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Российской Федерации
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АНГЛИЙСКИЙ ЯЗЫК

Рекомендовано УМО РАЕ по классическому университетскому и техническому образованию в качестве учебного пособия для студентов высших учебных заведений, обучающихся по направлению подготовки: 44.03.05 – «Педагогическое образование» (Профили подготовки: 44.03.05.34 – «Математика и физика», 44.03.05.38 – «Информатика и экономика»)

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В пособии представлены тексты, упражнения, задания, лингвистический справочник по дисциплине «Английский язык» для будущих бакалавров, направление «Педагогическое образование», профили «Математика и физика», «Информатика и экономика». Контент пособия отобран согласно требованиям, предъявляемым к ступени бакалавриата.

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ВВЕДЕНИЕ

Современные требования к освоению первой ступени высшего образования, направление «Педагогическое образование», кардинально изменили целеполагание, содержание, технологии обучения и результаты обучения иностранному языку. Существенно изменился статус предмета «Иностранный язык»: из цели обучения «про запас» он становится реальным средством межкультурного общения.

Сегодня выпускник современной высшей педагогической школы должен владеть иностранным языком в широком контексте профессиональной и коммуникативной деятельности. В связи с этим необходимо менять контент, методы и технологии обучения. Предлагаемое пособие призвано решить поставленные задачи и помочь учителю математики, физики, информатики и экономики сориентироваться в использовании иностранного языка в условиях профессионального общения и в различных жизненных ситуациях.

Пособие состоит из восьми разделов, которые включают в себя материалы, упражнения, задания как в области повседневного, так и профессионально-ориентированного общения. Кроме того, студентам и читателям пособия предлагаются задания и упражнения по основам формального английского языка, а также правила написания аннотаций на английском языке, что является современным необходимым требованием написания научных статей.

Для поддержки языковой компетенции предлагается Language Support, где можно найти в обобщенном виде основы фонетики и грамматики английского языка.

Выражаем надежду, что данное пособие поможет будущим учителям освоить курс иностранного (английского) языка и сформировать компетенции, необходимые будущему учителю математики, физики, информатики и экономики для эффективной иноязычной коммуникации в сферах повседневного и профессионального общения на межличностном и межкультурном уровнях.

UNIT 1. PEOPLE. FAMILY AND FRIENDS

Exercise 1. Read the sentences and try to understand the family tree.

A family tree for some of Anne and Paul Mason's **relatives** or **relations**.

Anne's **husband** is Sarah and Jack's **father**.

Anne is Paul's **wife** and Sarah and Jack's **mother**.

Anne and Paul are Sarah and Jack's **parents**.

Sarah is Anne and Paul's **daughter**. Jack is their **son**.

Sarah is Jack's **sister**. Jack is Sarah's **brother**.

Henry is Sarah and Jack's **grandfather**. Diana is their **grandmother**.

Henry and Diana are Sarah and Jack's **grandparents**.

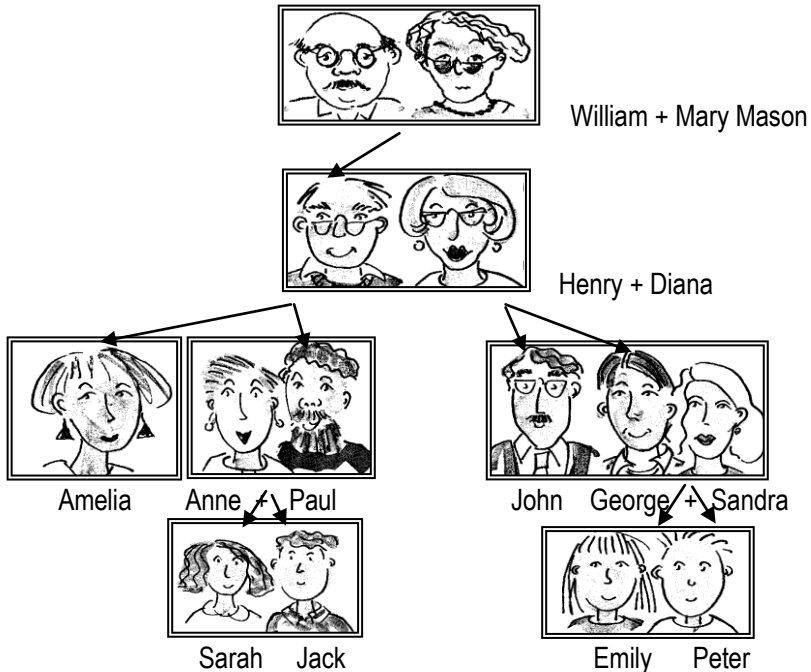
Sarah is Henry and Diana's **granddaughter**. Jack is their **grandson**.

John and George are Sarah and Jack's **uncles**.

Amelia and Sandra are Sarah and Jack's **aunts**.

Sarah is Amelia, John, George and Sandra's **niece**. Jack is their **nephew**.

Emily and Peter are Sarah and Jack's **cousins**.



Exercise 2. Put the letters into the right order.

- | | |
|---------------------|-------------------------|
| 1. ehfrta - | 9. gandetohrrm - |
| 2. mehtor - | 10. scunoi - |
| 3. hobrrte - | 11. dgnorasn - |
| 4. ons - | 12. fiew - |
| 5. tuhgdaer - | 13. dsbahun - |
| 6. rseits - | 14. dntgarfehra - |
| 7. nuecl - | 15. einec - |
| 8. tuan - | 16. pwenhe - |

Exercise 3. Put the words into the right order.

1. Your aunt, what, is?
2. My sister, small, is.
3. Is, a doctor, my nephew, not.
4. My cousin, where, is?
5. Bill, not, is, my friend.
6. This girl, is, who?
7. Is, your family, where?
8. Is, your mother, how?
9. They, very tall, are.
10. Sofa, is, this, a

PHYSICAL APPEARANCE**Height (= how many metres?)**

Mary Pimm is very **tall** woman. (~~not high~~ woman)

Tom Jakes is quite **short**. (~~not quite low~~)

If you aren't tall or short, you are **medium height**.

To ask if someone is tall or short, we say:

How tall is Mary/Tom? She is 1.60 metres **tall**./ He's 1.48 metres **tall**.

Weight (=how many kilos?)

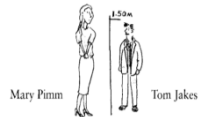
Dolly Ryan is really **slim**.

I was very **thin** when I was in hospital. (thin – is more negative)

A rather **fat** man opened the door. (fat – is more negative)

(fat – is more negative)

The doctor said I am **overweight**. (=more kilos than is good for me)



How much do you weigh? I weigh 62 kilos.

Face and head.

Sally has **dark** hair and **dark skin**.

She has **brown** eyes.

Polly has **blonde** (or **fair**) hair and **fair skin**. She has **blue** eyes.

Billy has **a beard** and **long** hair. He has **green** eyes.

Harry has **a moustache** and **short** hair.



Special features

The man has very **pale skin** (= light/ fair skin). He is **muscular** and has **broad shoulders**. He also has a **scar** on his forehead.

Age

My grandmother is 97. She's very **old**. My sister is 14. She is **young**, but would like to be **older**. My father is 56. He's **middle-aged**. But would like to be **younger!** This hospital is for **elderly** people. (more polite than **old**)

Looks: positive (+) and negative (-)

My sister is quite **pretty**. (+++) (usually girls/women only) She's a very **beautiful** girl. (++++) Jim's a very **handsome** man. (++++) (usually for men only) Bob's a rather **ugly** man (- - -), but Steven is **attractive** (+++).

I'm not **ugly** or **beautiful**, I'm just **ordinary-looking!** (+/-)

Exercise 4. Complete these sentences in a suitable way. More than one answer may be possible.

1. He has very muscular arms.
2. She has blonde ...
3. He has very pale ...
4. They both have curly ...
5. I would say he was medium ...

6. Her brother has very broad ...
7. Last time I saw him he had grown a beard and ...
8. Both men were very g
9. ood-...
10. He hasn't got long hair. He has got ... hair.
11. She hasn't got dark hair. She's got ... hair.
12. Gordon isn't He's short.
13. He hasn't got big eyes. He's got ... eyes.

Exercise 5. Write sentences describing the people in these pictures.

1. Suzanna has.....
2. Jeff has.....
3. Caroline has.....
4. Dick's hair is.....and he.....



Suzanna



Jeff



Caroline



Dick

Exercise 6. Ask questions for these answers. Use the words in brackets.

1. ...How tall is your brother?.....(your brother). He's about one metre 75.
2. Is.....? (Elena's hair). No, her hair's dark.
3. Is.....? (Mike's hair). Yes, it is quite long.
4. Are.....?(your parents) Not really, they're middle-aged.
5. Is.....? (his sister). Yes, all the boys want to go out with her.
6. Why? (Sara – thin). She has been very ill.

Exercise 7. Match the following descriptions with the correct drawing. Write the person's name under the drawing.

Paul is still and slim with **Mandy** is in her thirties and is rather blonde hair. He's about twenty-five. **fat**. She has dark, curly hair and is and wearing a suit. **well-dressed**.

Emma is middle-aged and is about **Pamela** is about twenty-four and is of 162 cm tall. She has short, wavy, average height. She has a good blonde hair and wears glasses. She is figure and has long, dark hair. She is slim and is wearing a dress. wearing a jumper, jeans and a pair of boots.

Ken is middle-aged and is of average **Brian** is an elderly man who is short height. He is well-built with short, dark and fat. He is bald and wears glasses. hair. He is wearing a suit. He is wearing a jacket.

Timothy is a teenager with short, **Caroline** is about seventeen with curly, dark hair. He is about 160 cm short, blonde hair. She is very tall and tall and has freckles. He is wearing a thin and is wearing a short skirt and a jumper, jeans and a pair of trainers. blouse.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

CHARACTER

Positive (+)	Negative (-)
warm and friendly kind (=cares about others) nice, pleasant generous (=happy to give/share) optimistic (= thinks positively) easy-going (= relaxed, calm) sensitive (= thinks about people's feelings) honest (= always tells the truth) good fun/funny (= enjoyable to be with) broad-minded	cold and unfriendly unkind horrible, unpleasant mean (= never gives to others) pessimistic (= thinks negatively) tense (= nervous; not calm) insensitive dishonest boring narrow-minded (= unable to accept new ideas)

My parents are great and don't mind what I wear - they're very **broad-minded**.

When I tried on the dress, the shop assistant said it would look better on a younger person. I know she was trying to be **honest**, but it was a bit **insensitive** of her.

What's he/she like?

He's very **self-confident**. (= feels he can do things, and is relaxed in social situations)

When you first meet her she seems **shy**. (= finds it difficult to talk to people and make conversation)

She **doesn't show her feelings**. (= you don't know what she is thinking or feeling)

He's got a great **sense of humour**. (= laughs a lot and sees the funny side of life)

Describing character in work situations

Positive (+)	Negative (-)
hard-working punctual (= always on time) reliable clever flexible	lazy (= never does any work) not very punctual; always late unreliable (= you cannot trust/depend on someone like this) stupid inflexible (= a fixed way of thinking and unable to change)

ambitious has lots of common sense (= doesn't do stupid things)	not ambitious (= no desire to be successful/get a better job) has no common sense; an idiot (= a stupid person)
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First impressions

We use **impression** to talk about the effect that a person has on another person.

She **made** a very **good impression** at her interview. (= had a positive effect on the interviewer)

My **first impression** of him was a bit negative.

She **comes across as** (= appears to be) quite serious.

Exercise 8. How would you describe the person in each of these descriptions?

1. She's always here on time. *punctual*
2. He never bought me a drink in ten years.
3. She often promises to do things but half the time she forgets.
4. I don't think he's done any work since he's been here.
5. She finds it difficult to meet people and talk to strangers.
6. He can work in any of the departments - on his own or part of a team.
7. One of her qualities is that she is so aware of what other people think or feel.
8. I know Mike wants to be head of the department and then go on to a bigger company.

Exercise 9. Fill the gaps with a suitable word.

1. At work, James _____ across as serious and a bit boring, but outside of work he's completely different; he's really good _____
2. It's important to _____ a good impression on your first day in a new job,
3. I'm sure he can find the place; he just needs to use his common _____
4. Meeting new people doesn't worry her; she's a very self-_____ young woman.
5. It's hard to know what Sam thinks - he doesn't really _____ his feelings.
6. Do you think _____ impressions are very important? I do.
7. I always have a laugh with my cousin - he's got a great sense of _____
8. She is so _____-minded: she cannot accept any ideas different from her own.

Exercise 10. Read and translate the text.**MY FAMILY**

Let me introduce myself. My name's Olga, Olya for short. My full name is Olga Ivanovna Orlova. Orlova is my surname, Olga is my first name and Ivanovna is my patronymic.

I am nineteen and I am in the 2nd year of the Psychological Faculty at University.

During the term-time I live in a hostel and quite often go home at weekends or on holidays.

My mother is a housewife and is always busy looking after the house. She is not very tall. She is kind and always ready to help. By character my mother is energetic and talkative, while my father is a quiet man. He works at a big plant as an engineer. He likes his work and spends most of his time there. My father is a tall and well-built man with short black hair and grey eyes. He is 50 and my mother is two years his junior. They both came from quite large families (my mother is one of four children and my father is one of three), so my sister, my two brothers and myself have many aunts, uncles and cousins.

My mother's parents are still alive, but we very rarely see them because they live in a small village quite far away. My elder brother Nick is almost twenty-five. He is a manager of a trade company and has got much work every day. Nick looks through the mail, receives customers, makes appointments and goes on business to different cities and towns. He has already been abroad. It is a well-paid job and my brother is very efficient. He works all days long. Sometimes he even works at weekends. Nick really enjoys his work.

