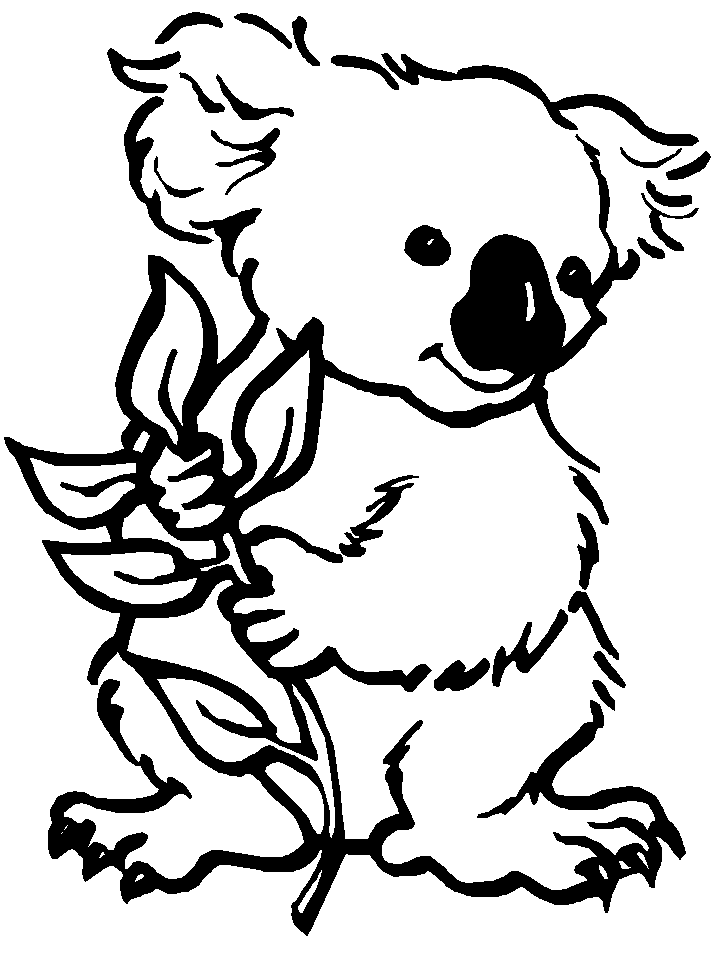
8. The mountains and the warm waters … Gulf Stream influence … the climate … the British Isles.

9. Heavy rains in autumn are typical … the mountainous part of Britain.

***Exercise 9. Fill in the blanks with the prepositions if necessary.***

The climate … Australia varies … tropical … cool and temperate. Australia is the driest continent … the Earth. About one half … its territory is occupied … deserts (пустыни) and semi-deserts. The commonest trees … Australia are the eucalyptus [jHkq'liptqs]… , which there are over 500 kinds.

There are also ocacia [q'keiSq] or mimosa [mi'mouzq], which is the national emblem … Australia. Even stranger than plants (растения) are the animals. There live kangaroos, duck-bills, koalas (or koala-bear) and a great number … different birds, parrots … them.



***Exercise10. Translate the words in brackets into English.***

1. When we speak about the United Kingdom of Great Britain and Northern Ireland (мы фактически говорим о четырех странах, объединенных в одно государство).

2. (Английский – официальный язык) but some people also speak Scottish, Welsh and Irish.

3. The population of the country is (57 млн. человек, около 80 % из них) live in cities and towns.

4. Their total area is over (244,000 квадратных километров).

5. The Atlantic Ocean and the Irish Sea (омывают западное побережье страны).

6. The north and the west of England are mountainous (но все остальные – восток, центр и юг – обширная равнина).

7. The Thames is (самая глубокая и самая важная река). London (расположен) on the Thames.

8. (Теплое течение Гольфстрим влияет) the climate of the British Isles.

9. Rain falls (круглый год).

***Exercise 11. Form the adjectives from the following nouns using the suffix “-ous”. Translate them into Russian.***

Fame, danger, mystery, glory, mountain.

***Exercise 12. Fill in the blanks with the articles if necessary.***

1. … Moscow is situated on … Moskva River. There is … canal called … Moscow-Volga Canal which joins … Moscow to … Volga. … Volga runs into … Caspian Sea.

2. Several rivers run into … sea at … New York. The most important is … Hudson River which flows into … Atlantic Ocean.

3. … Altai Mountains are higher than … Urals.

4. … Neva flows into … Gulf of … Finland.

5. … Kazbek is the highest peat of … Caucasus.

6. … Shetland Isles are situated to … north of … Great Britain.

7. … Black Sea is in … south of the country.

8. … Lake Baikal is the deepest lake in the world.

9. … Europe and … America are separated from each other by … Atlantic Ocean.

***Exercise 13. Read these sentences carefully. Some are correct, but some are not. Correct the sentences where necessary..***

*Model: Milan is in north of Italy – Wrong*

*Milan is in the north of Italy – Right.*

1. Last year we visited Canada and United States.

2. South of England is warmer than north.

3. We went to Spain for our holidays and swam in Mediterranean.

4. Tom has visited most countries in Western Europe.

5. My friend worked as a reporter in Middle East.

6. Next year we are going skiing in Swiss Alps.

7. Malta has been a republic since 1974.

8. Nile is the longest river in Africa.

9. United Kingdom consists of Britain and Northern Ireland.

***Exercise 14. Give the correct form of the adjectives in brackets.***

1. Which is (large): the United States or Canada?

2. What is the name of the (big) part in the United States?

3. The London underground is the (old) in the world.

4. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia.

5. The rivers in America are much (long) than those in England.

6. What is the name of the (high) mountain in Asia?

7. The English Channel is (wide) than the Straits of Gibraltar.

8. She speaks Italian (good) than English.

9. My sister speaks English (bad) than I do.

***Exercise 15. Read and translate these sentences.***

1. This book is as good as that one.

This book is not as (so) good as that one.

2. Mary has as many books as Peter (has).

Mary hasn’t so many books as Peter (has).

3. Nick speaks French as well as John (does).

Nick doesn’t speak French (so) as well as John (does).

4. He can run as fast as his father (can).

He cannot run as fast as his father (can).

***Exercise 16. Read and translate these sentences.***

1. The warmer the weather, the better I feel.

2. The earlier we leave, the sooner we will arrive.

3. The more expensive the hotel, the better the service.

4. The more you have, the more you want.

5. The more goods you sell, the more profit you’ll make.

6. The more I got to know him the more I liked him.

***Exercise 17. Translate into English.***

1. Крым – одно из самых лучших мест для отдыха.

2. Какая из этих рек самая длинная?

3. Дунай короче Волги.

4. Озеро Лoмонд самое красивое в Шотландии.

5. Самое жаркое место на земле – Dallos, Ethiopia.

6. Самая известная улица в Нью-Йорке – Бродвей.

***Exercise 18. Find the mistakes and correct the sentences.***

1. I’m busier than my little sister.
2. London is more old than New York.
3. Do you know the shortest way to the station?
4. Be activer at your lesson, please.
5. She is the most pretty girl I’ve ever known.
6. The boy is as taller as his father.
7. Baseball is the popularest summer sport in America.
8. Yesterday he started to feel more bad.
9. Soon it began to get more darker and it was time to go back home.
10. Mary’s answer is correcter than yours.
11. Can you come more early next time?

***Exercise 19. Translate the sentences paying attention to the phrasal verbs.***

1. Put on your warm jacket, it’s cold outside. 2. The meeting was put off because the foreign visitors failed to arrive in time. 3. It took a long time to put out the fire. 4. In many cultures, it is a custom to take off your shoes when you enter a house. 5. The plane took off at 5 p.m. 6. Jimmie takes after his father. 7. Mary’s husband took to playing cards. 8. My uncle ran away from home at the age of fifteen. 9. John, we have run out of coffee. Please, go and buy it. 10. I ran into an old school-friend at the supermarket.

***Exercise 20. Insert the phrasal verbs from ex.8.***

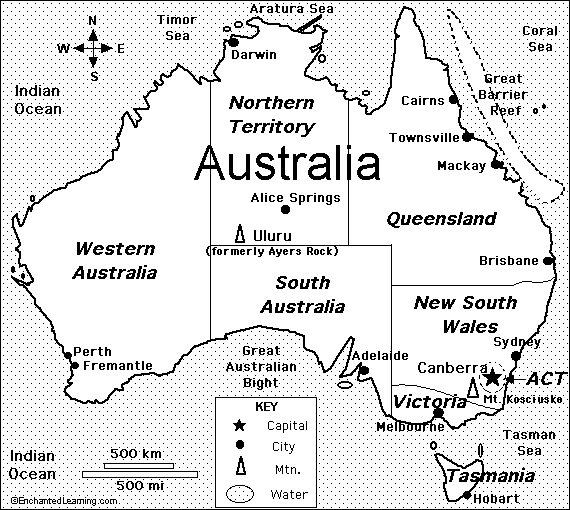
1. I think, we’ll … our trip because of the weather. 2. My plane … in five minutes. 3. The neighbours … the fire before the firemen arrived. 4. Don’t forget to … your new earrings for the party. 5. … your hat when you enter the university. 6. Problem children often … from their own homes. 7. When the boy grew up, he … reading, and read all the books he could find. 8. Ann … her mother, they are both hardworking. 9. I… my English teacher at the movies last night. 10. Will you go to the supermarket, please? We’ve …milk and sugar.

***Exercise 21. Complete the text with the right words and entitle it.***

*(situated, island, continents, to consist, Isles, official, surrounded, language, federation, Prime Minister, laws, country, capital, to discover.)*

Even in medieval times there were stories about a large continent in the Southern Hemisphere. But Europeans had never seen it. They wonder what it was like and whether it was inhabited. They called this land *terra australis incognita*, which means in Latin “the unknown southern land”. Australia was … only in the 17th century, and after the expedition of James Cook in 1770 it became a British colony.

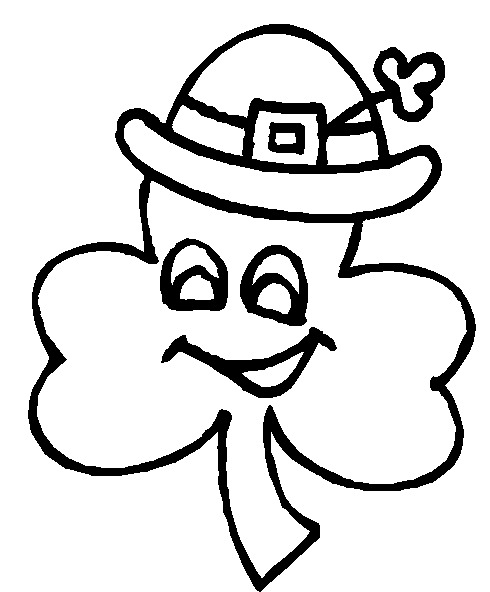
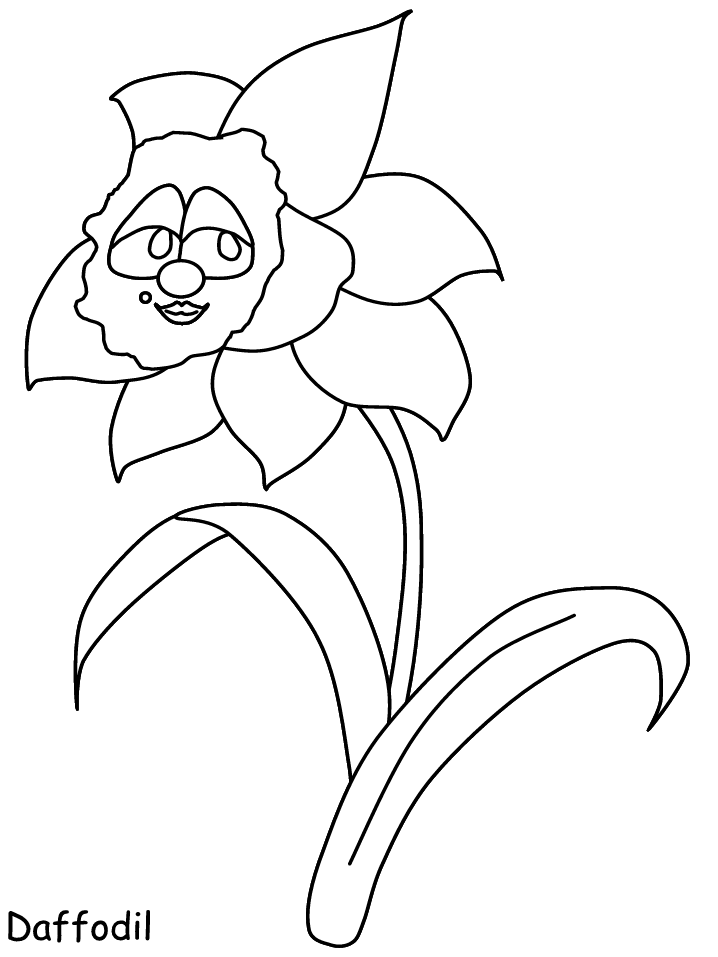
Australia is … on the fifth and the smallest of the … . It is the largest … in the world. It is smaller than the United States and much bigger than the British … . Besides the continent of Australia … of a number of small islands. The … name of the … is the Commonwealth of Australia. It is … by the seas from all sides. The official … of the country is English. The … of Australia is Canberra. Australia is a … of six states. The Federal Parliament makes … . The government is headed by the … .