My other brother – Dmitry is 17 and in his final year at school. He does well at school and gets only good and excellent marks. His favourite subjects are biology and chemistry and choosing a career is no problem for him - he has always wanted to become a doctor. My brother's dream is to enter the Medical University and I think his dream will come true, because he works much and reads much. The youngest member of the family is Julie, who is 5. She goes to the kindergarten. Julie is a very naughty child. She likes to spend her time outdoors, playing different games. She also likes reading, drawing and playing the piano. All of us like music and we can play different musical instruments. My elder brother can play the guitar, my

younger brother can play the violin, Julie and I can play the piano. We all get on very well with each other and with our parents.

We like to spend time together. In the evening we watch TV, read books, talk about the events of the day or just play musical instruments and sing our favorite songs. All in all we are a very happy family.

Exercise 11. Give Russian equivalents to the following phrases:

to be in the 2nd year, that is why, during the term-time, to be busy, to look after, to come from quite large families, to see smb. rarely, a well-paid job, trade company, to look through the mail, to make an appointment, to receive customers, to go on business, to go abroad, to be efficient, to get on well with each other, all in all, a naughty child, choosing a career is no problem for him.

Exercise 12. Give English equivalents to the following phrases:

учиться на первом курсе; в течение семестра; присматривать за домом; любить работу; хорошо оплачиваемая работа; на открытом воздухе; выбор карьеры; для него не проблема; энергичный и общительный; проводить большую часть времени.

Exercise 13. Answer the questions:

1. How old are you? 2. Are you married? 3. Do you live together with your parents? 4. Are you the only child in the family? 5. Do you help your parents? 6. Do you spend your weekend together with your family?

Exercise 14. Speak about Ann and her relatives using the given information:

A. Ann – a girl of 18, a student. Her father – a man of 51, a turner. Her mother – a woman of 47, a librarian. Her grandfather – an elderly man of 71, a pensioner. Her grandmother – a woman of 69, a house-wife. Ann's elder brother – a man of 25, a painter. His wife – a young woman of 24, a school teacher. Their son – a boy of 3.

B. To be like (unlike) her mother (father); to be thin (stout); to be short (tall); to be pretty (handsome, beautiful, nice, good-looking, attractive); to be dark (fair)-haired; to be blue (dark, brown, black, grey)-eyed; to be snub (straight, long, short)-nosed; to be well-dressed (dressed in good taste).

Exercise 15. Read the dialogue and fill in the table:

A.: Excuse me.

M.: Yes?

A.: Is this your handbag?

M.: Yes. It's mine. I left it on the bench.

A.: Well, then take it.

M.: Thank you, very much. You are so kind. What's your name?

A.: My name is Alice. What's your name and where are you from?

M.: I'm Mary and I am from Washington D.C. Your English is very good. Are you English?

A.: Yes, I am. What's your job?

M.: I'm a teacher and what about you? Are you a teacher too?

A.: No, I'm not. I'm a doctor.

M.: How old are you?

A.: I'm about 25. Are you 25 too?

M.: No, I'm 2 years younger than you. Are you married?

A.: Yes, I got married last year.

M.: Who are you married to?

A.: My husband is a taxi-driver. He is 3 years older than I am, and he is in his late twenties.

M.: Have you got any children?

A.: No, we haven't. Tell me about your family. Is it large or small?

M.: My family is large. We are five in our family: father, mother, the elder brother John, the younger brother Paul and myself.

A.: How many years is John older than you?

M.: He is 3 years older than I am and he is 10 years older than Paul. Have you got any brothers or sisters?

A.: No, I haven't, but I have got two cousins. Their names are Jack and Bill. They are very naughty children and I love them very much. Jack is 11 years old and Bill is still quite young. He is 3 years younger than Jack.

M.: Where do they live?

A.: They live in Washington D.C.

M.: It's getting late and I really hate to say «Good-bye», but I must go home. I'm so glad to meet you.

A.: I'm so glad to meet you too. See you tomorrow.

M.: OK. Good-bye.

A.: Good-bye.

Name	Age	Job	Home town	Family	Relatives
Alice					
Mary					

Exercise 16. Choose the topic and make project:

My family tree. / My family relationships. / The role of family in my life.

UNIT 2. HOUSE AND FLAT

Exercise 17. Match the words in the box with numbers in the picture

attic	fence	garden	stair
cellar	floor (storey)	path	summer house
chimney	front door	porch	wall
doorbell	garage	roof	window

House



Flat

I live in a **block of flats**. My brother lives on the **ground floor**, and I have a flat on the third **floor**. Unfortunately there is no **lift**, so I have **to climb** (= go up/ walk up) three **flights of stairs** to reach my flat. But I have a **balcony** with a great **view** of the park opposite the building.

Steps are outside a house or inside a public building. **Stairs** connect floors inside a house or building and are often covered with a carpet.

Describing the place where you live

My parents **own** their house (= they bought it/it **belongs** to them), but I **rent** a flat near my university (= I don't own it; I pay money every week to the owner). The rooms are **tiny** (= very small, opp **huge/enormous**), but they're **light** (opp **dark**) because they're on the top floor and get lots of sun. The flats on the ground floor are dark and also **noisy** (opp **quiet**) because they're nearer the **traffic**. Some rooms are **draughty** (= cold air comes in through windows and under doors), and are expensive **to heat** (= keep warm); but I've got **central heating** (= system of heating every room in a building) and the flat is **in good condition**.

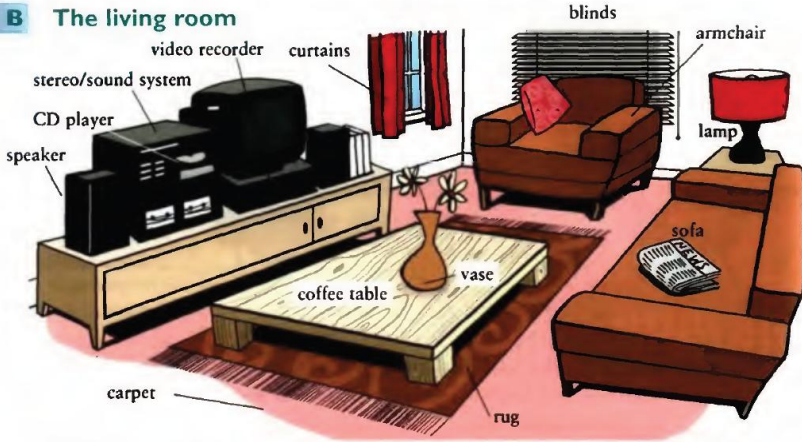
Exercise 18. What about your home? Answer the questions.

1. Do you live in a house or flat? 2. If you live in a flat, what floor is it on? 3. If you live in a house, do you have a garden? 4. Does the house/flat belong to you (or your family), or do you rent it? 5. Do you have your own garage or personal parking space? 6. Would you describe your house/flat as dark or light? 7. Is it noisy or quiet? 8. Do you have central heating?

ROOMS

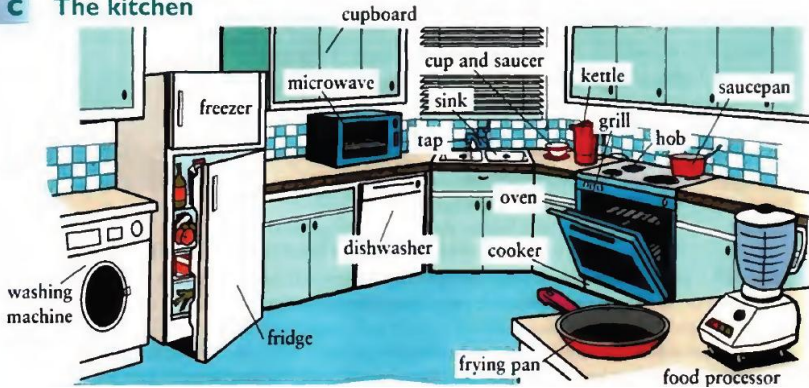
The **living room** or **lounge** (= where you sit, relax and watch TV); the **dining room**; the **kitchen**; the **bedroom(s)**; and the **bathroom(s)**. Some people have a **study** (= room with a desk where you work) and a **spare room** (= room you don't use every day, and where guests can sleep). The entrance area in a house or flat is called the **hall**.

B The living room



While the cat was asleep in the armchair, I sat on the sofa and had a look at the paper. Then I turned on the TV to watch the news.

C The kitchen



I put the meat in the oven, then I made myself a coffee and put the milk back in the fridge. After that, I put some cups and saucers in the dishwasher.

Exercise 19 Complete the descriptions (There may be more than one possible answer)

1. The bedroom, that's where you _____ .

2. The kitchen, that's where you do the _____ .
3. The bathroom, that's where you have a _____ and _____ .
4. The living room, that's where you _____ and _____ .
5. The dining room, that's where you _____ .
6. A spare room, that's often where _____ .
7. A study, that's usually where you _____ .

Exercise 20. You are in the kitchen. Where would you put:

1. Biscuits and a packet of spaghetti?
2. Milk?
3. Meat that you are going to cook?
4. Dirty clothes?
5. Dirty cups and saucers?
6. Clean cups and saucers?
7. Frozen food that you want to keep?

Exercise 21. Here are some things you may find in the living room or kitchen but the letters are jumbled. What are they, and which room do you usually find them in?

skin nacistur rapcet shadriswhe teklet faos veon digref
hiamcrar acepasnu

Exercise 22. Complete the sentences with the correct adverb or preposition.

1. Shall I put the plates ____ the cupboard? 2. I took the ham ____ of the fridge, made a sandwich then put the rest of it ____ in the fridge. 3. We tend to sit in the same places – me ____ the sofa and my husband ____ the armchair. 4. I didn't have anything to do, so I turned ____ the TV. 5. You normally cook the meat ____ the oven for 45 minutes. 6. I cook a few things ____ of the cupboard and put them ____ the table.

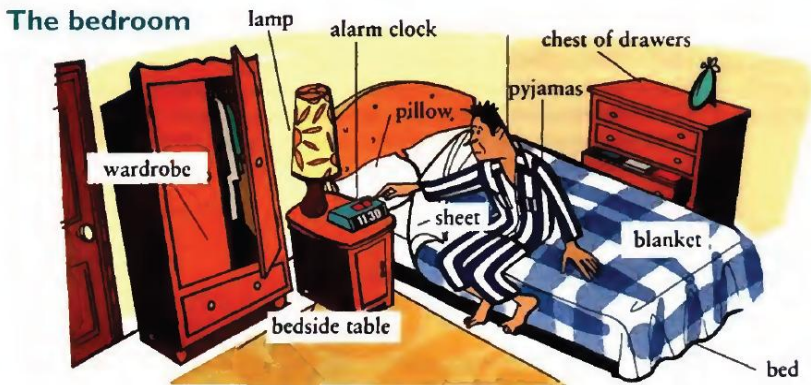
Exercise 23. Write down:

1. three things in the lounge or kitchen you can turn on/off
2. three things in the kitchen you wash regularly
3. two things in the lounge or kitchen you can sit on
4. two things you can use to boil water

Exercise 24. Write sentences with there are... Choose the right number: 7, 12, 15, 26, 30, 32, 50

Ex: (teeth/ a man mouth) - There are 32 teeth in a man`s mouth.

1. (days/a week)
2. (states/ the USA)
3. (letters/ the English alphabet)
4. (players/ a rugby team)
5. (days/ September)
6. (months/ a year)



I **put on my pyjamas**, **got into bed**, and read a book for half an hour. Then I **set the alarm clock**, **switched off the light** and **went to sleep**.

Housework

My room is very **tidy** (= everything in order), but my brother is very **untidy** - he leaves his clothes **all over the floor** (= everywhere) and never **makes his bed**. The room is a **complete mess**. (= very untidy)

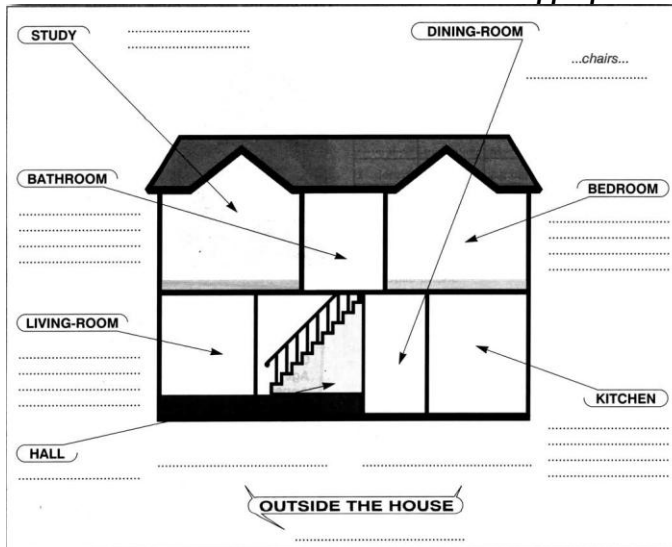
I **do the washing-up** (= wash the dishes) every evening, and I normally do **some washing and ironing** (= wash and iron clothes) at the weekend. I **hoover** the carpets once a week.

The bathroom



I didn't have time for a bath, but I had a wash, cleaned my teeth, and then I went to work

Exercise 25. Put the words in the list into the appropriate spaces.



Bookcase, garage, swimming-pool, garden, desk, dining-table, armchairs, fridge, toilet, washbasin, chairs, stairs, sofa, sink, cooker, dressing-table, dishwasher, shower, towels, pillows, cushions, fireplace, wardrobe, bedside cabinet

Exercise 26. Read the texts and explain the words in bold. How many rooms are there in each place? What is there in each room? What else has each place got?

1. For Sale £ 370 000

Address: 11, Hawk's Lane, Canterbury

This **lovely** house is half a mile from the city centre, and is near the shops and the main road. It is quite expensive, but it is very large. Upstairs, there are three bedrooms, each with a wardrobe and a bathroom. There is also a study with a big bookcase. Downstairs, there is a small bathroom with a shower and a toilet, a **huge** kitchen a dining-room and a **spacious** living-room with a fireplace. The house has also got a **beautiful** garden and a swimming-pool.