***2. Compare the geographical location and the administrative system of the UK and of Australia.*** *Use the following: “both… and…”, “larger than …”, “(not) as … as”, whereas…, etc.*

***Exercise 22. Read the text and say if you know these facts.***

The humid and mild climate of Great Britain is good for plants and flowers. Some of them have become symbols in the UK. Probably you know that the poppyis the symbol of peace, the red rose is the national emblem of England, the thistle is the national emblem of Scotland and the Edinburgh International Festival. The daffodils and the leek are the emblems of Wales, the shamrock (a kind of clover) is the emblem of Ireland.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross is the cross of St. George, the patron saint of England. The white diagonal cross is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St. Patrick, the patron saint of Ireland.

***Exercise 23. Read and reproduce the jokes.***

1) *Teacher*: Which is nearer to us, England or the moon?

*Tommy*: The moon, sir.

*Teacher*: The moon? Why do you think so?

*Tommy*: Because we can see the moon, and we cannot see England.

2) “The harder it rains, the better I like it”.

“You must be an optimist”.

“No, I am an umbrella seller!”

3) – What is the weather like in England?

– The weather changes in our country more often than in other countries, that is why we say: “Other countries have a climate, in England we have weather”.

**Great Britain (Political Definition)**

The United Kingdom is a parliamentary monarchy. The Queen is the official head of the state. But it is more a tradition than a real fact. In practice the country is ruled by an elected parliament. The legislative power in the country belongs to the British Parliament, which consists of two chambers: the House of Lords and the House of Commons. The seats are partly hereditary in the House of Lords, but the members of the House of Commons are elected every 5 years.

In Great Britain there are three main political parties: the Labour, the Conservative and the Liberal. Every five years a general election is held. The party which receives the majority in the House of Commons becomes the party in power and its leader is appointed Prime Minister by the Monarch.

The great disadvantage of Britain’s industry is that it has very few raw materials. Only offshore petroleum and natural gas reserves are significant. Nevertheless the United Kingdom is a highly developed industrial country. Major manufactures include motor vehicles, aerospace equipment, electronic data-processing and telecommunication equipment, petrochemicals. Shipbuilding, fishing and publishing also are important economic industries.

Great Britain is a birthplace of many famous poets, novelists, scientists and politicians: R. Burns and Ch. Dickens, C. Doyle and L. Caroll, Ch.Darwin and I. Newton, Admiral Lord Nelson and W. Churchill.

***Learn the following words and expressions:***

to appoint – назначать

chamber – палата

disadvantage – недостаток

general election – всеобщие выборы

the House of Commons – Палата Общин

hereditary – наследственный

highly developed – высокоразвитый

to hold (held, held) – проводить

legislative power – законодательная власть

manufacture – производство

majority – большинство

nevertheless – однако

offshore – прибрежный

raw material – сырье

to receive – получать

to rule – управлять

significant – существенный

vehicle – транспортное средство

***Exercise 24. Answer the following questions.***

1. What kind of state is the UK?

2. Who rules Britain officially? Who rules Britain in practice?

3. What party won the last general election? Who is the PM now?

4. Great Britain isn’t rich in mineral resources, is it?

5. Do you know any famous Englishmen?

***Exercise 25. Ask your group-mates:***

1) how many chambers Parliament consists of;

2) what the main political parties of Great Britain are;

3) if the Queen rules the country in practice;

4) if he (she) knows her name;

5) what Great Britain produces and exports.

***Exercise 26. Choose the right word*** *(raw materials, legislative, election, the majority, birthplace, to appoint).*

1. Parliamentary … must be held every five years.

2. In reality, the House of Commons is the only one which has true … power.

3. The party which wins … of seats forms the government.

4. He was … Prime Minister last year.

5. Offshore petroleum and natural gas are major… … of Britain’s industry.

6. The … of Shakespeare is Stratford-upon-Avon, a small English town.

***Exercise 27. Arrange a) and b) in pairs of synonyms.***

a) main, general, legislative, official, receive, disadvantage, oil

b) formal, get, chief, shortcoming, petroleum, common, law-making.

***Exercise 28. Fill in the blanks with prepositions if necessary.***

1. The UK's form … government is a [constitutional monarchy](http://en.wikipedia.org/wiki/Constitutional_monarchy) … a [parliamentary system](http://en.wikipedia.org/wiki/Parliamentary_system).

2. … the USA a large amount … legislative power belongs … State governments.

3. Scotland is known … coal and oil production, forestry and marine fishing.

***Exercise 29. Read the sentences translating the words in brackets into English.***

1. The UK (управляется избранным парламентом).

2. Members of the House of Lords (не избираются народом).

3. The Prime Minister (назначается королем или королевой).

4. The party of power (получает большинство голосов в палате общин).

5. A general election (проводятся каждые 4 года).

6. The seats in the House of Lords (передаются по наследству).

7. Iron, coal, oil belong to (сырьевые ресурсы).

8. The UK is (высокоразвитая индустриальная страна).

9. (Кораблестроение) one of the most important (отраслей).

***Exercise 30. Finish the sentences:***

The Queen is the official head of the UK, but in practice… The British Parliament, which consists of … Members of the House of Commons… There are three main political parties… Every four years… The Prime Minister is… Great Britain is not rich in… The UK exports…

***Exercise 31. Use the Present Perfect Tense.***

1. Everyone (to hear) of a real English breakfast. 2. … you (to have) your lunch yet? 3. Here is your watch. I just (to find) it. 4. I (not to go) boating since last Wednesday. 5. … you (to see) John lately? 6. Where is your key? – I (to lose) it. 7. The police (to arrest) two men in connection with the robbery. 8. Peter failed in the exam. – He (not to work) hard this term. 9. Who is absent? – Ann. She (to be) ill for a week. 10. What time is he leaving? – He (to leave) already.

***Exercise 32. Use the Present Simple or the Present Perfect..***

1. Normally I (to have) breakfast at 9 in the morning. 2. I (to have) just my breakfast. 3. He (to write) letters to his mother once a week. 4. He (to receive) three letters this week. 5. We (to work) hard lately. 6. I (not to see) much of her for the last few days. 7. Students (to take) exams at the end of each term. 8. You ever (to visit) your relatives? 9. It (to rain) every Sunday since we arrived here. 10. They (to be) friends since childhood. 11. It long (to be) my dream to visit the Bolshoi Theatre. 12. She (to dream) of becoming a teacher.

***Exercise 33. Answer the following questions.***

1. Have you ever been to Great Britain or the US?

2. Have you seen the new play by this author?

3. What films have you seen this month?

4. Have you had your lunch yet? What have you had for lunch?

5. What English books have you read lately?

6. When did you begin to learn English? Did you know English when you were a child? How long have you learned English?

8. Have you ever spoken to English-speaking foreigners? When did you speak to them?

***Exercise 34. Say, what three important things you have done this month and what three important things you haven’t done yet.***

***Exercise 35. Use the Past Perfect tense.***

1. She hoped that I (to pay for the tickets already). 2. When we came the performance (to begin). 3. He went to bed as soon as he (to switch off the TV-set). 4. By the end of the year she (to play in two films). 5. When they came home the football match (to finish). 6. By the time the producer arrived the actress (to learn her part). 7. She went for a holiday after she (to pass the exam).

***Exercise 36. Use the Past Simple or the Past Perfect.***

1. I (to translate) two pages yesterday. 2. By the end of the week they (to translate) the first part of the book. 3. When you (to receive) a letter from her last? 4. When I (to phone) them they (not to be) ready yet. 5. We (to find) nobody in the house when we (to come) but we (to have) a feeling that somebody (to be) there before. 6. He (to understand) the book only after he (to read) it again.

***Exercise 37. Read the dialogue and compare the use of the Past Simple and the Past Perfect Tenses. Make up your dialogue.***

*Mary:* Why did you go home before the party had finished?

*John:* I had forgotten to switch my TV-set off.

*Mary:* What had happened when you got home?

*John:* My brother had switched it off for me.

*Mary:* Then why didn’t you come back to the party?

*John:* Oh, I had left the TV on deliberately (намеренно) because I didn’t want to stay at the party.

***Exercise 38. Use the correct tense forms.***

1. He (to find) that the lady (not to be) so young as he (to expect). 2. When Frederik II (to see) a new soldier in his army he always (to ask) the same questions: “How old you (to be)? How long you (to serve) in my army?” 3. Since 1147 the name of Moscow (to be) on the pages of history. 4. Prince Yuri Dolgoruky (to found) Moscow. 5. You (to make) the tour of Moscow? – Yes, we (to make the acquaintance) of all its sights yesterday.

***Exercise 39. Use the Future Perfect Tense.***

1. When the uncle returns from Australia his son (to grow up). 2. By the end of this year I (to learn) English very well. 3. I’ll need this magazine. … you (to look it through) by morning? 4. If you come at 9 the concert (to finish). 5. We mustn’t be late. They (to eat) everything by the time we come. 6. Before they choose a suitable house they (to see) hundreds of them. 7. When you go out it (to stop raining). 8. By the end of May she (to pass) all the exams.

***Exercise 40. Use the verbs in brackets in the Present, Past or Future Simple Passive.***

1. … Australia often (to visit) by tourists from other countries? 2. Queen Elizabeth II (to crown) in 1952. 3. English (to speak) as a second language by many people in India, Pakistan and numerous countries in Africa. 4. The members of the House of Commons (to elect) by people. 5. This programme (not to show) on TV tomorrow. 6. In 1066, England (to conquer) by the Normans. 7. Why … the newspapers (not to bring) yesterday? 8. Scotland (to join) into the UK in 1707, after a long struggle for its independence.

***Exercise 40. Change these sentences into Passive. Pay attention to the prepositions.***

*E.g. We often speak about her. – She is often spoken about.*

1. We thought about our friend all the time. 2. The doctor will operate on him in a week. 3. They looked for the newspaper everywhere. 4. Everybody listened to the lecturer with great attention. 5. The group spoke to the headmistress yesterday. 6. The young mothers look after their babies with great care. 7. Nobody lives in that old house. 8. They sent for Jim and told him to prepare a report on that subject.

***Exercise 41. Rewrite these sentences using the Passive Voice.***

*Model: They didn’t give me the money. → I wasn’t given the money*.

1. The asked him some difficult questions at the interview.

2. Ann’s friends were telling her an interesting story, when I came.

3. Nobody told me that George was ill.

4. How much will they pay you?

5. The landlady gave them the cottage for a week.

6. Has anybody shown you what to do?

7. The company will offer him this job, I think.

***Exercise 42. Change these sentences into the Passive Voice.***

1. They were playing tennis from four till five. 2. At twelve o’clock the workers were loading the trucks. 3. By six o’clock the workers had loaded the trucks. 4. They will show this film on TV. 5. Has anybody explained the rules of the games to you? 6. They haven’t brought back my skates. 7. Has the secretary typed the letters? – No, she is typing them now. 8. They did not invite her to the party. 9. Have you written the letter yet? 10. They haven’t told us a lot of interesting things. 11. Someone wants you on the phone. 12. What music were they playing? 13. The earliest known name of Great Britain is Albion. Since 2002 the official government yearbooks have only used the term “United Kingdom”.

***Exercise 43. Open the brackets using the right forms of the verb in the Passive Voice.***

**The Loch Ness Monster**

The story of the Loch Ness monster begins in 1933 when it (to see) for the first time. Since then it (to see) at least once every year and (to photograph) many times. The first photograph (to take) by a local man in November, 1933. On one occasion, large brown eyes (to see) and horns (to report) several times. Ears (not to mention) yet.

The monster, however (not to forget), and probably never (to forget). It is known that it sometimes leaves the loch and a few years ago it (to see) running along the main road not far from a café. Occasionally two monsters (to see) at the same time. It (not to know) whether they are father and son, husband and wife, or perhaps monster and girl-friend. But the monster and its activities (to consider) still a mystery.

***Exercise 44. Translate into Russian paying attention to the use of the Passive Voice.***

1. What is being done in the house for the guests? 2. Some flowers can be cut and brought in from the garden. 3. The second course was followed by fruit salad. 4. His name is often referred to in the articles. 5. He is such a bore. He is never listened to. 6. The policeman has been sent for. 7. This film was much spoken about. 8. We were treated to ice-cream. 9. If you wear this hat you’ll be laughed at. 10. We were shown around the building. 11. Your luggage will be looked after.

***Exercise 45. Find in the net all the necessary information and answer the questions to the topic “Canada”.***

1. Where is Canada situated?

2. What seas or oceans is it washed by?

3. What is its total area?

4. What is Canadian’s typical relief?

5. Why does it contain much fresh water?

6. How many provinces and territories does Canada consist of?

7. Which of them have more autonomy – territories or provinces?

8. What is the capital of the country?

9. Is Canada a member of the Commonwealth? Who is the Queen’s representative?

10. Who is the head of government?

11. How large is the number of population?

12. What languages are spoken in Canada?

13. What is the motto of this state?

14. Will you describe the flag of Canada?

***Exercise 46. Read the text and discuss with your groupmates the administrative and political systems of Great Britain and the USA.*** *Use the following: “both … and …”, “unlike …”, “while …”, “as distinct from …”, “as well as”.*

The United States of America is a federation of 50 states. 48 of these states are in the same general area but Alaska in the north-west and Hawaii in the middle of the Pacific Ocean are geographically separated.

The federal capital is Washington, south of New York. Washington is the centre of federal government but each state has its own capital and its own government. State governments have large power and independence and are responsible for education, road building, the state police force etc.

Federal laws are made by the Congress which is the equivalent of the British Parliament. There are two Houses: the House of Representatives and the Senate. Each state sends representatives and senators to the Congress. The President together with the Vice-President are elected separately. They serve for a term of four years.

There are two main political parties in the United States: the Democrats and the Republicans. The differences between their policies are not usually very great.

The national flag of the USA consists of 13 red and white horizontal stripes and 50 small white stars in the blue rectangle. The 50 stars represent the 50 states of the US of America and 13 stripes the 13 British colonies that declare their independence from the Kingdom of Great Britain and became the first states of the Union. The Nickname for the flag is the “Stars and Stripes”.

***Exercise 47. Read paying attention to the “silent” letters.***

*mb* [m]

lamb

bomb

tomb

*bt* [t]

debt

doubt

subtle

*mn* [m]

column***1***

autumn

solemn

*-ign* [aın]

sign

resign

design

***Exercise 48. Read the following sayings and a poem.***

a) Mary had a little lamb who liked to climb the hills.

b) No doubt, he has debts.

***Nursery Rhyme***

Pussy cat, pussy cat,

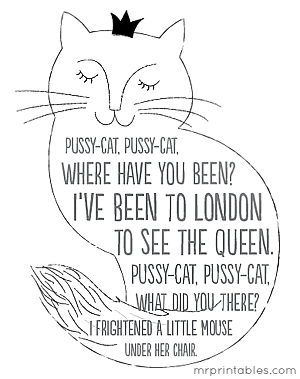
where have you been?

I’ve been to London to see the Queen.

Pussy cat, pussy cat,

what did you there?

I frightened a little mouse under her chair.



**Vocabulary**

***Learn the following words and expressions:***

admission – вход, доступ

ancient – древний

to attract – привлекать

to bury – хоронить

to crown – короновать

to contain – содержать

to destroy – разрушать

to be famous for – быть знаменитым чем-л.

fortress – крепость

impressive – производящий впечатление

jewel – сокровище

masterpiece – шедевр

palace – дворец

prison – тюрьма

to reign – царствовать

royal – королевский

sight = a place of interest –достопримечательность

tomb – надгробный памятник

tower – башня

to turn – повернуть

to turn into – превратиться

unique – уникальный

wax – воск

***Mind some proper names:***

the Stock Exchange – Лондонская фондовая биржа

Lloyd’s – ассоциация страховщиков судоходных компаний

William the Conqueror [**'**kɔŋkərə] – Вильгельм Завоеватель

Westminster Abbey [ǽbɪ] – Вестминстерское Аббатство

the Poets’ Corner – Уголок поэтов

the Speaker’s Corner – Уголок оратора

St. Paul’s Cathedral [kə' TJdrəl] – Собор Святого Павла

Sir Christopher Wren [**'**sW **'**kristəfə **'**ren]

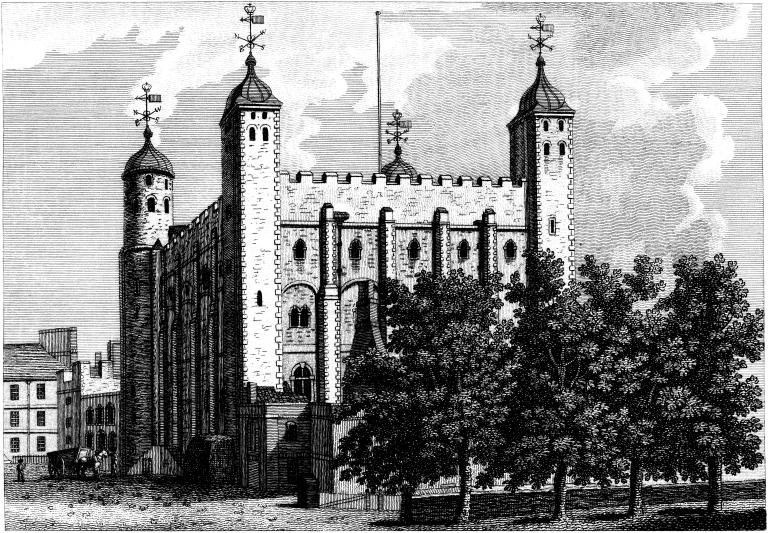
Madam Tussaud’s [**'**mædəm **'**tju:souz]

**From Londinium to the Capital City**

London was founded about 2000 years ago by the Romans, who gave their settlement the name Londinium. The location of the city on the river Thames has been very comfortable and in the course of time a small village turned into a big important city. Modern London occupies the territory of 5 thousand square kilometers with the population of more than 8 million people. Traditionally London is divided into three major parts: the City, the West End and the East End.

*The West End* is the richest and the most beautiful part of London. The best shops, restaurants, clubs and department stores are situated there. In the West End you can find a lot of museums, concert halls, cinemas and theatres, wonderful parks and squares. *The East End* is a working part of London but it is becoming the leading international financial centre with its modern offices, hotels, sports and exhibition centres.

*The City* is the commercial and business centre of London. Less than 6000 people live there but about half a million people come to work there every morning. Numerous banks and big companies have their head offices there, among them the Bank of England, Lloyd’s and the Stock Exchange.

*the Lloyd’s building* *the Tower of London*

In the centre of the City there is *the Tower of London*, the most ancient building, which was founded in the 11th century by William the Conqueror. Over the centuries the Tower of London has been a fortress, a royal palace, an observatory, an arsenal and a state prison. Now it is a museum, a home of the Crown Jewels, used by the royal family. The greatest building in the City is certainly *St. Paul’s Cathedral*, designed by Sir Christopher Wren to replace the Gothic church destroyed in the Great Fire in 1666. This masterpiece of architecture rises to 111 meters with its huge dome, and from the Golden Gallery you have a magnificent view of London.

*St. Paul’s Cathedral the Houses of Parliament*

No tourist would like to leave the English capital without visiting the political heart of London – Westminster. The seat of the British government, *the* *Houses of Parliament*, is a beautiful building with two towers – the Victoria Tower and the Clock Tower with Big Ben, the symbol of London.

Opposite the Houses of Parliament is *Westminster Abbey*. It is one of the most remarkable examples of the early English Gothic Style, impressive in appearance and size. Many English kings and queens were crowned and are buried there. The Abbey is also famous for the *Poets’ Corner* with the tombs and memorials of British poets and writers such as Shakespeare, Burns, Dickens and others.

Located in the City of Westminster, *Buckingham Palace* is the official residence of the British royal family in London. In front of Buckingham Palace there is *Queen Victoria Memorial*, whose reign was the longest in British history. Every day at 11.30 you can see the beautiful ceremony of the *Changing of the Guard*.

The geographical centre of London is *Trafalgar Square*. The highest point here is the Nelson column, built in memory of Admiral Nelson’s victory at Trafalgar. Behind Trafalgar Square there are the *National Portrait Gallery* and the *National Gallery* with their wonderful collections of painting. These pictures belong to the public and the admission is free.

If you love visiting museums, London is the right place to go. The most outstanding one is *the British Museum*, which contains the works of man from prehistory to the present day. *Sherlock Holmes Museum* in Baker Street attracts both children and adults. Not far from it is another interesting exhibition, *Madam Tussaud’s*. It has life-size wax models of famous people, both living and dead.

London is rich in parks and gardens. Maybe the most famous one is *Hyde Park*, which used to be a royal hunting garden and now is the best place to have a rest, walk or listen to the orators at *the Speaker’s Corner*. Londoners also enjoy St. James’s Park, Kensington Gardens and of course Regent’s Park with the London Zoo.

So, London is an unusual city. “When a man is tired of London, he is tired of life: for there is in London all that life can afford”, – wrote Samuel Johnson in 1777.

***Exercise 49.*** ***Classify all the names of the sights into 2 groups: those used with the definite article and without it.***

***Exercise 50.*** ***Answer the following questions.***

1. What was the first name of London?

2. Which parts is London traditionally divided into?

3. What is the most ancient building of the City?

4. Who designed St. Paul’s Cathedral?

5. What is the seat of the British government?

6. Where are many famous people buried?

7. What ceremony can we see in front of Buckingham Palace?

8. Where is Nelson Column situated?

9. What is Madam Tussaud’s famous for?

***Exercise 51.*** ***Ask your neighbour:***

1) where London is situated;

2) when it was founded;

3) what sights there are in London;

4) what is situated in the City;

5) if the Tower of London is a state prison now;

6) what the symbol of London is;

7) if No 10 Downing Street the royal residence is;

8) what the British Museum contains;

9) if the admission to the national Gallery is by ticket;

10) why Hyde Park attracts a lot of tourists.

***Exercise 52.*** ***Fill in the blanks with prepositions if necessary***:

1. London was founded … 2000 years ago … the Romans.

2. … the course … time a small village turned … a big important city.

3. Big companies have their head offices … the City, … them Lloyd’s.

4. St. Paul’s Cathedral rises … 111 meters … its huge dome, and … the Golden Gallery you have a magnificent view … London.

5. The Abbey is famous … the Poets’ Corner … the tombs and memorials … many British poets and writers.

6. … Buckingham Palace you can see the beautiful ceremony … the Changing of the Guard.

7. Admiral Lord Nelson won the victory … Trafalgar.

8. Pictures in the National Gallery belong … the public.

9. Here you can see the works … man … prehistory … the present day.

10. The museum is situated … famous Baker Street.

11. London is very rich … parks and squares.

***Exercise 53.*** ***Make up a definition using the model***:

Sir Christopher Wren (*a concept*) is an English architect (*a class of objects*), who (*connection*) lived in the 17th century and has become famous for his creation – St. Paul’s Cathedral (*characteristics*).

1. The City
2. The Tower of London
3. St. Paul’s Cathedral
4. The Houses of Parliament
5. Westminster Abbey
6. Buckingham Palace
7. Trafalgar Square
8. The British Museum

***Exercise 54***. ***Insert the phrasal verbs from exercise 5.***

1. … your English! 2. Though he has been told not to smoke at the office, he … smoking every half-hour. 3. I didn’t do anything wrong. They … me …! 4. A school based on absolutely new principles … 5 years ago by this outstanding educationist. 5. Let's …on Julie since we're driving by her house. 6. It's difficult to get a good job if you …of high school. 7. Could you …me … at the airport tomorrow and …at Harrods’s? 8. The train is leaving. Quick, …! 9. The gangsters … with a murder. 10. Do you … with your neighbors? 11. We’ll have to … to change for Bus No. 5.

***Exercise 55.*** ***Say what you would like to visit in London and why***:

I’d like to see

I want to visit … because (for) …

go to

***Exercise 56.* *Read the dialogues:***

**A.** – Excuse me, do you know where the nearest chemist’s shop is, please?

– Go straight down to the traffic lights, turn left, and pass the bank and the café. Then, the second street on your right, you will see the chemist’s shop.

– Thank you. And is there a post office near here?

– Yes, only about 200 meters down the road.

– Thanks a lot.

– You are welcome.

**B.** – Excuse me, how do I get to Baker Street from here?

– It’s rather far. Take bus 24 at the bus station.

– How long will it take me?

– About half an hour. The place is five or six bus stops away from here.

– And where is the bus station?

– Right in front of you, across the street, near the newsstand.

– Oh, thank you very much.

– You are welcome.

***Exercise 57****.* ***Classify the information into 4 groups:***

|  |  |
| --- | --- |
| 1. Place   the nearest chemist’s shop  … | 2. Location  near here  … |
| 3. Stranger  Excuse me, do you know where…is?  … | 4. Passer-by  Go straight down…  … |

***Combine the phrases:***

1) group1 + group 2; *Model: The nearest chemist’s shop is near*

2) group 3 + group 1; *here*.

3) group 4 + group 1-2.

***Exercise 58.* *Complete the dialogue***. ***Draw the plan of the way***.

**–** Excuse me, … to the Russian Embassy? I’m a stranger here.

– Russian Embassy? Just a minute. It’s at Kensington Palace Gardens. Go … to the crossroads, … left and … two blocks. Pass … and … . You will see the Russian Embassy … .

– Is it … ?

– No, it will take you … to get there. But if you want, you can … .

– Thank you very much.

***Exercise* 59**. ***Complete the sentences using “which”, “who”, “whose”, “whom”, “where”:***

1. The name “Londinium” is derived from the Celtic word Llyn-din, … means literally “river place”. 2. The official head of the UK is the Queen, … reigns but doesn’t rule. 3. Yesterday I met a friend of mine … wife is an English teacher. 4. The Thames, … has always been the part of London history, is often called Father of London. 5. Many people think that Big Ben was named after Sir Benjamin Hall, a British civil engineer, … was put in charge of the Clock Tower, but this is questionable. 6. Do you know a restaurant … we can have a really good meal? 7. I don’t know the name of the woman to … I spoke on the phone. 8. A mountaineer is a person … ambition is to climb Everest. 8. The building … was destroyed in the fire has now been rebuilt.