2. For Rent £ 180/month

Address: 6, Shell Street, Canterbury

This **attractive** flat is in a **quiet** street near the city centre. It is rather small, but it is in a very **pleasant** area. It is also very cheap. It has got a **pretty** bedroom, a bathroom with a shower and a toilet, a **modern** kitchen with a cooker, a dishwasher and a fridge, and a **comfortable** living-room. The flat has also got a big balcony with a **wonderful** view. There is a **large** garage behind the building.

Exercise 27. Read and translate the text.

MY FLAT

I live in a new five-storeyed block of flats. Our flat is on the second floor. It is very cosy. There are three rooms, a kitchen, a bathroom, a small entrance hall and a balcony. The rooms are light, there are big windows there. In the morning I get out of bed and go to the bathroom.

It is not a large room. There is not much furniture in it. The most important thing is a bath-tub, which is in front of the door. There is also a shower with two taps and a sink near the left wall. Above the sink there is a mirror and a glass shelf with many different things on it. Here you can find a soap dish with a cake of soap, tooth brushes in the glass, tooth powder and a comb. Opposite the sink there is a washing machine. In the corner you can see a towel rail with two towels. Between the sink and the washing machine there is a rubber rug.

When I am ready to have my breakfast I go to the kitchen. The kitchen is not big, but it is very cosy and comfortable. Everything you need is at your hand. The ceiling is whitewashed here. Near the left wall there is a stove. If I want to warm up or to cook my food I switch on one of three burnings. Sometimes I bake cakes and pies in the oven. Near the stove there is a sink, where I wash up the dishes. In the right corner you can see a refrigerator, where I keep food. Near the refrigerator there is a table and four stools.

After breakfast I go to the living-room. It is rather large. There is a thick carpet on the floor, a small round table in the middle of the room and a piano near the wall. Opposite there is a sofa and two arm-chairs. Near the sofa there is a bookcase with a lot of books. We are fond of reading. The curtains on the window match the walls. We also have two bedrooms. One bedroom is my parents' room and the other is my own one.

My parents' bedroom is larger than my room. There are two beds, a bedside table, chairs and a wardrobe in it. In the evening I go to my bedroom. I like to have a rest here. There are two comfortable arm-chairs, a sofa and a table with many flowers on it in my room.

Our flat is very cosy with all modern conveniences, such as central heating, electricity, cold and hot running water and a telephone.

Exercise 28. Answer the questions:

1. Do you live in a house or in a flat? 2. How many rooms are there in your flat? 3. What furniture is there in your own room? 4. Are the walls in your room papered or whitewashed? 5. Have you got a kitchen unit? 6. Is your kitchen light? 7. Where is the refrigerator in your kitchen? 8. In what room do you receive guests? 9. In what room do you sleep? 10. In what room do you have meals? 11. What colour are the curtains in your sitting-room? 12. Do you have a wall-unit in the sitting-room? 13. Where is the bookcase in the sitting-room? 14. What is there in front of the bookcase? 15. Is your hall cosy and comfortable? 16. Where do you keep your shoes? 17. Where do you put your hats and coats? 18. What modern conveniences do you have in your flat?

Exercise 29. Read and translate the text**A TYPICAL ENGLISH HOUSE**

A person's home is as much a reflection of his personality as the clothes he wears, the food he eats and the friends with whom he spends his time. Most families in Britain live in their own houses, rather than in flats or apartments. The houses are not always very big, and they are often built very close together.

You may want to live in a detached house (the house of your own) or in a semidetached house (the houses under one roof). Many people live in the so called «terraced houses», usually two-storeyed houses that are in a long line, connected to each other. All in all there are six or seven rooms in the house.

On the ground floor there's a dining-room, a sitting-room, a kitchen and a hall. In the hall you can see a stand for hats, coats and umbrellas.

A staircase leads from the hall to the landing on the first floor. On this floor there are four bedrooms, a bathroom and a lavatory. In front of the house they have a small garden in which grow flowers. At the back of the house there is a much larger garden where they grow all kinds of vegetables. At the side of the house there is a garage, where they can keep their car.

Exercise 30. Ask your friend:

1. Где он живет, на каком этаже он живет, какие комнаты в его квартире? 2. Как обставлена его комната, есть ли у него в комнате магнитофон, где он? 3. В какой комнате у него телевизор, сколько табуреток на кухне, какая комната любимая, почему? 4. Какого цвета ковер в зале, побелены ли стены на кухне или покрыты кафелем?

Exercise 31. Translate the sentences into English:

1. Перед нашим домом много цветов. 2. Наша квартира на втором этаже. 3. Квартира моей сестры очень удобная и уютная. 4. Есть ли в вашей квартире кладовая? – Нет. – А холодильник? – Да, есть. 5. Вы можете почистить ковер пылесосом. Это очень легко. 6. Мне нравится мебель в вашей квартире. Она совсем новая и вполне современная. Вы должны только купить ковер и торшер для столовой. 7. Я живу в новом доме. В нашей квартире есть все удобства: электричество,

водопровод, центральное отопление, мусоропровод и телефон. 8. В вашей ванной комнате есть зеркало? 9. У вас дома есть английские книги? – Нет. 10. Не могли бы вы мне позвонить? – У меня нет телефона. 11. В вашем саду есть цветы? – Нет, в нашем саду нет цветов, но есть несколько фруктовых деревьев. 12. Моя комната небольшая, но она очень светлая и удобная. Слева стоит кровать. Напротив кровати стол. Между столом и кроватью лежит толстый ковер. Над столом – лампа.

Exercise 32. Choose the right variant.

- Heels of Kate's shoes are _____ these heels.
a) the higher than c) higher than
b) the highest as d) more high than
- California is _____ from New York than Pennsylvania.
a) more far c) farrer
b) farther d) the farther
- Of the two shirts, this one is the _____.
a) cheapest c) more cheap
b) most cheap d) the cheaper
- This blouse is _____ of all.
a) less expensive c) the less expensive
b) the least expensive d) least expensive
- What is the _____ fashion of today?
a) later c) lately
b) last d) latest
- This jacket is even _____ yours.
a) old-fashioneder than c) old-fashioneder as
b) old-fashioned d) more old-fashioned than
- My grandfather's beard is _____ than my father's.
a) the longest c) more long
b) longer d) the most long
- She is ... girl in my class.
a) the good-lookingest c) more good-looking
b) good-lookinger d) the most good-looking
- This skirt is ... than my skirt.
a) the most short c) shorter
b) more shorter d) the shortest

10. This is ... glasses today.
 a) the modernest c) the most modern
 b) moderner d) more modern
11. I have ... rings on my fingers than my aunt has.
 a) littler c) the least
 b) the littliest d) less
12. I have ... grandfather on the earth.
 a) better c) gooder
 b) the best d) the goodest
13. My father is ... than your brother.
 a) the strongest c) the most strong
 b) stronger d) more strong
14. Is your sister ... than you?
 a) the youngest c) the most young
 b) younger d) more young

Exercise 33. Correct the mistakes.

1. Tie is the more beautiful part of his suit.
2. He is the better student from all.
3. John is more shorter than his brother.
4. I am two years oldest than my sister.
5. Who is the most strongest, you or I?
6. This boy's manners are more good than his cousin's.
7. Which of the boys is the taller from the class?
8. Which of these three girls is the younger?
9. What tights are the most cheap?

Exercise 34. Put the words in brackets into the right form.

1. This man is (tall) than that one.
2. Asia is (large) than Australia.
3. The Volga is (short) than the Mississippi.
4. Which building is the (high) in Moscow?
5. Mary is a (good) student than Lucy.
6. The Alps are (high) than the Urals.
7. This garden is the (beautiful) in our town.
8. She speaks Italian (good) than English.
9. Is the word "newspaper" (long) than the word "book"?
10. The Thames is (short) than the Volga.
11. The Arctic Ocean is (cold) than the Indian Ocean.
12. Chinese is (difficult) than English.
- 13.

Spanish is (easy) than German. 14. She is not so (busy) as I am. 15. It is as (cold) today as it was yesterday. 16. She is not so (fond) of sports as my brother is. 17. Today the weather is (cold) than it was yesterday. 18. This book is (interesting) of all I have read this year. 19. January is the (cold) month of the year. 20. My sister speaks English (bad) than I do. 21. Which is the (hot) month of the year? 22. Which is the (beautiful) place in this part of the country?

Exercise 35. Make a project "My ideal flat/house".

UNIT 3. SHOPPING. PURCHASES FOOD AND DRINKS

Everyday food

Do you want some **bread**?

(Not Do you want a bread?)

In China, most people eat **rice**.

In Italy, **pasta** is very popular.

Many people eat **meat** or **fish** almost every day.



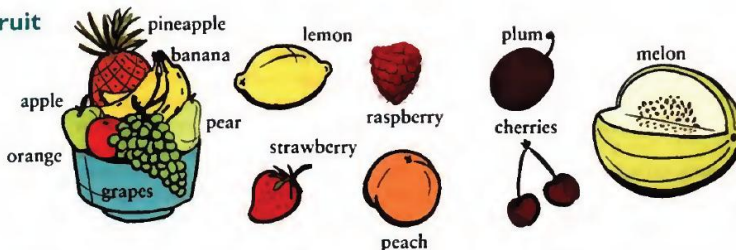
Popular food / Fast food

Most young people love **hot-dogs**, **hamburgers** and **pizzas**.

Most British people like **fish and chips**.



Fruit



You normally **peel** oranges and bananas (= remove the skin) before you eat them.

Vegetables



potato



green beans



peas



onion



garlic



carrot



mushrooms



aubergine



courgette



red pepper



cabbage



broccoli



leeks



celery



cauliflower

I peeled the potatoes and **chopped** the carrots. (= cut into small pieces)

Salad

A **salad** is usually a mixture of uncooked vegetables. In Britain it often contains **lettuce**, but may also contain **tomato**, **cucumber**, and other things. We often put **salad dressing** (usually a mixture of **oil** and **vinegar**, or oil and **lemon juice**) on salad.



lettuce



tomato



cucumber



vinegar oil

Meat (animals), fish and seafood

animal:	cow	calf (= young cow)	lamb (= young sheep)	pig	chicken
meat:	beef	veal	lamb		pork
	chicken				



salmon



prawn



oyster



mussels



lobster



crab

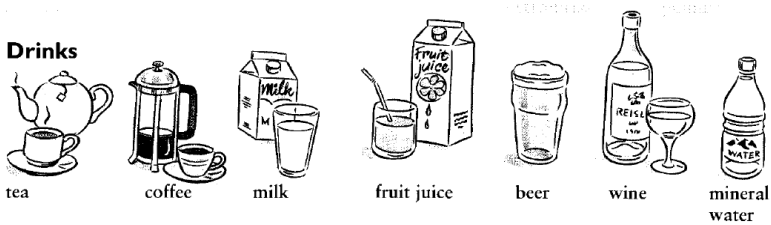
Note: A person who doesn't eat meat is a **vegetarian**.

Exercise 36. Complete the sentences.

Rice is the most important food in Japan.

- _____ and _____ are very popular in Britain.
- Chips are made from _____.
- Most Italian people love _____.
- Hamburgers are made from _____.

5. A _____ is a sausage inside a piece of bread.



Exercise 37. Write down at least one vegetable and fruit:

	vegetable	fruit
1. _____ beginning with the letter "p"		
2. _____ beginning with the letter "b"		
3. _____ beginning with the letter "m"		
4. _____ beginning with the letter "c"		
5. _____ beginning with the letter "a"		

Exercise 38. Which is the odd one out in each group, and why?

1 pork veal salmon beef

Salmon is a fish, the others are meat.

2 lettuce leek tomato cucumber

3 peach onion mushroom courgette

4 chicken lamb beef crab

5 grape cherry aubergine melon

Exercise 39. Study the examples and complete the rules, then use the prompts to act out similar dialogues.

SA: How **much** milk do you need?

SB: Just **a little**.

SA: How **many** carrots do you need?

SB: Just **a few**.

We use _____ and _____ with uncountable nouns.
 We use _____ and _____ with countable nouns.

ham, onions, flour, peppers, tomatoes, olives, bacon, cheese, bread, bananas, coconut

Exercise 40. Read and translate the text**MEALS**

Some people have three meals a day, others have four. I usually have four meals.

My first meal is breakfast. I have it early in the morning before going to school. As a rule, I don't feel hungry early in the morning, so I always have a light breakfast. I eat a sandwich with cheese or sausage, or scrambled eggs with a slice of bread and butter. After it I drink a cup of black coffee with a lot of sugar. I am fond of coffee and drink it every day.

My mother usually has no breakfast at all. Sometimes she just drinks a cup of tea with milk and eats a spoonful of jam with a little slice of white bread.

My father likes to have a big breakfast. He usually eats something hot – a piece of roast meat or a cutlet with potatoes or macaroni. He drinks a cup of coffee without sugar: he doesn't like sugar in his coffee.

Some people like porridge for breakfast. They say porridge is very healthy food, and we must begin our day with a plate of porridge.

The English usually have a big breakfast. The traditional English breakfast is a plate of porridge, bacon and eggs and a cup of tea with toast and jam or marmalade.

The second meal of the day is lunch. People usually have it at work. As a rule, lunch is a light meal.

I have my lunch at the school canteen. For lunch I have vegetable salad and a sandwich or two with sausage or cheese, or sometimes a couple of frankfurters and a slice of brown bread. I drink a glass of tea or juice.

Dinner is the biggest meal of the day. Some people have dinner at work, others have it at home when they come from work.

On week days it is difficult to gather the whole family for dinner, because people finish work at different times. But on Sunday we always have dinner together.

Our Sunday dinner usually begins with an appetizer: a little salad, or Russian salad, a piece of herring, or perhaps some pickled or marinated mushrooms, tomatoes or cucumbers.

The main course of the dinner is soup, or broth. Broth with meat pies is very tasty.

For the second course we have roast meat or stewed meat and fried or boiled potatoes, or sometimes macaroni or spaghetti. I like roast chicken and mashed potatoes for dinner.

Many people like to have fish for dinner.

For the dessert we drink a glass of mineral water or lemonade or juice. Sometimes we have fresh or canned fruit.

Supper is the last meal of the day. Supper must be a light meal, because it isn't good to eat much in the evening.