***Exercise 60***. ***Mark the border between the sentences where the conjunction is left out. Read the sentences paying attention to the intonation.***

*Model: The people I talked to during my trip were very friendly. →*

*The people [****who****] I talked to during my trip were very friendly.*

1. The book he read yesterday was about history of London. 2. The museum we wanted to visit was shut when we got there. 3. Are these the keys you were looking for? 4. The man I was sitting next to on the plane talked all the time. 5. Everything they said was true. 6. The woman I wanted to see was away. 7. What’s the name of the film you are going to see? 8. It was the most boring film I‘ve ever seen.

***Exercise 61. Use the Present or the Future Indefinite Tense.***

*Model: I (to help) you when I (to be) free. → I’****ll help*** *you when I* ***am*** *free.*

1. It (to take) you ten minutes if you (to take) a taxi. 2. I (to know) something about London after I (to make) a trip there. 3. If you (to want) to see all these places, you must stay here for a week. 4. When you (to cross) the street in London, look first to the right because of the traffic rules. 5. As soon as you (to turn) the corner you (to see) the Russian Embassy right in front of you. 6. Let’s wait till the green light (to be) on. 7. When you (to get off) the bus, I (to be) there. 8. We (to meet) before he (to leave) for London. 9. I (to ask) a policeman in the street if I (to be) lost.

***Exercise 62***. ***Use the verbs in brackets in the correct tense form (Active or Passive). Translate the text.***

**An Old Legend**

The six ravens (to keep) in the Tower of London now for centuries. They used to come in from Essex for food scraps when the Tower (to use) as a palace. Over the years people (to think) that if the ravens ever left the Tower, the monarchy would fall. So Charles II (to decree) that six ravens should always (to keep) in the Tower and should (to pay) a wage from the treasury. In those times the White Tower was home to the Royal Observatory, and when the King (to tell) that the ravens got in the way of the observations, he (to move) the astronomer instead. Since then, the Observatory (to be situated) in Greenwich, and three pairs of breeding ravens (to be) a permanent feature of the Tower, cared for by the Raven Master. Sometimes they (to live) as long as 25 years, but their wings (to clip) so they can’t fly away, and when a raven (to die), another raven (to bring) from Essex.

***Exercise 63***. ***Translate the sentences paying attention to the phrasal verbs.***

1. He kept on talking after everybody asked him to stop. 2. I don't think he killed those men. Somebody set him up. 3. A new parliamentary committee was set up yesterday. 4. Keep your back straight when you pick up something heavy. 5. What time are you going to pick me up? 6. It's possible to pick up enough English in three weeks before your trip to London. 7. Meg dropped in yesterday after dinner. 8. Jimmie isn't on the team any more. He dropped out. 9. My sister gets away with everything! 10. Natasha doesn't get on with her co-workers. 11. The bus was full, so it was difficult both to get on and to get off.

***Exercise 64***. ***Match the modal verbs and their meanings.***

permission (b)

physical or mental

ability /disability (a) probability (c)

impossibility (d) possibility in a

particular situation (e)

politeness (f)

1. He **can** play tennis well and speak Chinese.
2. I **haven’t been able to** sleep recently.
3. It’s cloudy; it **may** /**might** rain in the evening.
4. **May** / **can** I take your book?
5. **Could** you leave me a message, please?
6. We have just had lunch. You **can’t (cannot)** be hungry.
7. She wasn’t at home when I phoned but I **was able to** contact her at her office.

***Exercise 65. Complete*** ***the sentences using “can, can’t, could, couldn’t”.***

1. I’m afraid I … come to your party next week. 2. When Tim was 16, he was a fast runner. He … run 100 metres in 11 seconds. 3. “Are you in a hurry?” “No, I’ve got plenty of time. I … wait”. 4. I was feeling sick yesterday. I … eat anything. 5. Can you speak up a bit? I … hear you very well. 6. “You look tired”. “Yes, I … sleep last night”. 7. … you be so kind to tell me the time, please?

***Exercise 66. Use “can” if possible; otherwise use “be able to”.***

1. George has traveled a lot. He … speak three languages. 2. Martin is an eccentric. I’ve never … understand him. 3. Tom might … come tomorrow. 4. Sandra … drive but she hasn’t got a car. 5. I’m very busy on Friday but I … meet you on Saturday morning. 6. Ask Catherine about your problem. She might … help you. 7. I would like to … swim well. 8. She used to … dance very well but she … not do it now.

***Exercise 67***. ***Paraphrase using “couldn’t” (in the negative sentence) or “was / were able to” (in the affirmative sentence).***

1. Everybody managed to escape from the fire. 2. Jack and Paul played tennis yesterday; Jack played very well but in the end Paul managed to beat him. 3. I looked everywhere for the book but I didn’t manage to find it. 4. Tom managed to finish his work that afternoon. 5. I had forgotten to bring my camera so I didn’t manage to take any pictures. 6. They didn’t want to come with us and nobody managed to persuade (убеждать) them. 7. Ann had given us good directions, so we managed to get there in time.

***Exercise 68. Paraphrase using “may or might” according to the structures.***

|  |  |
| --- | --- |
| He may / might be in his office. | Present |
| He may / might be doing the task. | Continuous |
| He may / might have (not) done it. | Past |

1. Perhaps Margaret is busy.

1. Perhaps she didn’t know about it.
2. Perhaps she is working now.
3. Perhaps she wants to be alone.
4. Perhaps she was ill yesterday.
5. Perhaps she went home early.
6. Perhaps she is having lunch.
7. Perhaps she didn’t see you.
8. Perhaps she didn’t leave you a message.

***Exercise 69***. Put in “must or cannot”.

1. You’ve been travelling all day. You … be tired. 2. That restaurant … be very good. It’s always full of people. 3. That restaurant … be very good. It’s always empty. 4. It rained every day during their holiday, so they … have had a very nice time. 5. You got here very quickly. You … have walked very fast. 6. Congratulations on passing your exam. You … be very pleased. 7. Jim is a hard worker. – You … be joking. He is very lazy.

***Exercise 70***. ***Put in “must or have to”.***

1. She is a really nice person. You … meet her. 2. You … turn left here because of the traffic system. 3. My eyesight isn’t very good. I … wear glasses for reading. 4. I haven’t phoned Ann for ages. I … phone her tonight. 5. Last night Nick became ill suddenly. We … call a doctor. 6. When you come to London again, you … come and see us. 7. I’m sorry I couldn’t come yesterday. I … work late. 8. Caroline may … go away next week. 9. I … get up early tomorrow. There are a lot of things I want to do.

***Exercise 71***. ***Write a sentence with “should or shouldn’t” + one of the following:*** *go to bed so late; look for another job; put some pictures on he walls; take a photograph; use her car so much*.

1. My salary is very low. – You … .

2. Jack always has difficulty getting up. He … .

3. What a beautiful view! You … .

4. Sue drives everywhere. She never walks. She … .

5. Bill’s room isn’t very interesting. He … .

***Exercise 72. Paraphrase using “be to”.***

*Model 1: I expect her to come and help. → She* ***is to******come*** *and help.*

*Model 2: It was planned that we should wait for them at the door. → We* ***were to wait*** *for them at the door.*

1. The lecture is supposed to begin at 12 o’clock. 2. It was arranged that he should meet her at the station. 3. The tourists expected the guide to show them around the Tower of London. 4. It is planned that she will wait for them at the entrance. 5. The train is supposed to arrive on time. 6. I expected you to leave me a message. 7. It was arranged that all the students would take part in the conference.

***Exercise 73***. ***Complete the sentences using “could, must, was to, had to, might, shouldn’t, will be able to, needn’t, ought to”.***

1. Ted isn’t at work today, he … be ill. 2. My grandfather was a very clever man. He … speak five languages. 3. You look tired. You … work so hard. 4. It was raining hard and we … wait until it stopped. 5. You … buy the tickets now, you can book them in advance. 6. As they had agreed before, Tom … wait for his girlfriend at the entrance. 7. Children … take care of their parents. 8. I hope he … speak English well next year. 9. Where are you going for your holidays? – I haven’t decided yet. I … go to London.

***Exercise 74***. ***Define the functions of the numbered forms of the Infinitive used in the text and mark them in the table. Entitle the text.***

In 1050 King Edward the Confessor, a very religious man, started to build (1) a great church, called Westminster Abbey. To keep (2) a close eye on its construction, Edward also built a new home between the abbey and the river – the Palace of Westminster. It took fifteen years to erect (3) the abbey, but its creator couldn’t be happy to have finished (4) it because soon after the consecration (освящение) he died and was buried there.



In the 1200s King Henry III decided to pull down (5) Edward’s abbey and began building the more beautiful one after the Gothic style then prevailing in France – the church we see today. To visit (6) Westminster Abbey is worthwhile if you are interested in British history. It is the chief church of England, and since 1308 every king or queen has been crowned there, except for two: Edward V who was murdered in the Tower of London in 1483, and Edward VII who abdicated in 936. According to a tradition, the Coronation Chair, carved from oak, is to be used (7) for the ceremony of crowning every monarch. Besides, Westminster Abbey has burial places of many monarchs and great men; Geoffrey Chaucer was the first poet to be buried (8) there in 1400. Isaac Newton's monument is one of the most interesting in Westminster Abbey, it is known to have been executed (9) in 1731 by the sculptor Michael Rysbrack in white and grey marble.

The abbey has also been the place of royal weddings. In 1947 Princess Elizabeth (the future Queen) was married there to the Duke of Edinburgh; the marriage took place in the early post-war years, and Elizabeth still required ration coupons (талоны) to buy (10) the material for her gown. The last wedding in April 2011, when Prince William, Elizabeth’s grandson, was married to Miss Catherine Middleton, was probably the grandest wedding to be performed (11) in Westminster Abbey and to be televised (12) all over the world.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Forms  Functions | Indefinite  Active | Perfect  Active | Indefinite  Passive | Perfect  Passive |
| Subject |  |  |  |  |
| Part of the predicate | 1 |  |  |  |
| Object |  |  |  |  |
| Attribute |  |  |  |  |
| Adverbial |  |  |  |  |

***Exercise 75***. ***Complete the sentences using Active Infinitive or Passive Infinitive.***

1. Marie Tussaud managed (to create /to be created) her first wax figure, of Voltaire, in 1777, when she was 16. 2. This guide book is worth (to buy /to be bought) if you want to visit all the places of interest. 3. The children were delighted (to have brought /to have been brought) to the circus. 4. Sorry not (to have noticed /to have been noticed) you. 5. I am glad (to have invited / to have been invited) to stay with them in their country-house. 6. Diplomacy is the art (to say /to be said) the nastiest things in the nicest way. 7. Jane ought (to have taught /to have been taught) two foreign languages. Why wasn’t she, I wonder? 8. Nature has many secrets (to discover /to be discovered) yet.

***Exercise 76***. ***Paraphrase using the appropriate form of the Infinitive.***

*Model: He is sorry* ***that he has said*** *it. → He is sorry* ***to have said*** *it.*

1. Ann is glad **that she has done** all the work yesterday. 2. I am pleased **that I am speaking** with you. 3. We should be happy **if we could join** you. 4. They were sorry **that they had missed** one-day excursion to London. 5. I hope **that I will know** everything by tomorrow. 6. My sister will be delighted **when she is wearing** a dress as lovely as that. 7. He was proud **that he had passed** the exam successfully. 8. Don’t promise **that you will do** it, if you are not sure that you can. 9. The tourists were glad, **that they were shown** around and **told** a lot of interesting facts about St. Paul’s Cathedral. 10. It is certain **that it will rain** if you don’t take your umbrella. 11. He expected **that he would be listened** to attentively.

***Exercise 77. Read the following text and do the tasks given below***.

**Guy Fawkes Night**

Guy Fawkes Night or the Bonfire Night is the most “British” festival which is celebrated annually on November 5th. Its origin stems from the event which took place in 1605 and was the downfall of a Catholic conspiracy known as the Gunpowder Plot (заговор).

The early 17th century saw the increased repression of Catholics in England. In 1605, a group of provincial English [Catholic](http://en.wikipedia.org/wiki/Catholic)s, including [Guy Fawkes](http://en.wikipedia.org/wiki/Guy_Fawkes), intended to kill King James I and most of the [Protestant](http://en.wikipedia.org/wiki/Protestantism) aristocracy. The conspirators filled a cellar in the Palace of Westminster with thirty-six barrels of gunpowder (порох). They planned to blow up the Palace on November the 5th, the day set for the opening of Parliament by the King. The explosives were prepared by [Guy Fawkes](http://en.wikipedia.org/wiki/Guy_Fawkes), a man with 10 years' military experience. As the fifth of November drew near, one of the conspirators felt a wish to warn his relative to keep away from the opening Parliament by writing him a mysterious letter, which contained the words “the Parliament should receive a terrible blow”. The letter was shown by the addressee to the King, and the plot was discovered. All the plotters were taken to the Tower of London, tortured, and executed for treason (измена).