We usually have a cup of tea and sandwiches for supper. We also may have sponge-cake, biscuits, rolls or buns, or pies with jam or marmalade. Meat pies, or pies with cabbage and eggs are also very tasty.

The English have lunch at about 12 or 1 o'clock. Usually it is a light meal: a sandwich or two, rolls or buns and a glass of tea or juice.

At 5 o'clock in the afternoon the English have tea. The 5 o'clock tea is a famous English tradition. As a rule, the whole family gathers at home for 5 o'clock tea.

In the evening the English have dinner or supper. Supper and dinner in England is practically the same meal, only for dinner you have soup and for supper you don't. It is a long-standing tradition. But nowadays in many families they have both, like us: dinner in the middle of the day and supper in the evening.

Exercise 41. Answer the following questions.

1. How many meals a day do people usually have?
2. How many meals a day do you usually have?
3. What is your first meal?
4. What do you have for breakfast?
5. Do you usually have a light breakfast or a big one?
6. What does your brother (sister, mother, etc.) have for breakfast?
7. Do you like strong or weak tea?
8. Do you like your tea with much sugar?
9. Do you agree that porridge is very healthy food?
10. What does a traditional English breakfast consist of?
11. Where do you have lunch: at home or at the school canteen?
12. What do you usually have for lunch?
13. Why is it difficult to gather the whole family for dinner on week days?
14. What does your dinner usually begin with?

15. How many courses does your Sunday dinner usually consist of?
16. What kind of soup do you like most?
17. What did you have for the second course yesterday?
18. Why must supper be a light meal?
19. Is supper a light meal in your family?
20. What do you usually have for supper?
21. Do you usually have a light supper or do you prefer a big one?

Exercise 42. Work in pairs repeating the dialogues and substituting the italicized parts.

1.

A. What do you usually have for breakfast?

B. Well, as a rule, I don't feel hungry early in the morning, so I usually have a light breakfast: just **a sandwich with cheese or sausage and a cup of strong tea with lemon**. What about you?

A. Oh, I am a hearty eater, and I always have a big breakfast. I begin with **a plate of porridge**, then I eat **bacon and eggs**, after which I have **a cup of tea with a piece of cake** or some **cookies**. I like my tea **with a lot of sugar**.

2.

A. Pass me the **salt**, please.

B. Here you are.

A. Thank you.

B. You are welcome.

(Words for substitution: *bread, butter, sugar, pepper, mustard, spring onion, parsley, dill, jam, marmalade, cheese, sour cream.*)

3.

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

B. Of course. Help yourself.

(Words for substitution: *pies, chocolates, peaches, cakes, pancakes, rolls, buns, marinated cucumbers.*)

4.

A. Your **fish salad** is delicious! Can I have another helping?

B. Certainly, you are welcome.

(Words for substitution: *meat salad, Russian salad, cabbage soup, buckwheat porridge*)

5.

A. Shall I cook **liver** for dinner?

B. Oh, great! We haven't had **liver** for dinner for £ long time.

(Words for substitution: *kidneys, turkey, cutlets, fish soup, pea soup, spaghetti, stewed cabbage, mushrooms, beef-steak, roast beef, fried potatoes.*)

6.

A. Do we have any **coffee** left?

B. No, I am afraid not.

(Words for substitution: *tea, sugar, potatoes, chocolates, jam, honey, sour cream, cheese, chicken broth, onion, cutlets, tomatoes, cucumbers.*)

7.

A. Have another **cup of tea**?

B. No, thank you, I've had enough.

(Words for substitution: *cup of coffee, glass of juice, piece of cake, piece of pie, helping of salad, plate of soup, sandwich, biscuit, apple*)

8.

A. Let me treat you to **chocolate cake**, I've made it myself.

B. Oh, thank you. The **cake** is delicious! You are a very good (wonderful, great) cook.

(Words for substitution: *fish salad, meat salad, meat pie, raspberry pie, lemon pie*)

9.

A. Help yourself to the **salad**.

B. Thank you with pleasure.

(Words for substitution: *mushrooms, green peas, herring, cheese, sausage, ham, bacon, cake, pie, chicken.*)

10.

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

B. Oh no, thank you, I am afraid that would be too much.

(Words for substitution: *tomatoes, green peas, herring, stewed meat, soup, porridge.*)

11.

A. What (is it that) smells so tasty?

B. It's **chicken broth**, I've just cooked it.

(Words for substitution: *Cabbage soup, roast turkey, roast beef, buckwheat porridge, mushroom soup, fried fish, liver.*)

Exercise 43. Learn the following dialogues.

1.

HOST. Take another helping of the salad.

GUEST. No, thank you. I've had enough. Your salad is really delicious.

HOST. You haven't eaten any sausage.

GUEST. No, thank you, I mustn't overeat, I don't want to put on weight.

HOST. What will you drink: tea or coffee?

GUEST. Tea, please.

HOST. Have some jam, please.

GUEST. Thank you. Oh, delicious jam!

HOST. Take some pie. It won't do you any harm, I am sure.

GUEST. You are very kind. I really think I'll take a little piece. I like your pie very much.

HOST. Another cup of tea?

GUEST. Thank you, I think I will.

HOST. Lemon?

GUEST. Yes, please.

HOST. How much sugar do you want in your tea?

GUEST. Two spoonfuls, please.

HOST. Here you are. Help yourself.

GUEST. Thank you.

2.

MARY. I am hungry. What about having a bite?

DICK. Good idea. Let's drop into this small cafe.

MARY. OK. Oh, it's very nice here. Let's sit at that table.

DICK. All right.

WAITER. Hello. What will you order? Here's the menu.

DICK. Thank you. Have a look, Mary, what would you like?

MARY. My supper is usually a very simple meal, so I'd like some roast chicken, salad and coffee.

WAITER. I can offer you sliced cucumbers with sour cream.

MARY. Very good.

DICK. I prefer tomato salad. And I will have roast beef and chips. And coffee, of course.

WAITER. Any wine?

DICK. Oh yes, a bottle of port wine and some mineral water.

WAITER. Yes, sir.

Exercise 44. Give Russian equivalents to the following proverbs and sayings. Learn them by heart.

1. Every cook praises his own broth. 2. Tastes differ. 3. A hungry man is an angry man. 4. It is no use crying over spilt milk. 5. Dry bread at home is better than roast meat abroad. 6. Too many cooks spoil the broth. 7. You cannot make an omelette without breaking eggs. 8. Before you choose a friend, eat a bushel of salt with him. 9. Better an egg today than a hen tomorrow. 10. To lengthen your life, lessen your meals. 11. The way to a man's heart is through his stomach. 12. First catch your hare then cook him.

Think of situations or short stories to illustrate each of the above proverbs and sayings.

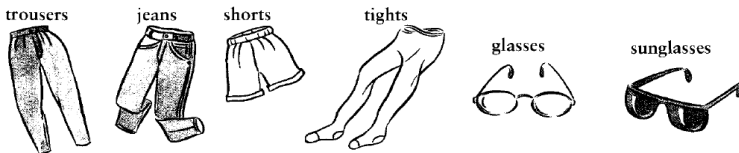
CLOTHES

Clothes



Plural words

These words are always plural in English. They need a plural verb.



My **suit** is new but these **trousers** are old. Her **short/jeans/tights** are blue.

Note: You say: a **pair** of **shorts/glasses/trousers**, etc.

Verbs

You **wear** clothes but you **carry** things

Naomi **is wearing** a long red coat. She's **carrying** a suitcase and a small handbag.

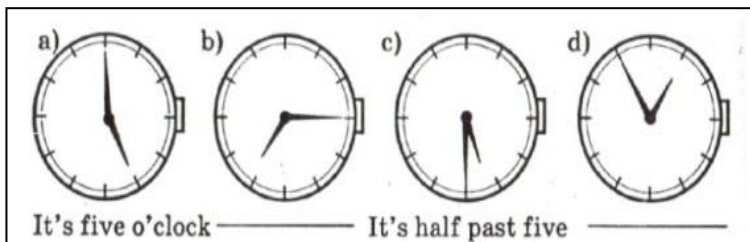
Naomi **has (got)** a red coat on.

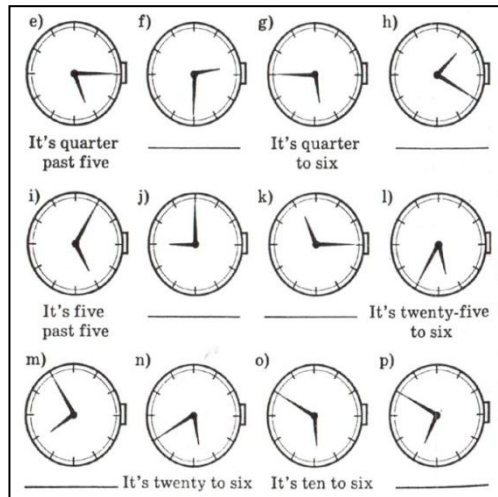
In the morning you **get dressed** or **put** your clothes **on**.
At night you **get undressed** or **take your clothes off**.

Exercise 45. Guess the word:

1. ... - a piece of clothing for women or girls which covers the top half of the body and hangs down over the legs.
2. ... - a strip, square or triangle of cloth, worn around the neck, head or shoulders to keep you warm or to make you look attractive.
3. ... - trousers made of denim (= strong blue cotton cloth) which are worn informally.
4. ... - a piece of clothing made of thin stretchy material which covers the legs and lower part of the body below the waist, and which is worn by women and girls.
5. ... - thick cloth coverings for the hands used for taking hot things out of an oven.

UNIT 4. WORKING DAY.





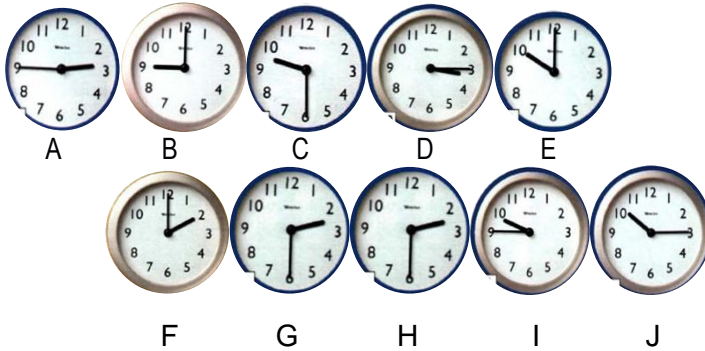
Time Expressions

1. Excuse me, what time is it? / Can you tell me the time?
2. It's ... o'clock/ I'm sorry. My watch is wrong / slow / fast.
3. Thanks. / Thank you.
4. You are welcome.

Exercise 46. Read the hints and decide what the correct time is.

Ex: It's half past two by your watch. But your watch is five minutes fast. –
The right time is twenty five minutes past two.

1. It's quarter to five by your watch. But your watch is five minutes slow.
2. It's twenty past six by your watch. But your watch is ten minutes slow.
3. It's quarter to eight by your watch. But your watch is five minutes fast.
4. It's twenty five past one by your watch. But your watch is fifteen minutes slow.
5. It's seven minutes past nine by your watch. But your watch is two minutes fast.

Exercise 47. Find the coded word.

- 1 - quarter past three
- 2 - three o'clock
- 3 - half past two
- 4 - ten o'clock
- 5 - quarter past ten
- 6 - nine o'clock
- 7 - quarter to three
- 8 - quarter to ten
- 9 - half past nine
- 10 - two o'clock

Daily routines**Sleep**

During the week I usually **wake up** at 6.30 am. I sometimes **lie in bed** (= stay in bed) for 5 -10 minutes but then I have to **get up** (= get out of bed and put on clothes).

Most evenings I **go to bed** about 11.30 pm, and usually **go to sleep / fall asleep** very quickly. If I **have a late night** (= go to bed very late; opp an **early night**), it's easy to **oversleep** (= sleep too long) the next morning, then I may **be late for work**.

If I can, I **have a sleep** (= for a short period, e.g. half an hour) in the afternoon. At weekends I often **have a lie-in** (= stay in bed until later, e.g. 9.30 am).

Food

In the week I **have breakfast** at 7.00 am, lunch at 1.00, and dinner around 7 pm. I also have one or two **snacks** (= food eaten between meals, e.g. a cake or biscuits) during the day. As I live **alone/on my own** (= without other people), I have to **make my own breakfast and dinner** (= prepare breakfast and dinner for myself), but during the week I **don't bother** (= don't make an effort) to cook very much. I also have to **feed** (= give food to) my cats twice a day.

Keeping clean

In summer I **have a shower** in the morning, but in winter I often **have a bath instead** (= in place of a shower). Sometimes I **have a shave** at the same time, or I shave when I **have a wash** and **clean/brush my teeth** after breakfast. I **wash my hair** two or three times a week.

Work

In the morning I **leave home** at about 8.15 am and **get to work** (= arrive at work) by 9 am.

I **have a lunch break** (= period when I stop working for lunch) from 1 to 2 pm, and usually a couple of short **breaks** (= periods to relax) during a day. I **leave work** at around 5.30 pm and **get home** at about 6.15 pm.

Spare time (= free time)

In the week I usually **stay in** (= stay at home) and watch TV or read in the evening. At the weekend I **go out** (= leave the house for social reasons, e.g. go to the cinema or disco), but I also **have friends for dinner** (= invite friends to my house and cook dinner for them), or friends **come round** (=visit me at the house) to **play cards**, e.g. poker or bridge.

Housework

I **do the shopping** (= buy food and household goods) on Saturday. **Fortunately/Luckily** (= it is lucky for me) I have a **cleaner** (= a person who cleans) and she does most of the housework: she **does my washing** (= washes my clothes), she **does the washing-up** (= washes the dishes) and most of **the ironing**.

Exercise 48. How many expressions with 'have + noun' do you remember?

have breakfast have _____ have _____
 have _____ have _____ have _____

Exercise 49. Complete this dialogue with a suitable word or phrase.

A: Don't (1) bother to cook a meal this evening.

B: Why not?

A: We could (2) _____ instead.

B: Yeah. Where?

A: Well, I'd like to go to that Korean restaurant. We could ask Karen and Mike to come.

B: That's miles away. No, I think I'd rather (3) _____ and have an (4) _____ night.

A: But it's Friday. You can have a (5) _____ tomorrow if we have a late night.

B: Yes, I know, but I'm tired. Look, why don't you ask Karen and Mike to (6) _____ for a meal? I can order some pizzas from the takeaway and we'll have a nice evening here. We can (7) _____ cards or watch a few videos.

A: Sorry, but if you don't want to come with me, I'll go (8) _____.

Exercise 50. Correct the mistakes in the sentences.

1. What time do you have the breakfast?
2. In the morning I always let home at 8 o'clock.
3. I didn't shave me this morning.
4. I live by my own.
5. I usually wash the hair every day.
6. I went to bed and slept very quickly.

Exercise 51. Complete the sentences. Use the correct form of the verbs

watch speak wake up say smoke have wash do

Ex: I usually do my homework from 5 to 8 o'clock in the evening.

1. My sister is very smart. She _____ four languages.
2. Steve _____ ten cigarettes a day.
3. We usually _____ dinner at 7 o'clock.
4. Peter _____ his hair three times a week.
5. I always _____ at 10 o'clock on Sundays.
6. That child never _____ "Thank you".
7. My father _____ TV every evening.

Exercise 52. Choose the right variant.

Ex: He/ We never talks about his life.

1. We/ My friend always wear old clothes.
2. We/ The boss thinks you are smart.
3. My father and mother/ My father teaches English.
4. Mary/ Mary and Pete go to school.
5. My sisters/ My niece works as a hairdresser.
6. That child/ These children always play basketball on Saturdays.
7. I/ My brother meet friends every evening.
8. My grandmother/ My grandparents prefers playing golf to watching TV.

Exercise 53. Put in do or does.

Ex: Do you have breakfast at 9 o'clock?

1. _____ Sarah go to school on Saturdays?
2. I _____ not think this jumper is modern.
3. _____ you meet your boyfriend today?
4. _____ your parents live in New York?
5. My sister _____ not have breakfast at all.
6. _____ your son speak Russian?
7. _____ Andy wake up at 5 o'clock?
8. My friend _____ not play the trumpet.
9. _____ Bill and Harry play football?
10. _____ he smoke?

Exercise 54. Make sentences.

Ex: Ann (*live*) in Birmingham + ...Ann lives in Birmingham...

you (*speak*) Chinese ? ...Do you speak Chinese?...

1. you (*know*) her phone number ?
2. Joe (*play*) baseball on Sundays +
3. my mother (*use*) this knife -
4. she often (*go*) to Paris on business +
5. my grandmother (*eat*) meat -
6. he (*think*) he can play the guitar ?
7. I (*prefer*) apples to bananas -
8. Sarah always (*wear*) classical suits +
9. you (*leave*) home at 10 o'clock ?



10. I (think) this pop star is attractive -

Exercise 55. Answer the questions about yourself.

1. What time do you usually wake up? 2. What do you usually have for breakfast? 3. How do you get to the Institute? 4. When do you usually leave the Institute? 5. Do you usually have lunch at home? 6. What do you do in the evenings?

Exercise 56. Find and correct ten mistakes in the following text.

A restaurant in Germany serve insects on its menu. The main chef does say that he don't want to serve typical food anymore and want to try something new. There is dishes on the menu such as cockroach pasta, and maggots with green leaves. Customers who tries the food does say they likes it and wants to come again. No one complain of stomach problems!

Exercise 57. Chose the correct variant

1. ____ mice eat cabbage?
a) do b) is c) does d) are
2. ____ his father a postman?
a) do b) is c) does d) are
3. ____ your sister like chocolate or ice-cream?
a) do b) is c) does d) are
4. Your black jacket is very expensive, ____ it?
a) don't b) isn't c) doesn't d) aren't
5. What ____ you prefer to drink?
a) do b) is c) does d) are
6. ____ his wife know I am a journalist?
a) do b) is c) does d) are
7. ____ your husband short or tall?
a) do b) is c) does d) are
8. How old ____ you?
a) do b) is c) does d) are
9. You don't live in New Jersey, ____ you?
a) do b) is c) does d) are
10. What ____ a baker usually wear?
a) do b) is c) does d) are

Exercise 58. Read and translate the text.**MY WORKING DAY**

On week-days I usually get up at 7 o'clock. I make my bed, open the window and do my morning exercises. Then I go to the bathroom where I clean my teeth and wash myself. If I have enough time I take a cold and a hot shower. It really wakes me up and makes my body feel well. After bathroom I go back to my room where I dress myself and brush my hair. In 10 minutes I am ready for breakfast. It may be a cup of tea or corn flakes, and very seldom I eat scrambled eggs.

After breakfast I put on my coat, take the bag and go to the University. As I live not far from the University it takes me only five or seven minutes to get there.

I don't want to be late for the first lesson so I come to the University a few minutes before the bell. I leave my coat in the cloakroom and go upstairs to the classroom.

The lessons begin at eight o'clock in the morning and they are over at five minutes past one in the afternoon. I have three lessons a day with short breaks between them. After classes I go home and have dinner there. I usually have something substantial for dinner, for example, cabbage soup for the first course, hot meat or fish with some vegetables for the second. Then I drink a cup of tea or milk. Sometimes when I have to stay at the University after classes I go to the canteen and have dinner there.

After dinner I have a short rest, read books, make some telephone calls. Sometimes I go to the library to write a report. As a rule I have very little free time on my weekdays. But when I have some spare time I do some work about the house: do the shopping and the cleaning.

Eight o'clock is supper time in our family. We all get together in the kitchen, then go to the sitting-room and watch TV, read books or discuss different problems. Then I go for a walk with my dog. Twice a week I go to the University in the evening to play volleyball. I am a member of the University volleyball team and we have our training rather late.

At about eleven at night I go to bed.

Exercise 59. Ask your friend:

1. Когда он встает, завтракает, уходит из дому, возвращается с работы, идет спать, просыпается? 2. Где он делает зарядку,

завтракает, обедает, делает уроки? 3. Что он делает утром, днем, вечером, в школе, дома, в библиотеке?

Exercise 60. Choose the right variant.

Ex: I *break/ broke* a cup yesterday.

1. Ann didn't *play/played* tennis last morning.
2. Harry *come/came* to see us two days ago.
3. I didn't *see/saw* Bill at the party.
4. Peter didn't *write/wrote* to me for a long time.
5. The bus didn't *arrive/arrived* at 3 o'clock.
6. Shakespeare *die/died* in 1616.
7. I didn't *forget/forgot* my piano teacher.
8. Bernard *smoke/smoked* 20 cigarettes yesterday evening.
9. The film last night *start/started* at 7.30.
10. Yesterday we *eat/ ate* pineapples.

Exercise 61. Correct the mistakes.

1. She will comes home late today.
2. In five years my son shall be a lawyer.
3. They will don't come to the party.
4. We shalln't be home tomorrow.
5. Will you to watch football match with us tonight?
6. I shall came in five minutes.
7. I not shall drink tea, thank you.
8. It is the second bedroom. But will we make the study from it soon.
9. Good buy! I shall went home.

Exercise 62. Write a promise for each situation.

Ex: Holly came home very late. Her father is angry. What does she say? – *I won't be late again.*

1. Rob's bedroom is a mess. His parents are angry. What does Rob say?
2. Anna took her friend's white dress. She spilled black coffee on it. What does Anna say to her friend?
3. Tom smoked in the school toilet. The headmaster is angry. What does Tom say?

4. Rosa washed the dishes. She is very tired. What does her husband say?
 5. Children played football in the garden. They broke the window. What do they say?

Exercise 63. Put the verbs in brackets into the correct form.

Mike: "One day my friends and me 1) ___ (come) to New York for a holiday. We 2) ___ (take) a room in a very large hotel. It 3) ___ (be) on the forty-fifth floor. In the evening we 4) ___ (go) to the cinema and 5) ___ (return) to the hotel very late.

"I am very sorry", 6) ___ (say) the clerk of the hotel, "but our lifts 7) ___ (not/work) at night. If you don't want to walk up in your room, you can sleep in the hall".

But I said: "No, thank you. We 8) ___ (walk) to our room". Then I said to my friends, "I think I know how to make it easy for us to walk up to the forty-fifth floor. On our way to the room I 9) ___ (tell) you some jokes, then you, Peter, 10) ___ (tell) us some interesting stories". So we 11) ___ (begin) to walk up to our room. At last we came to the thirty-fourth floor. We 12) ___ (be) very tired and stopped to have rest. I 13) ___ (say): "Now you, Peter. Tell us a story with a sad end".

"I'll tell you a story", said Peter. "It will not be long, but it 14) ___ (be) very sad. Listen. We have left the key to our room in the hall downstairs".

UNIT 5. EDUCATION

Exercise 64. Read the texts and do the assignments.

HISTORY OF EDUCATION

The first major milestone in the history of education occurred in prehistoric times when man invented language. Language enabled man to communicate more precisely than he could by signs and gestures. But early man had only a spoken language. He had no system of writing or numbering and no schools.

Young people in prehistoric societies were educated through apprenticeship, imitation and rituals. Through apprenticeship a young man learned, for example, how to build a shelter by working with an older, experienced master builder. Through imitation, young people acquired the language and customs of their parents and other adults in their society.

Through the performance of rituals, they learned about the meaning of life and the ties that bound them to their group. The rituals consisted of dancing or other activities. They were performed at times of emotional stress, such as death, warfare, or drought. The rituals usually involved myths, which dealt with such things as the group's history and its gods and heroes.

Today, in all societies, young people still learn through apprenticeship, imitation and ritual. But as a society grows increasingly complicated, teachers and schools take on more and more responsibility for educating the young.

The Beginning of Formal Education

About 3000 BC, the Sumerians, who lived in Tigris-Euphrates Valley, and the Egyptians each invented a system of writing. Both systems included a method of writing numbers as well as language. The invention of writing was the second major milestone in the history of education. It made possible the beginning of schools as we know them today.

Before man developed writing, teachers had to repeat orally what was to be learned until the young had memorized it. A child could thus learn only what his teacher already knew, and had memorized. But by teaching the child to read, a teacher could make available the knowledge of many men, not only his own, yet reading and writing could not be learned while the child served as an apprentice, imitated the behaviour of his elders, or took part in rituals. In addition, the first writing systems, which were a kind of picture writing, were awkward and hard to learn. As a result, special schools arose in which teachers taught reading, writing, and calculation.

Sumerian and Egyptian Education

Shortly after 3000 BC, both the Sumerians and the Egyptians established schools to teach boys the newly invented arts of reading and writing. The schools were taught by temple priests. Only exceptionally talented boys could attend the schools. Girls were not allowed to attend school, but some girls learned reading and writing in their homes.

A boy's training, which lasted from about the age of 5 to 17, was strict and monotonous. He learned to write by copying the same literary selections again and again. He learned arithmetic by copying business accounts. Boys who completed their education formed a separate social class called

"scribes." Scribes were hired for any task that required a knowledge of reading, writing, or arithmetic.

Other Middle Eastern Education

Civilization spread from Sumer and Egypt to the eastern shores of the Mediterranean Sea. Certain tribes in this region each spoke one of the closely related Semitic languages. Between about 1500 BC and 1000 BC, these tribes developed the world's first alphabet and so gave education another valuable tool. Alphabetic systems make writing easier than picture systems because they require far fewer symbols.

Certain Hebrew Semitic tribes developed a remarkably democratic educational system. Other educational systems had been designed mainly for the sons of upperclass families. But the Hebrews required boys of every social class to attend school. The Hebrew schools were religious -schools conducted by priests called scribes. They taught boys to read the sacred writings of the Hebrew people, which were collected in a volume called the Tarah. Hebrew girls did not attend school but were taught at home by their mothers.

Ancient Greek Education

Greek civilization flourished from about 700 BC to about 330 BC. During this period, the Greeks made the greatest educational advance of ancient times. In fact, Western education today is based on the ancient Greek model.

Ancient Greece was divided into independent city-states. The educational system of each city-state aimed to produce good citizens. Athens and Sparta, two of the most powerful city-states, had different ideals of citizenship. In Sparta, a citizen was judged largely by his political and military service. The government controlled education. Boys received physical and military training, but few learned to read and write. In Athens, unlike Sparta, a citizen was judged more by the quality of his mind. But Athenian citizens were also expected to develop their bodies and to serve the state.

Athens made the greatest educational advances of any Greek city-state. But Athenian education was far from democratic. Education was limited to the sons of Athenian citizens. Only about a fifth of the Athenians were citizens. Most of the rest were slaves, who were not considered worthy of an education.

Athenian boys started their education at about age 6. But they did not go to schools as we think of schools today. A trusted family slave simply took them from teacher to teacher, each of whom specialized in a certain subject or certain related subjects. Boys studied reading, writing, arithmetic, music, dancing and gymnastics. As the boys advanced, they memorized the words of Homer and other Greek poets. Boys continued their elementary education until they were about 15 years old. From about ages 16 to 20, they attended a government sponsored gymnasium. Gymnasiums trained young men to become citizen-soldiers. They emphasized such sports as running and wrestling and taught civic duty and the art of war. Students held discussions to improve their reasoning and speaking ability.

Some Athenian gymnasiums became centres of advanced learning. By the 400s BC, advanced learning in Athens consisted of philosophy and rhetoric. Philosophy included the study of logic, mathematics, morals, and science. Rhetoric included the study of government, history, and public speaking. During the 400s and 300s BC, Athens produced such great philosophers and teachers as Aristotle, Plato, and Socrates. About 387 BC Plato founded a school of philosophy that became known as the Academy.

Some scholars believe the Academy was the Western world's first institution of higher learning. Aristotle founded a similar school called the Lyceum about 330 BC.

Most young Athenian women received no formal education. The Greeks believed girls could learn all they needed to know from their mothers – that is, how to prepare food, make clothing, and care for infants. However, some women belonged to religious organizations through which they developed skills in music, poetry, and dancing.