 *The plotters*

In London, bonfires were lit to celebrate the discovery of the plot soon after the conspirators were arrested, and a year later Parliament agreed to make the 5th of November a day of public thanksgiving. Every year since then people in towns and villages across the country except for Northern Ireland remember the “Gunpowder Plot”. The celebrations involve [fireworks](http://en.wikipedia.org/wiki/Fireworks) and the building of [bonfires](http://en.wikipedia.org/wiki/Bonfire) on which traditionally "guys" (dummies of Guy Fawkes) are burnt, although this practice is not always observed in modern times. By the 1990′s too many people were getting injured by fireworks so that the law changed on who could buy and sell them.

One of the ceremonies which accompanies the opening of a new session of Parliament is a traditional searching of the basement by the Guard. It has been said that for superstitious reasons, no State Opening of Parliament has or ever will be held again on November 5th. Guy Fawkes Night is not a public holiday. Businesses, organizations and schools are open as usual. In the evening bonfires and fireworks are lit all over London. A number of squares and parks have their usual big shows that attract both Londoners and tourists. Some London firework displays are free, while others have a small entry charge. Profits are often donated to charity. Several traditional rhymes have accompanied the festivities, e.g.:

*Remember, remember the fifth of November*

*Gunpowder treason and plot.*

*I see no reason, why gunpowder treason*

*Should ever be forgot.*

***Exercise 78.*** ***Say if it is true, false or there is no information in the text:***

1) Guy Fawkes Night is celebrated every year in all parts of the UK.

2) The conspirators who devised the Gunpowder Plot belonged to the [Protestant](http://en.wikipedia.org/wiki/Protestantism) English aristocracy.

3) Guy Fawkes was the leader of the conspiratorial group.

4) The conspirators didn’t keep their secret well.

5) November 5th is a formal celebration and a day off in Great Britain.

6) Letting off fireworks and making b[onfires](http://en.wikipedia.org/wiki/Bonfire) have been not allowed since 1990.

7) To visit a firework display in London one has sometimes to buy a ticket.

8) Nowadays the ceremony called State Opening of Parliament is always held on November 5th.

***Exercise 79****.* ***Finish the sentences***:

1) November 5th is called Guy Fawkes Night because…

2) The plot was discovered as…

3) Guy Fawkes Night became an annual celebration after…

4) November 5th is the most “noisy” festival of the year because of…

5) Northern Ireland has a lot of Catholic communities, that’s why…

***Exercise 80.*** ***Choose a statement to formulate the main idea of the text***:

1) November 5th commemorates a historical event called the Gunpowder Plot and is celebrated annually in Britain with fireworks and the burning of effigies known as "guys."

2) Guy Fawkes Night or the Bonfire Night is a day of public thanksgiving in the UK which accompanies the opening of a new session of Parliament.

3) November 5th is an annual religious holiday observed in the UK to commemorate the repression of Catholics in England in the early 17th century.

**The USA**

The USA is situated in the central part of the North American continent. The total area is over 9 million square kilometers. The Pacific Ocean washes its western coast and the Atlantic Ocean and the Gulf of Mexico in the south wash its eastern coast. It borders on Canada in the north and Mexico in the south. The USA is a federal republic of fifty states and the District of Columbia. At first it consisted of only 13 states of the Atlantic coast of America. They were English colonies, but they fought against England and in 1776 became an independent state. They won the victory and a new nation was born. As the time went on, settlers from all the countries of Europe moved to the west until the nation reached the Pacific. One by one new states were added to the first 13. Much land was taken from the Indians. Some of the territories were bought from France in 1803, others were taken from Mexico. Alaska was bought from Russia in 1817. It became the 49th state of the USA, in 1859. The same year in 1859 the territory of Hawaii was to the UAS as the 50th state. The USA is divided onto three areas: Eastern area-a high land, Central area - a plane, and western area is mountainous and includes the Rocky mountains and the Sierra Nevada. The Northern part of the USA embraces the region of the five Great Lakes. (Lake Superior Huron, Michigan, Erie, Ontario) which are connected by natural channels, cut by rapids. The greatest of these rapids is the Niagara Falls. The water of the five lakes have their outlet into the Atlantic Ocean by the St-Lawrence River. The principal rivers of the USA are the Mississippi, the longest river in the world (17.800 kilometers) which flows into the Gulf of Mexico, the Colorado and the Columbia, which flows into the Pacific Ocean, and the Hudson river, which flows into the Atlantic Ocean. The climate of the USA differs greatly from one part of the country to another. The coldest climate is in the north, when there is heavy snow in winter and the temperature may go down to 40 degrees below zero. The south has a subtropical climate, with temperatures as high as 49 degrees in summer. The climate along the pacific coast is much warmer than that in the Atlantic coast

The capital of the USA is Washington, in the District of Columbia. The USA Congress has its seat in the Capitol, and the White House is the residence of the President.

Washington, is a beautiful administrative city without much industry. It has many famous monuments: the Library of the Congress of the USA, the Washington Monument, the Abraham Lincoln and others. New York is the largest city and port. It is the financial and business center. It is famous of its sky-serapes. Chicago is one of the biggest industrial cities in the USA. San Francisco on the pacific coast, is a big port and ship building center. The USA is one of the greatest industrial nations in the world. With only about 5 percent of the world's population and about 6 percent of its land area, the U.S. is the world produces around 25 percent of the world's industrial products, agricultural goods, and services. The USA is the world leader in many branches, for instance, biochemical and genetic engineering, aerospace research and development, communications, computer and information services, and similar high-technology fields. The USA is also the world's leading agricultural nation, which not only feeds her own people but many other people in the world as well. There are many reasons, which can explain why the USA has been able to become the leading industrial and agricultural resources. Another very important reason is America's vitality, its so-called spirit of enterprise and initiative. The rapid progress of American industry and agriculture is also the result of the constant willingness to experiment and to find new solutions to old problems. The USA is divided into regions that have different kinds of land and climate, different ways of living and working, and their own characteristics and problems. And each has its own groups of people whose origin and traditions make them different from any of the others. However, out of these differences the American people were able to create a political and social system in which all of these regions and groups were represented and which fogmed one nation out of many parts.

**Political system of Kazakhstan**

Washington, the capital of the United States, is situated on the Potomac River in the District of Columbia. The district is a piece of land which doesn't belong to any state but to all the states.

Under the Constitution, the federal government is divided into three branches.The legislative power is vested in Congress and made up of two houses: the Senate and the House of Representatives. There are 435 members in the House of Representatives and 100 senators. Each state elects two members of the 100-member Senate.

The executive branch is headed by the President, who proposes bills to Congress, enforces federal laws, serves as commander-in-chief of the Armed Forces and with the approval of the Senate, makes treaties. President can veto a bill unless Congress by a two-thirds vote shall overrule him.

The vice President, elected from the same political party as the President, acts as chairman of the Senate, and in the event of the death of the President assumes the Presidency.The judicial branch is made up of Federal District Courts, 11 Federal Courts and the Supreme Court. Federal judges are appointed by the President for life. Federal courts decide cases involving federal law, conflicts between citizens of different states. The Supreme court may rule the law to be unconstitutional.

Now about the elections. The President is chosen in nation-wide elections every 4 years together with the Vice-President.

Constitution has been amended 26 times. The Bill of Rights guarantees individual liberties: freedom of speach, religion and so on. Later amendments abolished slavery, granted the right to vote to women and allowed citizens to vote at age 18.

**Sights of the USA**

One should start sightseeing in America from Washington. There are many beautiful parks and gardens in Washington. It is interesting to see the famous cherry trees, the gift from Japan. They were brought to America in 1912. The NASA museum is devoted to the USA achievements in the exploration of space. Capitol Hill is the highest place in the city. There is a law that forbids to build houses higher than the Capitol on Capitol Hill. From the Capitol to the White House Pennsylvania Avenue used for all processions and parades runs. The Lincoln Memorial and Washington Monument are the most famous ones in Washington. The Washington Monument is one of the most impressive sights in the city. It is situated in Potomac Park. It was erected to the memory of the first president of the USA in 1888. It is called "the Pencil" because it is one of the tallest stone constructions in the world and the tallest in the USA.

There are many sights in Philadelphia, for example, the National Historical Park. You can also see the Liberty Bell, which is a symbol of freedom. The sound of this Bell told the people about the first public reading of the Declaration of Independence in July 1776. You can also visit the Philadelphia Museum of Art — one of the greatest art museums of the world.

One should also visit New York, the city of skyscrapers with the Statue of Liberty. A new American Immigration Museum has been opened at the base of the statue. The Metropolitan Opera House, the Madison Square Garden, the Modern Arts Museum are popular among the tourists. One can also visit Lyndon B. Johnson Space Centre near Houston in Texas or go to Florida or California to enjoy the Atlantic or Pacific Ocean beaches. And I would like to see them all myself.

**UNIT SEVEN**

**PEDAGOGICS**

***Active Vocabulary:***

1. moral values - моральные ценности
2. to make decisions - принимать решения
3. student’s experience - опыт школьника
4. to influence - оказывать влияние
5. opportunities - возможности
6. polite - вежливый
7. deeper study - углубленное обучение
8. to make efforts - прилагать усилия

***What makes a person educated?***

***What do you think can help you to be successful in your studies?***

***How can you acquire a good knowledge of different subjects?***

Each of us has to study at school. Only school can make a person educated. School teaches us moral values, helps to understand ourselves better and make our own decisions. That’s why school plays one of the greatest roles in everyone’s life. It’s often at school that we learn to make friends and get on with other people. A student’s experience at school can influence how he or she relates to the rest of the society. The kind of education a student receives will of course influence his or her job prospects. Besides, it offers many opportunities for many kinds of activities. So schools are often responsible for producing the citizens of tomorrow. Besides school introduces us to different sorts of people, it makes us polite and well-behaved and helps us to use our free time sensibly. And, which is most important, it teaches us about our country, its history, culture and its present-day place in the world, because an educated person contributes more to the rest of the society and education on the other hand gives a person the prospect for professional advance. Taking part in all kinds of contests, making reports and holding discussions give us opportunities to develope speaking skills and explore new ideas. The scientific knowledge, which pupils get at their lessons of chemistry, biology and physics, will be valuable to them.

The activities of the school day afford different opportunities for pupils to participate in sports and in some useful work. They give opportunities for deeper study, for exercising speech, for making a wall newspaper, for developing our talents for paintings, music, drama and so on. These opportunities for practice are with us all day and every day.

In Russia there is a nine – year compulsory education, but to enter a university one has to study two years more. This system of education is quite good: those who fill with studies can go working or in special places to learn this or that profession. Others, more diligent pupils continue their studies to get a higher education and to enter university.

Still there is always place for improvement. For example, pupils want uniform at schools not to be compulsory or they want more educational excursions to be arranged.

But it is not a secret that studying at school isn’t easy so we have to face lots of problems. Nobody is good at everything without making any efforts. Good work habits, constant study and a good memory help us to acquire a serious knowledge of some subject. We should take any opportunity of speaking English if you want to improve your conversational skills. Diligent work, additional reading and responsibility can help us to pass examination successfully. We will need someone’s parent’s advice and daily practice and a friend’s help and support to cope with a difficult subject. We need all this to become an educated person, to become personalities, because an educated person is one who knows a lot about many things. Knowledge is power, light and wealth.

***Exercise 1. Read the following words paying attention to the pronunciation:***

person, successful, acquire, knowledge, subjects, values, decisions, experience, influence, opportunities, responsible, well-behaved, sensibly, present-day, contributes, professional, advance, discussions, explore, scientific, knowledge, chemistry, biology, physics, valuable, exercising, speech, diligent, improvement, conversational, responsibility, power, wealth.

***Exercise 2. Give Russian equivalents to the following words and word combinations:***

to be successful in studies, different subjects, moral values, make own decisions, student’s experience at school, will influence his or her job prospects, offer many opportunities, make polite and well-behaved, to use free time sensibly, present-day place in the world, the prospect for professional advance, to develope speaking skills, place for improvement, conversational skills, diligent work, to pass examination successfully, daily practice.

***Exercise 3. Give English equivalents to the following words and phrases:***

приобрести хорошие знания, моральные ценности, принимать собственные решения, опыт ученика, перспективы работы, вежливые и благонравные, образованный человек вносит вклад, навыки говорения, предоставлять различные возможности для учеников, прилежные ученики, получить высшее образование, усовершенствование, диалоговые навыки.

***Exercise 4. Fill in the blanks with articles if necessary:***

1. Only school, can make … person educated.
2. … student’s experience at school can influence how he or she relates to the rest of … society.
3. … kind of education … student receives will of course influence his or her job prospects.
4. … activities of … school day afford different opportunities for pupils to participate in sports and in some useful work.
5. In Russia there is … nine – year compulsory education, but to enter … university one has to study two years more.
6. Others, more diligent pupils, continue their studies to get … higher education and to enter university.
7. Good work habits, constant study and … good memory help us to acquire … serious knowledge of some subject.
8. We need all this to become… educated person, to become personalities, because … educated person is one who knows …. lot about many things.

***Exercise 5. Make the following sentences***

***1) interrogative***

***2) negative***

1. School teaches us moral values, helps to understand ourselves better and make our own decisions.
2. A student’s experience at school can influence how he or she relates to the rest of the society.
3. The kind of education a student receives will of course influence his or her job prospects.
4. The scientific knowledge, which pupils get at their lessons of chemistry, biology and physics, will be valuable to them.
5. This system of education is quite good: those who fill with studies can go working or in special places to learn this or that profession.
6. Good work habits, constant study and a good memory help us to acquire a serious knowledge of some subject.