Ancient Roman Education

By 100 BC, the Romans had built the most extensive educational system of that time. Their system was patterned after that of ancient Athens. But unlike the Athenians, the Romans provided schooling for girls as well as boys. The children of wealthy citizens were taught by a *ludus* (elementary-school teacher) from about the age of 7 to 10. They learned to read and write both Greek and their native language, Latin. Girls received only an elementary education. Boys from about 10 to 15 years old attended a secondary school run by a *grammaticus* (teacher of grammar). In secondary school, they continued their study of Greek and Latin grammar and

literature. The Romans also established institutions of higher learning. These institutions were schools of rhetoric, which prepared young men for careers in law and government.

Exercise 65. Translate into English:

Происходить, изобретать, ученичество, приобретать, узы, связывать, иметь отношение к, сложный, включать, устно, запоминать, доступный, поведение, возникать, переписывать, задача, родственный, ценный, требовать, процветать, успехи, основываться на, рассуждения, предоставлять, ограничивать.

Exercise 66. Form nouns from the following verbs:

invent, communicate, educate, perform, imitate, know, behave, calculate, discuss, develop, govern.

Exercise 67. Form adjectives from the following nouns:

history, religion, emotion, east, west, value, education, alphabet, power, policy, democracy.

Exercise 68. Join A and B in pairs of synonyms.

A. adults, to establish, talented, to arise, hard, task, to complete, advances, ancient, to prepare.

B. difficult, gifted, elders, to appear, success, to found, to finish, aim, old, to train.

Exercise 69. Complete the following sentences.

- 1) Young people in prehistoric societies were educated through...
- 2) The invention of writing was the second major milestone in...
- 3) Scribes were hired for any task that required a knowledge of ...
- 4) The Hebrew schools were religious schools conducted by
- 5) The educational system of each city-state aimed to produce ...
- 6) Gymnasiums emphasized such sports as ...
- 7) Students held discussions to improve their ...
- 8) Unlike the Athenians, the Romans provided schooling for ...
- 9) The Romans also established institutions of ...
- 10) These institutions were schools of rhetoric which prepared...

Exercise 70. Ask 10–15 questions about the text. Be ready to answer them.

Exercise 71. Speak on the major milestones in the history of education. Give the advantages and disadvantages of each of the discussed educational systems.

Exercise 72. Make sentences using the verbs in Past Simple Passive.

1. (the office / clean / yesterday).
2. (the house / paint / last month)
3. (three people / injure / in the accident)
4. (my bicycle / steal / a few days ago)
5. (when / this bridge / build?)
6. (you / invite / to the party last week?)
7. (how / these windows / break?)
8. (I / not / wake up / by the noise)

Exercise 73. Put the verb into the correct form: Present, Past or Future Simple Passive.

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

Exercise 74. Transform sentences into Passive Voice. Translate them.

1. The audience enjoyed the concert very much.
2. The little boy ate the cake.
3. The teacher corrects our exercises at home.
4. They started a dancing class last week.
5. Everybody will see this film soon.
6. The teacher returned our written work to us.
7. Mr. Smith will leave the tickets at the box-office.
8. The students translate texts during the lessons.
9. Mary took that book from the desk.

Exercise 75. Read the text and do the tasks.**GREAT BRITAIN**

The United Kingdom is a constitutional monarchy in northwestern Europe, officially called the United Kingdom of Great Britain and Northern Ireland. Great Britain is the largest island in the cluster of islands, or an archipelago, known as the British Isles. England is the largest and most populous division of the island of Great Britain, making up the south and east. Wales is on the west and Scotland is to the north. Northern Ireland is located in the northeast corner of Ireland, the second largest island in the British Isles. The capital of the United Kingdom is the city of London, situated near the southeastern tip of England.

The United Kingdom contains a number of small islands. These include the Isle of Wight, which lies off of England's southern coast; Anglesey, off the northwest coast of Wales; the Isles of Scilly in the English Channel; the Hebrides archipelago to the west of Scotland, consisting of the Inner and the Outer Hebrides; the Orkney Islands to the northeast of Scotland; and the Shetland Islands farther out into the North Sea from Scotland.

Several dependencies and dependent territories are associated with the United Kingdom. The dependencies, located close to Britain, are the Isle of Man in the Irish Sea and the Channel Islands off the northern coast of France. These dependencies, while not technically part of the United Kingdom, maintain a special relationship with it. The Channel Islands were once part of the Duchy of Normandy and retain much of their original French culture. The Isle of Man, controlled by Norway during the Middle Ages, came under English rule in the 14th century. Both dependencies are largely self-governing and have their own legislative assemblies and systems of law. Britain is responsible for their international relations and defense.

Britain's dependent territories are scattered throughout the world and are the remains of the former British Empire. They are generally small in area and without many resources. Once considered colonies, they have opted to remain under British control for a variety of reasons.

People often confuse the names for this country, and frequently make mistakes in using them. *United Kingdom*, *UK*, and *Britain* are all proper terms for the entire nation, although the term *Britain* is also often used when talking about the island of Great Britain. The use of the term *Great Britain* to refer to the entire nation is now outdated; the term *Great Britain*, properly

used, refers only to the island of Great Britain, which does not include Northern Ireland. The term *England* should never be used to describe Britain, because England is only one part of the island. It is always correct to call people from England, Scotland, or Wales *British*, although people from England may also properly be called *English*, people from Scotland *Scottish*, and people From Wales *Welsh*.

The United Kingdom is a small nation in physical size. At 244,110 sq km, the United Kingdom is roughly the size of Oregon or Colorado, or twice the size of New York State. It is located as far north in latitude as Labrador in North America, but, like the rest of northern Europe, it is warmed by the Gulf Stream flowing out of the South Atlantic Ocean. The climate, in general, is mild, chilly, and often wet. Rain or overcast skies can be expected for up to 300 days per year. These conditions make Britain lush and green, with rolling plains in the south and east and rough hills and mountains to the west and north.

Despite its relatively small size, Britain is highly populated, with an estimated population density of 243 persons per sq km in 2000. It is highly developed economically, preeminent in the arts and sciences, sophisticated in technology, and highly prosperous. In general, British **subjects** belong to one of the more affluent states of Europe and enjoy a high standard of living compared to the rest of the world.

1. According to the text,
 - 1) Great Britain is an archipelago.
 - 2) England is the most densely populated part of the United Kingdom.
 - 3) England is the largest island.
 - 4) Northern Ireland is situated in the northern part of Great Britain.
2. The Isle of Man and the Channel Islands are British dependencies because
 - 1) they have their own legislative assemblies.
 - 2) they belonged to France and Norway.
 - 3) they are located near the British Isles.
 - 4) Britain is liable for their international relations and defense.
3. Britain's dependent territories
 - 1) are the British colonies.
 - 2) are rich in natural resources.
 - 3) may be found far from Great Britain.
 - 4) may be scattered.

4. Which statement corresponds to the text?
 - 1) The proper use of the term Great Britain refers to the entire nation.
 - 2) The inhabitants of the UK should be called English.
 - 3) The term Britain may be used when speaking of the whole country.
 - 4) The expression "the islands of Great Britain' can be changed by the term "Great Britain
5. The United Kingdom is
 - 1) two times as little as New York State.
 - 2) situated on the same latitude as Labrador.
 - 3) far more northern than Labrador.
 - 4) far more southern than Labrador.
6. The text lacks mentioning
 - 1) the climate of the UK.
 - 2) the landscape of the UK.
 - 3) the average temperature of the UK.
 - 4) the geographical position of the UK.
7. The word "subjects" in the text means
 - 1) parts of the UK.
 - 2) states of Europe.
 - 3) branches of industry.
 - 4) people of the UK

Exercise 76. Read the texts and explain the difference between the types of the schools.

BRITISH SCHOOL TODAY

British education today is aimed to realise the potential of all, for the good of the individual and society as a whole. The general policy for education which is now being implemented throughout the United Kingdom is much the same with some national variations in Scotland, Wales and Northern Ireland. All schools of Great Britain are known as state schools (state supported, state maintained) and independent schools.

Independent schools are fee-paying schools ranging from public schools with centuries-old traditions to private experimental schools.

Schools supported by the state from public funds are of three kinds:

- 1) county schools – the largest group, provided and maintained by Local Educational Authorities (LEAs) wholly out of public funds, no fees are

charged to parents; they are primary schools (infant and junior), comprehensives, some grammar schools, secondary modern schools, sixth forms.

2) voluntary schools – financially aided and controlled by government but provided by a voluntary body; mostly they are Church of England schools or Roman Catholic schools.

Each LEA-maintained county, voluntary and special school has a governing body which includes governors appointed by the LEA, elected teacher and parent governors and people coopted from the local community. Voluntary schools also have governors from the church associated with the school.

All LEA county and voluntary schools manage their own budgets. LEAs allocate funds to the schools, largely on the basis of pupil numbers. The school governing body is responsible for overseeing spending and for most aspects of staffing, including appointments and dismissals.

3) direct-grant schools – some 15 per cent of secondary schools in England are grant-maintained self-governing schools. In Wales the proportion is approximately 5 per cent. These schools are not financed by LEAs as they have chosen to opt out of LEA control. Instead, the Funding Agency for Schools in England calculates and pays grants to GM schools from public funds and is responsible for financial monitoring. The Agency is responsible to the Secretary of State for Education and Employment, who appoints its members. GM schools in Wales are funded by the Welsh Office.

The governing body for GM schools consists of parents, teachers and people from the community served by the school. Governors take all decisions about school management, employ and pay staff, are responsible for school premises, and may acquire or dispose of land.

Exercise 77. Read the text and ask 10 questions about the text.

SOME ESSENTIALS

- School education is divided into three stages: primary, secondary and further education. In England and Wales the primary cycle lasts from 5 to 11. Children of 5 enter infant schools moving on to junior school at the age of 8 and then on to secondary school. The transition from primary to secondary school is made at the age of 11. Most secondary schools in Britain (about 90 per cent) are comprehensive schools. They are state schools, which take

children of all abilities (84%). About 6 per cent of children go to grammar schools, state schools which take only students who pass «11+» examination.

- About 7 per cent of children go to private schools, which do not receive any money from the state, parents pay for their children's education. The most expensive private schools are called «public» schools.

- Full-time education is compulsory for 12 years for all children between the ages of 5 and 16.

- All schools, including independent schools, are subject to official (government) inspection and control.

- Local education authorities (LEAs) finance most schools and further education at the local level. They employ teachers and allocate budgets to schools. School budgets include books, teachers' salaries and cleaning.

- Schools can apply for «grant-maintained status». This means that they «opt out» of LEA control and receive funding from central government, becoming direct-grant schools.

- Every state school has a governing body, responsible for the school's main policies. It includes teachers, parents and members appointed by LEAs.

- The British school syllabus is divided into Arts (or Humanities) and Sciences, which determine the division of the secondary school pupils into study groups: a Science pupil will study Chemistry, Physics, Mathematics (Maths), Economics, Technical Drawing, Biology, Geography; an Art pupil will do English Language and Literature, History, foreign languages, Music, Art, Drama. Besides these subjects they must do some general education subjects like Physical Education (PE), Home Economics for girls and Technical subjects for boys, General Science, Information Technology (IT), Sex Education (SE), Religious Education (RE). Computers play an important part in education. The system of options exists in all kinds of secondary schools.

- In English schools by law all children receive religious education and take part in daily prayers. But parents have the right to withdraw their children from such classes. In all kinds of voluntary school there is opportunity for denominational instruction. Roman Catholic children generally have their own classes.

- Physical education, including organised games, is a part of the curriculum of all schools. Organised games include tennis, cricket, football, hockey, netball and lacrosse.

- Medical Inspection and free medical and dental treatment for all children attending state schools is provided. The education service seeks to help prevent and deal with juvenile drug misuse and to help prevent the spread of AIDS.

Guidance on drug prevention in England's schools was issued by the government in May 1995. The document outlines how to teach pupils about the dangers of drug misuse and advises schools on developing policies in drug education and prevention.

- Boys and girls are generally taught together in primary schools. Most of secondary schools are co-educational, mixed schools. But the majority of the secondary schools in the independent sector (private schools) are either for boys or for girls. Most children go to the school whose «catchment area» they live in. This is usually, though not always, the nearest school to their home.

- Most pupils in British schools wear school uniform, which differ from school to school. The favourite colours for school uniforms are blue, grey, black and maroon.

- The pupils who violate various school regulations may be punished in the following ways: for lateness, truancy they may be reported to the Headmaster or named in school assembly. They may be detained in school after ordinary hours.

- Corporal punishment has recently been banned in state schools. But in most public schools it is still allowed. Caning is the usual punishment for serious misbehaviour in class, damage and vandalism. Many teachers remark that standards of discipline have fallen since corporal punishment was banned by the government.

- Each school has its system of rewards: medals and prizes for the best pupils.

- Schools in Britain have three terms a year, each with a short midterm break for one week (known as «half-terms») and longer holidays at Christmas, Easter and in the summer.

- All schools assess children's progress by their own internal tests at the age of 7, 11, and 14. Sixteen-year-olds take the General Certificate of Secondary Education (GCSE). At the age of 16 pupils can leave school or continue their education.

- The system of marking may be out of ten (nine, eight and a half...), in grades (A, B, C, D, E), in % – the highest is 100, the lowest – «naught», the

pass is 50% or higher.

- About 45 per cent of 16 -year-olds stay in full-time education. Some attend so called «sixth form» (sixth form of a secondary school or a sixth form college) which requires two more years of study after GCSE and which prepare them for taking «A»-level examinations. For other school-leavers and for adults of all ages, universities, polytechnics and other colleges provide a vast net of courses, both academic and vocational.

Exercise 78. Arrange the following questions according to the order of the text and answer them:

1. What systems of marking are accepted in Britain?
2. What are the two main groups of schools?
3. Does corporal punishment exist in British schools?
4. What subjects does British school syllabus include?
5. What are three stages of school education?
6. What is the function of Local Education Authorities (LEA)?
7. How do schools assess children's progress?

Exercise 79. Read the texts.

STAGES OF EDUCATION

Pre-school education

Compulsory education in Britain begins at the age of 5 but in some areas there are nursery schools for children under 5 years of age. Some children between two and five receive education in nursery classes or in infant classes in primary schools. Many children attend informal pre-school playgrounds organized 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.

Primary education

Most children start school at the age of 5 in a primary school. A primary school is divided into infants and juniors. At infant schools reading, writing and arithmetic (three «Rs») 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 the age of 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 «11+» subjects. History, Geography, Nature Study, Art and Music, Physical Education, Swimming are also on the timetable.

Secondary education

Comprehensive schools dominate among all types of schools in secondary education: 90 per cent of all state – financed secondary schools are of this type. Most other children receive secondary education in grammar, secondary modern and very few secondary technical schools. Those who can pay go to public schools.

The transition from primary to secondary school is made between the age of 11-12 years. At this age only some children sit for the selective examinations to be admitted to grammar schools.

Comprehensive schools were introduced in 1965. The idea of comprehensive education was to give all children of whatever background the same opportunity in education.

So comprehensive schools are non-selective («all-in») schools, which provide a wide range of secondary education for all the children of a district. They are the most important types of secondary school because they are attended by 84 per cent of all secondary school pupils.

There are various ways in which a comprehensive school can be organised. It can, by «streaming» within the school, try to keep children of approximately similar ability in one group or class; or it can leave the children to choose between large numbers of courses; or it can combine the two methods. Pupils may leave the school at the age of 16 or 18.

Comprehensive schools are often very large schools with up to two

thousand pupils.

A *grammar school* mainly provides an exam-centred academic course from 11 to 18. It is the main route to the universities and the professions. A large proportion of university students are recruited from grammar schools, though they make 3 % of all schools.

Most grammar school pupils remain at school until 18 or 19 years old, especially if they want to go on to university. Some degree of specialisation, especially as between arts and science subjects, is usual in the upper forms. The top form is always called the «sixth form». Pupils may remain in this form for two or three years, until they leave school. Selection of primary school children for grammar schools is usually based on school record cards, teachers' reports, tests and consultation with parents. After the reform act of 1988 many grammar schools were turned into comprehensives and the change was in many cases very painful.

Secondary modern schools give a general education with a practical bias. It is common for more time to be given to handicrafts, domestic sciences and other practical activities than in grammar schools.

«Streaming» is practised in secondary modern schools. The children in each group are usually placed in three «streams» A, B, and C: «C» stream is for children of the least academic type, concentrating mainly on practical work.

Secondary technical schools, a smaller group (less than 2 per cent), offer a general education largely related to industry commerce and agriculture. These schools are not very popular and few places have them. They provide teaching up to the age of 18.

Problems of state schools

During the 1970s it was discovered that British system of education underestimated the importance of craft skills and national targets for education. So at that time greater emphasis was made on education and training many new colleges of further education were established to provide technical or vocational training. But British education remained too academic for the less able and technical studies remained weak, with the result that a large number of less able pupils leave school without any skill at all. By 1990s nine out of ten West German employees had vocational training qualification while in Britain only one in ten.

Another problem is the continued high drop-out rate at the age of 16

and low level of achievement in mathematics and science among school-leavers. While over 80 per cent of pupils in West Germany and the USA and over 90 per cent in Japan stayed on till the age of 18, hardly one third of British pupils did so.

Standards of teaching and learning are not high enough. State-maintained schools have to operate with fewer resources in more difficult circumstances, with low pay. This resulted in teachers' flight from the profession. By 1990 there were as many trained teachers not teaching as teaching. The shortage of teachers was great, especially in the subjects of greatest national importance: maths and science. Britain filled the gap by employing unemployed teachers from Germany, Netherlands, Australia and other countries.

The shortfall is not only in the total number of teachers, but also in the inadequate level of qualification of a high proportion of primary teachers, particularly in science and maths.

Though the expenditure on education increased almost twice compared with middle 1950s it is not enough, because «standards of learning are never improved by poor teachers and there are no cheap high quality routes into teaching». One can't but agree with these words of Eric Bolton, England's chief inspector of schools.

Exercise 80. Questions for comprehension:

1. What are schools in pre-school education?
2. What are children taught in infant and junior schools?
3. When and how are the children screamed?
4. Name the types of schools in secondary education. Describe each of them. How do they differ?
5. What are the main problems of state schools?

Exercise 81. Agree or disagree with the following statements:

1. Compulsory education in Britain begins at the age of 7.
2. The local education authority's nurseries are free.
3. At the age of 7 children go on from the junior school to the infants school.
4. The transition from primary to secondary school is made between the age of 12 -13 years.
5. Comprehensive schools are the main route to the universities and the professions.

6. Secondary modern schools give a general education with a practical bias.
7. Standards of teaching and learning in state-maintained schools are very high.
8. A lot of pupils don't continue their education after the age of 16.

Exercise 82. Read the text and complete it using the phrases below. One part is unnecessary.

The most famous schools in Britain are private boarding schools, such as Eton College, Harrow School, Rugby School, and Winchester School. These famous private schools, founded during the Middle Ages, are theoretically open to the public, but in reality are attended by those **1**_____. Many of Britain's leaders have attended these private schools, which cater to the wealthy and influential **2**_____. A variety of other schools are also private, including kindergartens, day schools, and newer boarding schools. Private schools that take pupils from the age of 7 to the age of 11, 12, or 13 are called preparatory schools. Private schools that take older pupils from the age of 11, 12, or 13 to 18 or 19 are often referred to as public schools. Only 7 percent of British students attend those schools.

In England, Wales, and Northern Ireland the education systems are similar. The majority of the students attend schools **3**_____. These include state schools, voluntary schools, and self-governing or grant-maintained schools that receive funds directly from the government rather than local authorities.

At the age of sixteen, **4**_____, students are tested in various subjects to earn a General Certificate of Secondary Education (GCSE). They should take Advanced Level examinations, commonly known as 'A' Levels **5**_____.

Scotland has comparable qualifications. About a third of British students leave school as soon as possible after turning 16, usually taking lower-level jobs in the workforce.

Those **6**_____ may pursue either further education or higher education. Further education is largely vocational. Students may also stay in school until age 18 to prepare for higher education.

- A. who stay in school past the age of 16
- B. if they wish to go on to higher education at a university
- C. which are called comprehensive schools

- D. who can afford the fees
- E. prior to leaving school
- F. but also offer some scholarships to gifted poorer children
- G. which are wholly or partly supported with public funds

Exercise 83. Read the text and do the tasks.

SCOTLAND

Scotland is one of the four national units that make up the United Kingdom of Great Britain and Northern Ireland. The other units are England, Northern Ireland, and Wales. Edinburgh is the capital of Scotland, and Glasgow is its largest city.

Scotland and its offshore islands comprise the northernmost part of the United Kingdom. The Scottish mainland, which occupies roughly the northern third of the island of Great Britain, is bordered on three sides by seas. To the north and west is the Atlantic Ocean; to the east is the North Sea. Rugged uplands separate Scotland from England to the south. The territory of Scotland includes 186 nearby islands. Scotland has a very irregular coastline. The western coast in particular is deeply penetrated by numerous arms of the sea, most of which are narrow submerged valleys, known locally as sea lochs, and by a number of broad indentations, generally called firths.

The landscape of Scotland is predominantly mountainous but may be divided into three distinct regions, from north to south: the Highlands, the Central Lowlands, and the Southern Uplands. More than one-half of the surface of Scotland is occupied by the Highlands, the most rugged region on the island of Great Britain. Consisting of parallel mountain chains broken by deep ravines and valleys, the Highlands are noted for their scenic splendor. Steep cliffs, moorland plateaus, mountain lakes, sea lochs, swift-flowing streams, and dense bushes are common to the Highlands, the most thinly inhabited section of Scotland. The highest peak is Ben Nevis, the highest summit in Britain.

To the south of the Highlands lie the Central Lowlands, a low-lying belt of fertile valleys. Rich soils and most of the country's coal deposits are found in the Lowlands. This region, which comprises just one-tenth of Scotland's surface area, is home to Scotland's leading industries and cities and the majority of the country's population.

The land of the Southern Uplands, a region much less elevated and rugged than the Highlands, consists largely of a moorland plateau. Only a few summits in the Southern Uplands exceed 2500 ft in elevation. The Cheviot Hills adjoin the Southern Uplands region along the boundary with England.

Scotland is characterized by an abundance of streams and lakes (lochs). Most lakes are long and narrow. Notable among the lakes, which are especially numerous in the central and northern regions, are Loch Lomond and Loch Ness. As it is often reported, the latter is the home of the so-called Loch Ness monster, but its existence has never been proven. Both lakes are popular tourist attractions.

Many of the rivers of Scotland, in particular the rivers in the west, are short streams, generally of little commercial importance. The longest river of Scotland is the Tay; the Clyde, which flows through the city of Glasgow and through the industrial heartland, is Scotland's most important river and serves as a transportation outlet to the Atlantic Ocean.

Like the climate of the rest of Britain, that of Scotland is subject to the moderating influences of the surrounding seas. As a result of these influences, extreme seasonal variations are rare, and temperate winters and cool summers are the outstanding climatic features. Low temperatures, however, are common during the winter season in the mountains.

Scotland has significant reserves of coal. In the north and west, where the climate is wetter and soils are less productive, forestry and sheep raising are important.

An independent nation for much of its history, Scotland was joined to England by a series of dynastic and political unions in the 17th and 18th centuries. Scotland retains a separate national identity, however, supported by separate legal and educational systems, a national church, a parliament with wide-ranging powers, and other national symbols and institutions.

1. According to the text,

- 1) the territory of Scotland occupies a third of the United Kingdom.
- 2) the coastline of Scotland is deeply indented.
- 3) sea lochs and firths can be found in the valleys.
- 4) Scotland has only a maritime boundary.

2. Which statement contradicts the text?

- 1) The mountains of the Highlands are higher than those in the Southern Uplands.

- 2) The most mountainous part of Great Britain is Scotland.
- 3) A lot of people inhabit the Highlands.
- 4) The Central Lowlands is the most densely populated area.
3. The author states that
 - 1) the landscape of the Highlands is picturesque.
 - 2) the Central lowlands are higher than the Highlands.
 - 3) the Southern Uplands are lower than the Central lowlands.
 - 4) there are no mountains in the Southern Uplands.
4. One can see in Scotland everything except
 - 1) a lot of streams.
 - 2) a lot of thick shrubs.
 - 3) a lot of lochs.
 - 4) a lot of navigable rivers.
5. The climate in Scotland is characterized by
 - 1) warm summers and cold winters.
 - 2) cool summers and severe winters.
 - 3) mild winters and hot summers.
 - 4) not very cold winters and cool summers.
6. It can be inferred from the text that
 - 1) the longest river of Scotland is the Clyde.
 - 2) the surrounding seas influence the climate of Scotland.
 - 3) the most severe winters occur on the seashores.
 - 4) Glasgow stands on the River Tay.
7. According to the text, Scotland is
 - 1) a separate state.
 - 2) an independent state.
 - 3) part of the United Kingdom.
 - 4) a national independent state

Exercise 84. Make up the scheme "System of School Education in Britain".

Exercise 85. Read the text and ask 10 questions about the text.

HIGHER EDUCATION GENERAL

The system of higher education in Britain includes universities, colleges of higher education and advanced courses in the further education. The

British educational system on the higher level is still more selective and class-divided than secondary education, particularly so far as the oldest universities are concerned. Most big towns in Britain have both a university and a college of higher education. There are 91 universities and 47 colleges of higher education today. Universities offer three- and four-year degree courses, though a number of subjects take longer, including medicine, architecture and foreign languages (where courses include a year abroad). Colleges of higher education offer both two-year HND (Higher National Diploma) courses, as well as degree courses. Undergraduate courses normally take three years of full-time study and lead in most cases to a Bachelor degree in Arts, Science or Education (BA, BSc, BEd). Undergraduates, students who study for degrees, go to large formal lectures, but most of the work takes place in tutorials: lessons in groups of ten or more when the students discuss their work with the lecturer. There are various postgraduate one- or two-year research courses leading to degree of Master of Philosophy (PhM). Doctor of Philosophy (PHD) is awarded for some original research in Arts or Sciences on completion of a three-year period of work.

Students of law, architecture and some other professions can take qualifications awarded by their own professional bodies instead of degrees.

Uniformity of standards between universities is promoted by the practice of employing outside examiners for all examinations. The general pattern of teaching: is similar throughout Britain – a combination of lectures, small group seminars or tutorials with practical classes where necessary.

Only 25 per cent of the student population go on to higher education. Competition to get into one of Britain's universities is fierce and not everyone who gets A levels is admitted. Students usually need three A levels with high grades to go to university. Grades at A level go from A, the highest one to E. One university may require higher A level grades than another. Most universities require two Bs and one C (BBC) grades.

Students apply to universities months before they take their A levels. The students are given a personal interview and then the universities decide which applicants they want. They offer them a place which depends on A level results. The more popular the university, the higher the grades it will ask for.

Over 90 per cent of full-time students receive grants to assist with

their tuition, cost of living, books, transport and socialising. But parents with higher incomes are expected to make a contribution. Until 1990 the grants did not have to be paid back, but now a system of loans has been introduced.

Some students borrow money from the bank, which must be paid back after they leave the university and start working. In fact, the grant is not a lot of money. That's why students work during the holidays to earn more money. As it is difficult to find such jobs more and more students are dropping out, failing to finish their courses. So the system of grants and scholarships is unable to solve the financial problems of education which blocks educational opportunities for many people. About 15 per cent of British students leave universities without obtaining a degree.

British universities are popular among foreign students. In spite of the high fees a large number (over 70 000) foreign students are getting high education there. Although universities accept students mainly on the basis of their A level results, there is an exception. The Open University, which was started in 1971, caters for adults who did not have these formal qualifications and who regret missed opportunities earlier. It conducts learning through correspondence, television, and also through local study centres.