***Exercise 6. Complete the sentences from the text:***

1. School teaches us moral values, helps to understand ourselves better and …
2. … often responsible for producing the citizens of tomorrow.
3. Taking part in all kinds of contests, making reports and holding discussions give us opportunities …
4. The activities of the school day afford different opportunities for pupils to participate in sports …
5. But it is not a secret that studying at school isn’t easy …
6. We will need someone’s parent’s advice and daily practice and a friend’s help and …

***Exercise 7. Make up sentences of your own using the words and word combinations given below:***

person, values, decisions, responsible, well-behaved, present-day, contributes, valuable, improvement, power, wealth.

***Exercise 8. Give the words of the same root:***

person, values, decisions, friends, education, responsible, polite, use, culture, history, contributes, participate, music.

***Exercise 9. Suggest the title of the text.***

***Exercise 10. Read and translate the text.***

***Active Vocabulary:***

1. nursery school – детский сад
2. private homes - частные дома
3. income - доход
4. Eleven Plus Examination - отборочный экзамен
5. local education authority's - местные органы образования
6. secondary education - среднее образование
7. clay - глина
8. primary school - начальная школа
9. addition - сложение
10. subtraction – вычитание

**Pre-primary and Primary Education in Great Britain**

In some areas of England there are nursery schools for children under 5 years of age. Some children between two and five receive edu­cation in nursery classes or in infants’ classes in primary schools. Many children attend informal play-groups organised by parents in private homes. Nursery schools are staffed with teachers and stu­dents in training. There are all kinds of toys to keep the children busy from 9 o'clock in the morning till 4 o'clock in the afternoon while their parents are at work. Here the babies play, lunch and sleep. They can run about and play in safety with someone keeping an eye on them.

For day nurseries which remain open all the year round the parents pay according to their income. The local education authority's nurse­ries are free. But only about three children in 100 can go to them: there aren't enough places, and the waiting lists are rather long.

Most children start school at 5 in a primary school. A primary school may be divided into two parts: infants and juniors. At infants school reading, writing and arithmetic are taught for about 20 minutes a day during the first year, gradually increasing to about 2 hours in their last year. There is usually no written timetable. Much time is spent in modelling from clay or drawing, reading or singing.

By the time children are ready for the junior school they will be able to read and write, do simple addition and subtraction of numbers.

At 7 children go on from the infants school to the junior school. This marks the transition from play to "real work". The children have set periods of arithmetic, reading and composition which are all Eleven Plus subjects. History, Geography, Nature Study, Art and Music, Physical Education, Swimming are also on the timetable.

Pupils were streamed according to their abilities to learn into A, B, С and D streams. The least gifted are in the D stream. Formally tо­wards the end of their fourth year the pupils wrote their Eleven Plus Examination. The hated Eleven Plus Examination was a selective procedure on which not only the pupils' future schooling but their future careers depended. The abolition of selection at Eleven Plus Examination brought to life comprehensive schools where pupils can get secondary education.

***Exercise 11. Practice in pronunciation of the following words:***

nursery, infants, informal, pre-school, private, staffed, income, authority's, infants, juniors, arithmetic, taught, modelling, drawing, addition, subtraction, composition, Geography, Nature Study, Physical Education, streamed, abilities, Plus Examination, selective, procedure, future, careers, abolition, selection, comprehensive, secondary, education.

***Exercise 12. Give Russian equivalents to:***

nursery schools, receive edu­cation, nursery classes or infants’ classes, primary schools, informal play-groups, staffed with teachers, keeping an eye on them, according to their income, local education authority's nurse­ries, infants and juniors, gradually increasing, do simple addition and subtraction of numbers, Eleven Plus Examination, selective procedure, future careers, comprehensive schools, secondary education.

***Exercise 13. Give English equivalents to:***

дошкольное и начальное образование, детские сады, в дошкольных учреждениях, неофициальные дошкольные игровые группы, частные дома, под чьим – либо присмотром, исходя из их личных доходов, дошкольные учреждения, в ведении местных органов образования, начальная школа, выполнять простейшее сложение и вычитание, отборочные экзамены в 11,5 лет, отмена отборочных экзаменов, единая средняя школа, среднее образование.

***Exercise 14. Answer the following questions:***

1) What can you say about pre-primary edu­cation in England?

2) What can parents choose for their children?

3) Nursery schools are staffed with teachers and stu­dents in training, aren’t they?

4) What can children do in nursery school?

5) When do most children start primary school?

6) How may a primary school be divided ?

7) When do children go on from the infants school to the junior school?

8) Is the Russian system of pre-primary education the same? Are there any changes in it?

9) Where can pupils get secondary education in England?

***Exercise 15. Combine the words into sentences. Translate them into Russian.***

1) training, and , teachers, staffed, with, schools, are, stu­dents, nursery, in.

2) divided, infants, school, may, primary, a, be, parts, into, and, juniors.

3) С, learn, to, their, and, D, streams, streamed, pupils, according, were, B, and, A, into, learn.

***Exercise 16. Complete the following sentences:***

1) In some areas of England there are nursery schools for ………………………

2) But only about three children in 100 can go to them: …………………………

3) At infants school reading, writing and arithmetic are taught for about 20 minutes a day during the first year, ………………………………………………………

4) Here the babies play, ……………………………………………………………

5) The abolition of selection at Eleven Plus Examination brought to life comprehensive schools ……………………………………………………………

6) The children have set periods of arithmetic, reading and composition ………….

***Exercise 17. Translate into Russian (orally):***

A teacher must be kind and understanding, but at the same time firm. The pupils should feel that their teacher wants them to improve, is interested in their growth, is pleased with their success. All children must be equal in the eyes of their teacher.

***Exercise 18. Read and translate the text.***

***Active Vocabulary:***

1. available - доступный
2. academic grammar schools - средняя классическая школа
3. a comprehensive school - общеобразовательная школа
4. selective - выборочный
5. to pass an exam - сдать экзамен
6. unfair – несправедливый
7. craft **-** деревообработка
8. ability – возможность

**Secondary education in** **Great Britain**

Since the 1944 Education Act of Parliament, free secondary education has been available to all children in Britain. Indeed children must go to school until the age of 16, and pupils may stay on for one or two years more if they wish.

Secondary schools are usually much larger than primary schools and most children – over 80% - go to a comprehensive school at the age of 11. These schools are not selective – you don’t have to pass an exam to go there. In 1965 the Labor Government introduced the policy of comprehensive education. Before that time, all children took an exam at the age of 11 called – the ‘11+’. Approximately the top 20% were chosen to go to the academic grammar schools. Those who failed the ’11 +’ (80%) went to secondary modern schools.

A lot of people thought that this system of selection at the age of 11 was unfair on many children. So, comprehensive schools were introduced to offer suitable courses for pupils of all abilities. Some LEAs (Local Education Authority) started to change over to comprehensive education immediately, but some were harder to convince and slower to act. There are a few LEAs who still keep the old system of grammar schools, but most LEAs have now changed over completely to non-selective education in comprehensive schools.

**Comprehensive schools.**

Comprehensive schools want to developthe talentsof each individual child. So they offer a wide choice of subjects, from art and craft, woodwork and domestic science to the sciences, modern languages, computer studies, etc. All these subjects are enjoyed by both girls and boys. Pupils at comprehensive schools are quite often put into ‘sets’ for more academic subjects such as mathematics or languages. Sets are formed according to ability in each subject, so that for example the children in the highest set for maths will not necessarily be in the highest set for French. All pupils move to the next class automatically at the end of the year.

***Exercise 19. Read the following words paying attention to the pronunciation:***

parliament, available, secondary, comprehensive, selective, Labor, policy, approximately, unfair, suitable, courses, abilities, Authority, immediately, individual, choice, domestic, science, languages, necessarily, automatically.

***2 .Give Russian equivalents to the following words and word combinations:***

Education Act of Parliament, free secondary education, not selective, to pass an exam, the policy of comprehensive education, the academic grammar schools, to offer suitable courses, Local Education Authority, the talentsof each individual child, the talentsof each individual child, woodwork and domestic science, move automatically.

***3. Give English equivalents to the following words and phrases:***

свободное среднее образование, сдать экзамен, примерно 20% лучших, различные способности, предлагать широкий выбор, деревообработка, в соответствии со способностями по каждому предмету, переходить автоматически.

***Exercise 20. Express agreement or disagreement with the following saying:***

***Model: Yes, you are right (it’s correct).***

***No, you are not right (you are wrong).***

1) Since the 1944 Education Act of Parliament, free secondary education has been available to all children in Britain.

2) Secondary schools are selective – you have to pass an exam to go there.

3) In 1956 the Labor Government introduced the policy of comprehensive education.

4) All children took an exam at the age of 11 called – the ’11-’.

5) Comprehensive schools don’t offer a wide choice of subjects.

6) All pupils move to the next class automatically at the middle of the year.

***Exercise 21. Ask all types of questions:***

1) Secondary schools are usually much larger than primary schools.

2) In 1965 the Labor Government introduced the policy of comprehensive education.

3) A lot of people thought that this system of selection at the age of 11 was unfair on many children.

4) There are a few LEAs who still keep the old system of grammar schools.

5) Comprehensive schools want to developthe talentsof each individual child.

6) All pupils move to the next class automatically at the еend of the year.

***Exercise 22. Point out the nouns, adjectives and adverbs and write them down in three columns:***

secondary, education, French, according, individual, the talents, completely, harder, abilities, immediately, selection, grammar, schools, academic, approximately, the policy, not selective, usually, children.

***Exercise 23. Translate into English:***

Свыше 7% детей ходят в частные школы. Выделяют три уровня частных школ – начальная школа (с четырех до восьми лет), подготовительная школа (с восьми до тринадцати). В возрасте 13 лет дети сдают экзамены. Если они сдают их успешно, то переходят в бесплатную государственную школу, где обычно остаются до 18 лет. Подготовительные и большинство бесплатных государственных школ являются школами-пансионатами, дети живут в школе в течение всего семестра. Хотя эти школы и называют государственными, но они, фактически, частные.

**Higher Education in Great Britain**

There are over 90 universities in GB. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities, such as London and Manchester universities, and the new universities. Some years ago, there were also polytechnics. After graduating from polytechnic, a student got a degree, but it was not a university degree. 31 formers polytechnics were given university status in 1992.

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

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

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

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

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

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

***Active Vocabulary:***

1. to divide - разделять
2. to get a degree - получать степень
3. to depend on - зависеть от
4. spent abroad - проведенный за границей
5. to receive grants - получать гранты
6. to last for - длиться

***Exercise 1. Practice in pronunciation of the following words:***

divided, types, Oxford, Cambridge, Edinburgh, Manchester, polytechnics, status, Bachelor, Science, dentistry, accommodation, tutorials, competitive.

***Exercise 2 .Give Russian equivalents to the following words and word combinations:***

are divided into, after graduating from, got a degree, former polytechnics, Bachelor of Art or Science, year spent abroad, dentistry courses, receive grants, grant depends on the income, courses in.

***Exercise 3. Give English equivalents to the following words and phrases:***

Университеты разделены на три типа, после окончания политехнического, получать степень, Степень Бакалавра искусств и науки, год, проведенный за границей, зависеть от заработка, студенческое общежитие, должны работать по вечерам, связанные с медициной.

***Exercise 4. Fill in the blanks with prepositions if necessary:***

1) They are divided … three types: the old universities (Oxford, Cambridge and Edinburgh Universities), … the 19th century universities, such as London and Manchester universities, and the new universities.

2) After graduating … polytechnic, a student got a degree, but it was not a university degree.

3) Full courses … study offer the degree … Bachelor … Art or Science.

4) Students may receive grants … the Local Education Authority to help pay … books, accommodation, transport, and food.

5) Most students live away … home, … flats … halls …residence.

6) However, many students now have to work … the evenings.

7) The social life is excellent … a lot … clubs, parties, concerts, bars.

8) There are not only universities … Britain but also colleges.

***Exercise 5. Form adjectives using the suffixes:***

Polytechnics, medicine, education, home, technology, profession.

***Exercise 6. Make the following sentences:***

***- interrogative***

***- negative***

1. There are over 90 universities in GB.
2. After graduating from polytechnic, a student got a degree.
3. 31 formers polytechnics were given university status in 1992.
4. Full courses of study offer the degree of Bachelor of Art or Science.
5. Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food.
6. This grant depends on the income of their parents.
7. Most students live away from home, in flats of halls of residence.
8. However, many students now have to work in the evenings.
9. The social life is excellent with a lot of clubs, parties, concerts, bars.
10. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

***Exercise 7. Express agreement or disagreement with the following sayings:***

***Model: Yes, you are right (it’s correct).***

***No, you are not right (you are wrong).***

1. There are over 100 universities in GB.
2. 31 formers polytechnics were given university status in 1929.
3. Full courses of study offer the degree of Bachelor of Art or Science.
4. Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food.
5. Most students don’t live far away from home.
6. However, many students now have to work in the evenings.
7. The social life is excellent with a lot of clubs, parties, concerts, bars.
8. There are not any colleges in Britain.

**Oxbridge**

Oxford and Cambridge are the oldest and most prestigious uni­versities in Great Britain. They are often called collectively Oxbridge to denote an elitarian education. Both universities are independent. Only very rich and aristocratic families can afford to send their sons and daughters to these universities. Mostly they are former public schools leavers.

The tutorial is the basic mode of instruction at Oxford and Cam­bridge, with lectures as optional extras.

The normal length of the degree course is three years, after which the students take the Degree of Bachelor of Arts (B. A.). Some courses, such as languages or medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public degree ceremonies. Oxford and Cambridge cling to their tra­ditions, such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Oxford and Cambridge universities consist of a num­ber of colleges. Each college is different, but in many ways they are alike. Each college has its name, its coat of arms.Each college is governed by a Master. The larger ones have more than 400 members, the smallest colleges have less than 30. Each college offers teaching in a wide range of sub­jects. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellowsand the Master, and also ro­oms for teaching purposes.

Oxford is one of the oldest universities in Europe. It is the second largest in Britain, after London. The town of Oxford is first mentioned in the Anglo-Saxon Chronicle in 911 AD and it was popular with the early English kings. The university's earliest charter is dated back to 1213.

There are now twenty-four colleges for men, five for women and another five which have both men and women members, many from overseas studying for higher degrees. The Cambridge University started during the 13th century and grew until today. Now there are more than thirty colleges. The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is prob­ably King's College because of its magnificent chapel, the largest and the most beautiful building in Cambridge. Its choir of boys and un­dergraduates is also very well known.

The University was only for men until 1871, when the first women's college was opened. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed.

Many great men studied at Cambridge, Roger Bacon, the philosopher, Milton, the poet, Oliver Cromwell, the soldier, Newton, the scientist, and Kapitza, the famous Russian physicist.

The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is a part of students' life at Oxbridge. The most popular sports are rowing and punting.

***Active Vocabulary:***

1. to afford to send - позволять отправлять
2. former schools leavers - бывшие выпускники
3. normal length - обычная продолжительность
4. to be alike - быть похожим
5. а wide range of subjects - широкий выбор предметов
6. is first mentioned - впервые упоминается
7. rowing - гребля

***Exercise 1. Read the following words paying attention to the pronunciation:***

prestigious, uni­versities, aristocratic, tutorial, Bachelor, languages, undergraduates, purposes, mentioned, branches, architecture, choir, philosopher, scientist, physicist.

***Exercise 2. Read the proper names:***

Oxford, Cambridge, Great Britain, Latin, Europe, London, Anglo-Saxon, University, College, Peterhouse, Robinson College, Roger Bacon, Milton, Oliver Cromwell, Newton, Kapitza.

***Exercise 3. Give Russian equivalents to the following words and word combinations:***

called collectively, an elitarian education, former public schools leavers, the basic mode of instruction, cling to tra­ditions, a wide range of sub­jects, undergraduates, the Master, teaching purposes, the most recent, magnificent chapel.

***Exercise4. Give English equivalents to the following words and phrases:***

наиболее престижные университеты, основной способ обучения, с дополнительными, необязательными лекциями, имеет своё название, свой герб, второй по величине город, устав университета датирован, самый современный, спортивные состязания.

***Exercise 5.* *Give the answers to these questions:***

1. What are the oldest and most prestigious uni­versities in Great Britain?
2. Who can afford to send their sons and daughters to these universities?
3. What is the basic mode of instruction at Oxford and Cam­bridge?
4. What do the students take after three years?
5. Oxford and Cambridge don’t cling to their tra­ditions, do they?
6. Do Oxford and Cambridge universities consist of a num­ber of colleges or universities?
7. Oxford isn’t one of the oldest universities in Europe, is it?
8. Is the university's earliest charter dated back to 1321?
9. When didthe Cambridge University start?
10. The University was only for women until 1871, wasn’t it?
11. Is sport forbidden at Oxbridge?

***Exercise 6. Write the basic forms of all the irregular verbs in the text.***

***Exercise 7.******Read and translate the derivatives. Mind the suffixes.***

Collective - collectively,

Educate - education,

Instruct - instruction,

Science - scientist,

Philosophy - philosopher,

Physics - physicist

***Exercise 8. Fill in the blanks with prepositions if necessary:***

1. Only very rich and aristocratic families can afford to send their sons and daughters … these universities.
2. The tutorial is the basic mode … instruction … Oxford and Cam­bridge, … lectures as optional extras.
3. Full academic dress is worn … examinations.
4. Oxford and Cambridge universities consist … a num­ber … colleges.
5. Each college is governed … a Master.
6. There are beautiful college gardens … green lawns and lines … tall trees.

**Educational system in Russia**

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

Education in Russia is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Russia are: primary education for ages 6-7 to 9-10 inclusive; and senior school for ages 10-11 to 12-13 inclusive, and secondary school for ages 13-14 to 14-15 inclusive. If a pupil of secondary school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 11 years of study. After finishing the 9th form one can go on to a vocational school which offer programmes of academic subjects and a programme of training in a technical field, or a profession.

After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go into higher education. Higher education institution, that is institutes or universities, offer a 5-years programme of academic subjects for undergraduates in a variety of fields.

Higher educational establishments are headed by Rectors. Protectors are in charge of academic and scientific work. Some institutes or universities has a number of faculties. The system of higher and secondary education in Russia is going trough a transitional period. The main objectives of the reforms are: to decentralize the higher education system, to develop a new financial mechanism, to give more academic freedom to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state. Now, there is quite a number of private fee-paying primary and secondary schools, some universities have fee-paying departments.

***Active Vocabulary:***

1. toshow a great concern for - выражать заботу о
2. aright to education – право на образование
3. higher educational establishments - высшие учебные заведения
4. a transitional period - переходный период
5. are headed by - возглавляются
6. inclusive - включительно

***Exercise 1. Practice in pronunciation of the following words:***

concern, Russian Federation, compulsory, vocational, establishment, extramural, scholarship, inclusive, senior, comprise, technical field, lyceum, gymnasium, applicants, competitive, variety, scientific, specializing, decentralize, financial, mechanism, departments.

***Exercise 2 .Give Russian equivalents to the following words and word combinations:***

School, a great concern, right to education, higher educational establishments, extramural and evening courses, senior school, comprise 11 years of study, a lyceum or a gymnasium, all applicants, take competitive exam, establishments are headed by, academic and scientific work, transitional period, to decentralize, private fee-paying primary.

***Exercise3. Give English equivalents to the following words and phrases:***

Право на образование, конституция Российской Федерации, профессионально-технические школы, учреждения высшего образования, заочные и вечерние курсы, до девятого класса включительно, вместе включают 11 лет обучения, все абитуриенты, возглавляются ректорами, переходный период, новый финансовый механизм, финансироваться государством, частные школы.

***Exercise 4. Find the right word order:***

1. right, to, the, is, constitution, federation, education, stated, in, Russian,
2. in, Russia, education, up, the, 9th, compulsory, to, form, is, inclusive.
3. school, comprise, together, secondary, of, primary, and, 11 years, study.
4. Rectors, educational, by, establishments, are, headed, higher.
5. schools, all, secondary, by, universities, recently, until, institutes, and, have, funded, the, been, state.
6. number, of, now, is, quite, a, and, fee-paying, secondary, fee-paying, primary, schools, universities, private, have, there, some, departments.

***Exercise5***. ***Give the answers to the following:***

* 1. Where isthe right to education stated?
  2. Education in Russia is compulsory up to the 9th form inclusive, isn’t it?
  3. What are the stages of compulsory schooling in Russia?
  4. Howmany doprimary and secondary school together comprise?
  5. Are higher educational establishments headed by Rectors?
  6. What have been funded by the state until recently?
  7. Now, there is quite a number of private fee-paying primary and secondary schools, some universities have fee-paying departments, isn’t there?

***Exercise7. Make up short monologues using the following words and word combinations:***

the right to education, higher educational establishments, extramural and evening courses, senior school, the stages of compulsory schooling, competitive exam, private fee-paying primary and secondary schools.

**Higher Education in the USA**

Finishing school is the beginning of an independent life for millions of school graduates. Many roads are open before them. But it is not an easy thing to choose a profession out of more than the 2000 existing in the world.

Out of the more than three million students who graduate from high school each year, about one million go on for “higher education”. Simply by being admitted into one of the most respected universities in the United States, a high school graduate achieves a degree of success. A college at a leading university might receive applications from two percent of these high school graduates, and then accept only one out of every ten who apply.

The system of higher education in the United States is complex. It comprises four categories of institution. The university may contain:

* several colleges for undergraduate students;
* the four-year undergraduate institution – the – college;
* the technical training institution;
* the two-year, or community college.

Any of these institutions, in any category, might be either public or private, depending on the source of its funding. Many universities and colleges, both public and private, have gained reputations for providing their students with a higher quality of education. In the United States it is generally recognized that there are more and less desirable institutions. The more desirable institutions are generally more costly to attend. Still, many Americans are not satisfied with the condition of higher education in their country. Perhaps the most widespread complaint has to do with the college curriculum as a whole and with the wide range of electives in particular. The National Institute of Education (NIE) issued a report, “Involvement in Learning”. In its report, the NIE concluded that the college curriculum has become “excessively vocational and work-related”. The report also warned that college education may no longer be developing in students “the shared values and knowledge”.

American higher education is changing, as it has throughout its history. In fact, the next charge in American education may be a trend for people to continue their education in college – for a lifetime.

***Active Vocabulary:***

1. independent life - независимая жизнь
2. to comprise - включать
3. to choose a profession - выбирать профессию
4. source of funding – источник финансирования
5. to be admitted into - быть принятым в
6. to achieve a success - достигать успеха
7. to gain reputations –завоевать репутацию

***Exercise 1.*** ***Read the following words paying attention to the pronunciation:***

Independent, existing, admitted, achieves, percent, accept, comprises, ranging, variety, source, gained, reputations, particularly, majority, satisfactory, advantages, employment, curriculum, knowledge.

***Exercise 2. Give Russian equivalents to the following words and word combinations:***

an independent life, the most respected universities, a degree of success, a wide variety of, the source of funding, gained reputations, the great majority, quite satisfactory, more and less desirable institutions, the condition of higher education, the college curriculum.

***Exercise 3. Give English equivalents to the following words and phrases:***

Окончание школы, независимая жизнь, более чем из 2000 существующих, самый преуспевающий, система включает 4 категории, может содержать, продолжительностью от 6 месяцев до 2 лет, источник финансирования, завоевать репутацию, преобладающее большинство, не удовлетворены состоянием, учебная программа.

***Exercise 4. Fill in the blanks with articles if necessary:***

1. Finishing school is … beginning of … independent life for millions of school graduates.
2. But it is not … easy thing to choose … profession out of more than …2000 existing in …world.
3. …system of higher education in … United States is complex.
4. Still, many Americans are not satisfied with … condition of higher education in their country.
5. In fact, … next charge in American education may be … trend for people to continue their education in college – for … lifetime.

***Exercise 5. Write the basic forms of all the irregular verbs in the text:***

***Exercise 6. Ask all types of questions:***

1. Finishing school is the beginning of an independent life for millions of school graduates.
2. But it is not an easy thing to choose a profession out of more than the 2000 existing in the world.
3. A college can accept only one out of every ten who apply.
4. The system of higher education in the United States comprises four categories of institution.
5. The great majority of these institutions are generally regarded as quite satisfactory.
6. The more desirable institutions are more costly to attend.
7. Many Americans are not satisfied with the condition of higher education in their country.

***Exercise7. Underline the suffixes and state their meaning:***

independent, profession, education, applications, technical, duration, majority, generally, satisfactory, desirable, employment, American, National, involvement, vocational, traditionally, direction.

***Exercise 8. Translate into Russian.***

The American system of education differs from ours in its freedom and personal approach. There are electives – subjects one choose freely for the semester. They make up only part of the total number; there are required courses also. American professors take their job as a teacher more seriously; they are serious, honest teachers, taking their work as a duty. American teachers value the student’s viewpoint as his or her essential right – “an inalienable right”. It is the right to express their thoughts, to fulfill their potential, to feel themselves equal to the teacher – not in age or experience, but in mental capabilities.

**A Teacher’s Lot is Certainly a Different One**

Say «teacher» and a clear image forms in people’s minds. People usually think that teachers, if female, are intense, persistent creatures, and if male, are a little strange. Teachers themselves have a particularly self-conscious view of their role. They tend to feel isolated and to grow away from friends who work a standard office day. The teacher’s job imposes exceptional stresses and conflicts, and this have the power to isolate teachers from everybody else, to alter their outlook and even their characters.

Young teachers who have had college lectures on «discipline in the classroom situation» or «the deprived child» are not properly warned of the emotional impact children make on them. They sit and brood about the children’s needs and always feel that they could be doing more. Of course that’s true, but the best teachers are the ones who can switch off, by doing whatever work is necessary. If a teacher falls ill he can’t afford to stay in bed till he gets well. Extremes of behavior are more common in the classroom than people would believe. Many teachers discover in themselves depths of bad temper, even rage, they never knew they had.

But the rewards of the job are so special that teachers learn to maintain high expectations, to apply them generally. The experience, they have at school, have a great influence on their attitudes to job and people. Most of the generalizations about them are rooted somewhere in truth – teachers are different – but few people bother to find out why.

***Active Vocabulary:***

1. lot – судьба, участь
2. female - женский пол
3. intense - напряженный
4. persistent - настойчивый, стойкий
5. male - мужской пол
6. self-conscious - застенчивый, сознательный
7. fall ill - заболеть
8. afford - позволять
9. rage - ярость, гнев
10. rewards - награды
11. expectations - ожидания

***Exercise 1.*** ***Read the following words paying attention to the pronunciation:***

clear, certainly, minds, female, creatures, particularly, self-conscious, exceptional, characters, properly, behavior, depths, expectations, experience, influence, attitudes, generalizations, imposes, deprived, warned.

***Exercise 2. Give Russian equivalents to the following words and word combinations:***

clear image, persistent creatures, a little strange, self-conscious view, tend to feel, to grow away, job imposes exceptional stresses, to alter outlook, the emotional impact, brood about the children’s needs, can’t afford to stay in bed, discover in themselves, depths of bad temper, to maintain high expectations, a great influence on their attitudes.

***Exercise 3. Give English equivalents to the following words and phrases:***

ясный образ, стойкое создание, склонны чувствовать, изменять мировоззрение, должным образом не предупреждены, эмоциональное влияние, оказываемое на них, размышлять о потребностях детей, не может позволить лежать в кровати, пока не поправится, опыт, полученный в школе.

***Exercise 4. Express agreement or disagreement with the following saying:***

***Model: Yes, you are right (it’s correct).***

***No, you are not right (you are wrong).***

1. Teachers themselves have a particularly unconscious view of their role.
2. They tend to feel isolated and to grow away from friends who work a standard office day.
3. Young teachers who have had college lectures on «discipline in the classroom situation» or «the deprived child» are warned of the emotional impact children make on them.
4. They sit and brood about the children’s needs.
5. If a teacher falls ill he can always afford to stay in bed till he gets well.
6. Many teachers discover in themselves depths of bad temper, even rage, they never knew they had.

***Exercise 5. Make the following sentences***

***1) interrogative***

***2) negative***

1. Say «teacher» and a clear image forms in people’s minds.
2. People usually think that teachers, if female, are intense, persistent creatures, and if male, are a little strange.
3. Teachers themselves have a particularly self-conscious view of their role.
4. They tend to feel isolated and to grow away from friends who work a standard office day.
5. Teacherssit and brood about the children’s needs and always feel that they could be doing more.
6. If a teacher falls ill he can afford to stay in bed till he gets well.
7. The experience, they have at school, have a great influence on their attitudes to job and people.

***Exercise 6. Insert the missing words.***

1. Say «teacher» and a clear image forms in …
2. Teachers themselves have a particularly self-conscious view …
3. They tend to feel isolated and to grow away from …
4. They sit and brood about the children’s needs and always feel …
5. Extremes of behavior are more common in the classroom …
6. Many teachers discover in themselves depths of bad temper, even rage …
7. But the rewards of the job are so special that teachers learn to maintain high expectations …

***Exercise7. Make up sentences of your own using the words and word combinations given below:***

clear image, tend to feel, to grow away, to alter outlook, behavior, characters, attitudes, the emotional impact, high expectations.

***Exercise 8. Translate into English:***

Учитель должен быть творческой личностью и применять различные методы и приемы при обучении. Он должен любить учеников и свою работу. Юмор обязательно должен присутствовать на уроке, тогда дети не боятся делать ошибки, у них есть шансы исправиться.

Необходимо относиться к каждому ученику так же, как и ко всем детям в классе. Никогда нельзя выплескивать негативные эмоции в классе.

**Vasily A. Sukhomlinsky**

**(1918-1970)**

Sukhomlinsky started his pedagogical work as a village teacher in the Kirovograd Region. From 1948 he worked as director of a secondary school in the village of Pavlysh.

Sukhomlinsky is the author of numerous works in the field of applied pedagogics. He worked on questions concerning management of schools, teacher's professional skills, problems regarding intellectual, ethical, labour, esthetical and physical education of children. In his school he initiated an integral pedagogical system, based on trust and respect towards the child as an individual, on the idea of turning learning into a creative process, limiting the scope of group influence over an individual, and educating without resorting to punishment. Sukhomlinsky was a devoted advocate of humanitarian ideals in education, substantiated his theoretical concepts by his own daily practical work. As a pedagogue, he was an ideal of a popular teacher, who "gave his heart to children". His school was a scientific laboratory, where the whole school participated in its director's innovations. It was here that a "School of joy" for the six-year old was opened for the first time, here were organized psychological consultations, classes for senior pupils in ethics and family life psychology, school for parents and many other projects that later on were introduced into general practice of pedagogy.   
Sukhomlinsky's views on education repeatedly led to conflicts with the official pedagogics and to heated discussions with its most conservative representatives.

***Active Vocabulary:***

1. appliedpedagogics - прикладная педагогика
2. trust - доверие
3. management **-** управление
4. scope - сфера, охват
5. to initiate - положить начало, вводить
6. punishment - наказание
7. to participate - участвовать
8. representatives - представители

***Exercise 1. Practice in pronunciation of the following words:***

pedagogical, village, director, numerous, applied, concerning, management, regarding, intellectual, ethical, labour, esthetical, initiated, integral, trust, influence, punishment, humanitarian, substantiated, theoretical, pedagogue, consultations, representatives.

***Exercise 2 .Give Russian equivalents to the following words and word combinations:***

a village teacher, works in the field of, applied pedagogics, questions concerning management of schools, teacher's professional skills, integral pedagogical system, based on trust and respect towards the child, a creative process, limiting the scope of group influence, a devoted advocate, humanitarian ideals, director's innovations.

***Exercise 3. Give English equivalents to the following words and phrases:***

педагогическая деятельность, многочисленные работы, прикладная педагогика, профессиональные умения, основываться на доверии и уважении, творческий процесс, ежедневная практическая работа, научная лаборатория, новшества.

***Exercise 4. Find the right word order:***

1. **S**ukhomlinsky started his pedagogical work as a village teacher in the Kirovograd Region.
2. Sukhomlinsky is the author of numerous works in the field of applied pedagogics.
3. He worked on questions concerning management of schools, teacher's professional skills.
4. In his school he initiated an integral pedagogical system.
5. Sukhomlinsky was a devoted advocate of humanitarian ideals in education.
6. His school was a scientific laboratory, where the whole school participated in its director's innovations.
7. Sukhomlinsky's views on education repeatedly led to conflicts with the official pedagogics.

***Exercise 5***. ***Give the answers to the following:***

1. How did Sukhomlinsky start his pedagogical work?
2. Where did he work as director of a secondary school?
3. Is Sukhomlinsky the author of numerous works in the field of chemistry?
4. What didhe initiate in his school?
5. He was foreducating without resorting to punishment, wasn’t he?
6. A "School of joy" for the six-year old wasn’t opened for the first time, was it?
7. Did Sukhomlinsky's views on education repeatedly lead to conflicts with the official pedagogics?

***Exercise 6. Fill in the blanks with prepositions if necessary:***

1. Sukhomlinsky started his pedagogical work as … village teacher in … Kirovograd Region.
2. From 1948 he worked as …director of … secondary school in … village of Pavlysh.
3. Sukhomlinsky is … author of … numerous works in … field of applied pedagogics.
4. In his school he initiated … integral pedagogical system.
5. Sukhomlinsky was … devoted advocate of humanitarian ideals in … education.
6. His school was … scientific laboratory.

***Exercise 7. Point out the nouns, adjectives and verbs and write them down in three columns:***

Pedagogical, work, worked, pedagogics, professional, profession, intellectual, ethical, esthetical, physical, intellect, ethic, aesthetics, physic, individual, creative, create, punishment, punish, theoretical, theory, practical, practice, pedagogue, pedagogy.

***Exercise 8. Make up sentences of your own using the words and word combinations given below:***

a teacher, professional skills, trust and respect, a creative process, punishment, humanitarian ideals, daily practical work, innovations.

**IRREGULAR VERBS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ГЛАГОЛ | II форма (PAST SIMPLE) | | III форма (PAST PARTICIPLE) | ПЕРЕВОД |
| be | | was, were | been | Быть |
| beat | | beat | beaten | Бить |
| become | | became | become | Становиться |
| begin | | began | begun | Начинать |
| bleed | | bled | bled | Кровоточить |
| blow | | blew | blown | Дуть |
| break | | broke | broken | Ломать |
| bring | | brought | brought | Приносить |
| build | | built | built | Строить |
| burn | | burnt | burnt | Гореть |
| burst | | burst | burst | Взрываться |
| buy | | bought | bought | Покупать |
| catch | | caught | caught | Ловить, хватать, успеть |
| choose | | chose | chosen | Выбирать |
| come | | came | come | Приходить |
| cost | | cost | cost | Стоить |
| creep | | crept | crept | Ползать |
| cut | | cut | cut | Резать |
| do | | did | done | Делать |
| draw | | drew | drawn | Рисовать, тащить |
| dream | | dreamt | dreamt | Мечтать, дремать |
| drink | | drank | drunk | Пить |
| drive | | drove | driven | Водить (машину) |
| eat | | ate | eaten | Есть |
| fall | | fell | fallen | Падать |
| feed | | fed | fed | Кормить |
| feel | | felt | felt | Чувствовать |
| fight | | fought | fought | Бороться |
| find | | found | found | Находить |
| fit | | fit | fit | Подходить по размеру |
| fly | | flew | flown | Летать |
| forget | | forgot | forgotten | Забывать |
| forgive | | forgave | forgiven | Прощать |
| freeze | | froze | frozen | Замерзать |
| get | | got | got | Получать |
| give | | gave | given | Давать |
| go | | went | gone | Идти |
| grow | | grew | grown | Расти |
| hang | | hung | hung | Вешать |
| have | | had | had | Иметь |
| hear | | heard | heard | Слышать |
| hide | | hid | hidden | Прятать |
| hit | | hit | hit | Попадать в цель |
| hold | | held | held | Держать |
| hurt | | hurt | hurt | Причинить боль |
| keep | | kept | kept | Держать (хранить) |
| kneel | | knelt | knelt | Стоять на коленях |
| know | | knew | known | Знать |
| lay | | laid | laid | Класть |
| lead | | led | led | Вести |
| lean | | leant | leant | Наклоняться |
| learn | | learnt | learnt | Учить |
| leave | | left | left | Оставлять |
| lend | | lent | lent | Давать взаймы (деньги) |
| let | | let | let | Позволять |
| lie | | lay | lain | Лежать |
| light | | lit | lit | Освещать |
| lose | | lost | lost | Терять |
| make | | made | made | Производить |
| mean | | meant | meant | Значить |
| meet | | met | met | Встречать |
| mistake | | mistook | mistaken | Ошибаться |
| pay | | paid | paid | Платить |
| prove | | proved | proven | Доказывать |
| put | | put | put | Положить |
| quit | | quit | quit | Покидать (бросать) |
| read | | read | read | Читать |
| ride | | rode | ridden | Ездить верхом |
| ring | | rang | rung | Звенеть |
| rise | | rose | risen | Подниматься |
| run | | ran | run | Бежать |
| say | | said | said | Говорить |
| see | | saw | seen | Видеть |
| seek | | sought | sought | Искать |
| sell | | sold | sold | Продавать |
| send | | sent | sent | Посылать |
| set | | set | set | Ставить |
| sew | | sewed | sewn | Шить |
| shake | | shook | shaken | Встряхивать |
| show | | showed | shown | Показывать |
| shrink | | shrank | shrunk | Сжиматься |
| shut | | shut | shut | Закрывать |
| sing | | sang | sung | Петь |
| sink | | sank | sunk | Тонуть |
| sit | | sat | sat | Сидеть |
| sleep | | slept | slept | Спать |
| slide | | slid | slid | Скользить |
| sow | | sowed | sown | Сеять |
| speak | | spoke | spoken | Говорить |
| spell | | spelt | spelt | Произносить по буквам |
| spend | | spent | spent | Тратить |
| spill | | spilt | spilt | Проливать |
| spoil | | spoilt | spoilt | Портить |
| spread | | spread | spread | Расстилать |
| spring | | sprang | sprung | Прыгать |
| stand | | stood | stood | Стоять |
| steal | | stole | stolen | Красть |
| stick | | stuck | stuck | Колоть |
| sting | | stung | stung | Жалить |
| sweep | | swept | swept | Выметать |
| swell | | swelled | swollen | Разбухать |
| swim | | swam | swum | Плавать |
| swing | | swung | swung | Качать |
| take | | took | taken | Брать, взять |
| teach | | taught | taught | Учить |
| tear | | tore | torn | Рвать |
| tell | | told | told | Рассказывать |
| think | | thought | thought | Думать |
| throw | | threw | thrown | Бросать |
| understand | | understood | understood | Понимать |
| wake | | woke | woken | Просыпаться |
| wear | | wore | worn | Носить (одежду) |
| weep | | wept | wept | Плакать |
| wet | | wet | wet | Мочить |
| win | | won | won | Выигрывать |
| wind | | wound | wound | Извиваться |
| write | | wrote | written | Писать |

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English

Педагогикалық мамандық студенттеріне «Шетел тілі» пәніне арналған оқу құралы

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