Exercise 86. Read the text and complete it using the phrases below. One part is unnecessary.

Britain has more than 90 universities. British universities can be divided into several categories. The foremost universities are the University of Oxford and the University of Cambridge, both founded in the Middle Ages. England's oldest institution of higher learning, Oxford University, is a federation of 35 colleges, **1**_____. The University of Cambridge is a system of faculties, departments, and 31 independent colleges.

Another type of university is the so-called redbrick variety — old and solid schools built in the 19th century when bricks were the standard building material. An education act in 1992 changed the status of these colleges to universities. The large number of ultramodern universities **2** _____ are often called cement block and plateglass universities.

London has its own great schools, the enormous University of London **3**_____.

Students interested in advanced education can also attend polytechnics, 4 _____. An education act in 1992 changed the status of these colleges to universities.

Higher education can also be obtained through the Open University 5 _____. They are taught through correspondence, television and radio programs, and videocassettes. The Open University also sponsors local study centres and residential summer schools. The purpose of the Open University is to reach people 6 _____.

- A. and its world-famous college, the London School of Economics
- B. who may not ordinarily be qualified for university study
- C. that appeared in the last half of the 20th century
- D. which are schools dedicated to the sciences and applied technology
- E. which was founded in 1909
- F. each with its own structure and activities
- G. which offers extension courses

Exercise 87. Read the text. Explain the title.

OXBRIDGE

Oxford and Cambridge are the oldest, the most prestigious and privileged universities in the United Kingdom. Founded as early as 1168 (Oxford) and 1209 (Cambridge) these oldest universities in the country preserve historically developed traditions in life and education.

Both universities grew gradually as federations of independent colleges most of which were founded in the 14th, 15th and 16th centuries. Both are cities of fine architecture, represented by Norman, Gothic, Renaissance, classic and modern art. There men expressed in stone the finest culture of their period. Oxbridge is not only beauty in stone but it is history in stone and wonderful blending of ancient and modern.

There are about 40 colleges in Oxford and 30 in Cambridge. The construction of each college is connected with a name of some king or queen of England or with some prominent people of the country. Each college has its own name, arms (symbols) and traditions. Among the oldest colleges in Oxford are University College founded in 1249, Queen's College (1341), All Souls (1438), Magdalene (1458) and Christ Church (1525). The latest creation is Greene College (1979).

The oldest colleges in Cambridge are Peterhouse (1284) and Corpus Christi (1352) and the newest is Robinson College (1977). The most famous is probably King's College (founded by Henry VI in 1440) because of its magnificent chapel, the largest and the most beautiful building in Cambridge and the most perfect example of English fifteenth-century Gothic architecture. Its choir of boys and undergraduates is also well-known.

For centuries Oxbridge universities were only for men. Only in 1871 the first college for women was opened in Cambridge and later another one while by the same time in Oxford there were 5 colleges for women, followed by 5 co-educational in the next century. In the 1970s most colleges opened their doors to both men and women. Now almost all colleges are co-educational (mixed). Women are admitted on equal terms with men but the ratio has not changed much. Since 1960s the general proportion among all the universities is 3 to 1. The ratio of women to men in Cambridge is about 7 to 1 and 4 to 1 in Oxford.

Cambridge has always had a particularly high reputation in the field of science and mathematics, Oxford in classical studies and «the humanities». This partly explains the difference in the ratio of women to men.

The college system at Oxbridge is unlike that at any other university in Britain. Each college in Oxbridge is different, but in many ways they are alike. They are all residential colleges and the college is a place where students live, no matter what profession they are trained for. So students studying literature and those who are trained for physics may belong to the same college. Some colleges are large counting about 500 members, others are very small having less than 30 students. 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 and the staff, as well as rooms for teaching purposes. Each college is independent and self-governing. It is governed by its master and its Fellows, of whom there are usually 20 or 30. Teaching here is based on the tutorial system, which is partly being extended to other universities too. This is a system of individual tuition organised by the Colleges. Each Fellow is a tutor in his own subject to the undergraduates who are studying it. Each student goes to his tutor's room once every week to read out an essay which he has written, and for an hour he and the tutor discuss the essay. The tutor also directs the student's reading, advises him what lectures to attend and keeps an eye on his progress. A student does not necessarily go only to his own tutor in his college

for all his «tutorials» (as these weekly meetings are called), but he may be assigned to another Fellow in his own College or in another College when he is studying some particular topic which is outside the interest of his own tutor.

Lectures are organised by the University. The Fellows of individual Colleges may also be appointed as university lecturers or professors. All the teachers at Oxford and Cambridge, whether they are professors and lecturers or Fellows or both, are commonly called «dons». Attendance of lectures is not compulsory, tutors advise their students which lectures they should go to. Some lectures are crowded, some are sparsely attended depending on the popularity of a lecturer.

Besides lectures, the University organises examinations, awards degrees, provides laboratories and equipment, libraries and the like. The Colleges, on the other hand, are responsible for the tutorials and the accommodation of their students. Also admissions to Oxford and Cambridge are controlled by the Colleges, for anyone who wants to study at Oxford or Cambridge must apply for a place at one of their Colleges. The Colleges have now about 10 candidates for every one place, so the competition is fierce.

Both Oxford and Cambridge are self-governing universities, subjected to no external control except that of Parliament. Their governing bodies are Congregation and Convocation, Congregation consists of all masters and doctors who are active in the University, in all about 1000. Convocation is a body with a little real power (about 14000 members). Congregation elects Hebdominal Council (in Oxford) or Council of Senate (in Cambridge) which initiates all legislative and by a system of committees does all the work necessary for the smooth running of the University, The Chancellor (the Head of the University) is elected for life. He acts as a formal head and is not paid. But he is usually a prominent figure in public-life. The chief academic and administrative officer is the Vice-Chancellor who is responsible for the running of the university. There are officers who maintain order in the university, they are known as «proctors». Proctors are elected for one year from the younger Fellows of the colleges in rotation.

Exercise 88. Read the text and complete it using the phrases below. One part is unnecessary.

For 800 years the University of Oxford has been polishing minds and confusing outsiders in roughly equal measure. It is a place where students generally aren't required to attend lectures, don't receive grades, seldom

study anything outside their chosen subject, and take just three sets of exams 1_____ — "one to get in and two to get out," as one alumnus told me.

"There are more rules and traditions 2_____, " Owen Sheers, a cheerful but slightly shell-shocked-looking first-year student, told me toward the end of his first week in New College. "At my college you dress one way if you go to the first sitting of dinner, another way if you go to the second. It's very confusing."

A confusion of tradition is perhaps an inevitable consequence of a place so deeply steeped in history. In a short stroll you can pass the house 3_____; the site of Britain's oldest public museum, the Ashmolean; the hall where architect Christopher Wren drew his first plans; the pub where J.R.R. Tolkien wrote notes for the Hobbit trilogy (it stands opposite the pub where Thomas Hardy made similar preparations for *Jude the Obscure*); the track 4_____; the meadow where a promising young mathematician named Charles Lutwidge Dodgson refined *The Formulae of Plane Trigonometry, An Elementary Treatise on Determinants* and — oh yes — a children's trifle 5_____.

Walk down the broad and curving High Street and you follow in the footsteps of Samuel Johnson, Adam Smith, Edward Gibbon, Jonathan Swift, Roger Bacon, Oscar Wilde, Graham Greene, T. S. Eliot, C. S. Lewis, Percy Bysshe Shelley, Indira Gandhi, Margaret Thatcher, and Bill Clinton, to name just a few 6_____.

- A. than you can imagine
- B. where Edmund Halley discovered his comet
- C. where Roger Bannister ran the first sub-four-minute mile
- D. who have worked and studied here
- E. called *Alice's Adventures in Wonderland*
- F. during the course of their college careers
- G. very difficult

Exercise 89. Read the texts and retell them.

STUDENT'S LIFE

On first coming up as a freshman, the student has rooms in his college allotted to him. Rent and size of rooms vary, but as a rule he has a comfortable sitting-room and a separate bedroom.

A student who takes his work seriously will read or attend lectures from 9 (or 9.30) till the midday meal (lunch) at 1, then take vigorous exercise of some sort on the playing fields or the river till tea at about 4.30 or 5, then do some more work till dinner at 7, and after dinner, perhaps attend a meeting of some college society, or spend a social evening with friends or get some more reading done. Once a week, at least, he will spend an hour with his tutor, who will criticise and discuss his work. Undisciplined students are fined or «gated», that is, not allowed to go out for a given time, or are «sent down» for good, or rusticated (dismissed for term).

Much of the student's time is given to working in the library. Each college has its own library but Oxford is famous for its Bodleian Library – one of the oldest and most important libraries in the country. It is a copyright library (has the right to claim a copy of all new British publications), second in importance to the British Library. It was founded in 1598 and got its name after the founder Thomas Bodley. Every member of the University may become a reader in «Bodley» but first he has to appear decorously attired in his gown and promise to respect the books and not «to kindle fire or flame» within the library. The books are chained to the shelves and may not be removed even at the request of the Queen (His or Her Majesty). The books are chained in the libraries of all oldest colleges.

Socialising is the important part of the students' life. The universities have over a hundred societies and clubs, enough for every interest one could imagine. Apart from the university clubs, each college has anything up to 20 societies, some of them of great antiquity. These are only open to members of the college and may be very exclusive. Many are dining or drinking clubs, others are essay societies, debating clubs and so on.

While many evenings are usually devoted to attending society meetings, afternoons are given up to numerous sports. One of the most famous sporting events in Oxbridge is the Boat Race annually held at Easter time. The teams of Oxford and Cambridge, each consisting of eight rowers, row four and a half miles along the river Thames in London. Crowds of people line the banks to watch the race and thousands more watch it on TV.

The year is divided into three terms of only eight weeks each: Michaelmas Term (autumn term), Hilary Term (winter term), Trinity Term (spring term) and long summer vacation lasting four months from June till mid October. A long holiday is a relic from medieval times when scholars had to bring in the harvest, Nowadays vacations are regarded not as the rest time but the time for

independent work. Students are given tasks in reading, studying literature, writing essays.

In his first term the student decides in which final honour schools he intends to read. There are 14 from which to choose. Having made his decision he is put under a tutor who directs his studies through his academic career, which may be 3-4 years, according to the subject which the student is reading.

After 2-3 terms the student takes his first exams prelims. It is a first public examination and it is a test to see if he is capable of taking «finals». He may have more than one shot at prelims but if he fails constantly his college may request him to make room for a more able man. Prelims over, he reads for the finals, In between are collections – term exams, at the end of each term and mods (moderations) – at the end of the 5th term. It is the first public exam for the Bachelor's degree in some subjects. Final honour schools («finals», «schools») include writing 11 three-hour papers and also viva voce exam which may be exhaustive or merely formal. In two months the undergraduate learns his fate and is awarded his first degree of Bachelor of Arts (BA) or Bachelor of Science (BSc). In Scotland «Master» is used for a first degree. Oxbridge, as well as most universities, award degrees in 5 categories: First Class Honours (only 5%), Upper Second, Lower Second, Third Class and Pass. The First Class Honours are of considerable prestige and professional value. The Pass degree standard is a safety-net, its standard is very low even in Oxbridge,

The degree of PhD (Doctor of Philosophy) is given for a thesis, which is an original contribution to knowledge. It is common for both humanities and science: PhD in Physics, English, History, etc.

Traditions at Oxford

All in all Oxford and Cambridge are very conservative places: their forms, customs and procedure constantly reproduce the Middle Ages, though, of course, they reflect many of the changes of the last century. There are many traditions connected with the history of the Universities, which are still linked to, observed and cherished. Some of them are as follows.

Latin is used at degree ceremonies.

Students are wearing full academic dress at examinations.

Proctors still tour the streets at night in cap and gown accompanied by «bulldogs», their younger assistants, looking for malefactors (violation of rules). The college rules forbid their members to

be out after midnight, entertain women after a certain hour and so on.

Students first appear in the Bodleian Library in «decorous attirement» and promise to respect books and not «to kindle fire or flame within the library».

The tradition does not allow students to walk on the grass of the «court» (yard) of the College. It is the privilege of professors and head students.

On every New Year's Day bursar (the man who is in charge of the money matters) of the Queen's College presents each Fellow with a needle and thread with the words «Take this and be thieftly». The tradition comes from the old times. Queen's College was founded by Robert de Eaglesfield in 1341. He set a head and 12 Fellows to govern the college (in memory of Christ and his 12 disciples). He used to hold this ceremony as a pun on his name «Eaglesfield» which in French sounded like English «needle, thread».

In the same college on Christmas Day a roast boar's head is carried with great ceremony to the table where the «dons» sit. The tradition celebrates the fight with a boar that was killed by a student by thrusting down its throat a copy of Aristotle that he happened to be reading when attacked by the boar. The tradition goes back to the early years of the 16th century.

In Pembroke College Dr. Johnson's blue-and-white tea-pot is kept. He was a great tea-drinker and on one of his visits to Oxford was poured out 18 cups of tea.

In Christ Church College every night one can hear the sound of «Great Tom», the bell in Tom Tower designed by Christopher Wren. Every night at five minutes past nine the bell is rung 101 times in memory of the original number of students in the college in Henry VIII's time.

In this college there is a statue of dean Liddel, for whose daughter Lewis Carroll, tutor in mathematics at Christ Church, first told his immortal story of «Alice in Wonderland». His rooms can still be seen there as well as «Alice's Shop», which was described by Lewis Carroll in «Alice Through the Looking Glass». His real name was Charles Dodgson (1832–1898).

There are many other traditions and memorials which are reminders of the old past.

Exercise 90. Read the texts and do the following:

1. Retell the abstracts from the part of the student who studies at Oxford or

any other University;

2. Make up a dialogue between the student of Oxford (or any other University) and the school graduate who is going to enter that University. You may speak on any topics, ex. On Oxford, Student's Life, Traditions at Oxford etc.

Exercise 91. Read and translate the text

OUR UNIVERSITY

The Novosibirsk State Teacher Training University is one of the oldest institutions of our city where young people can get a higher education. In 1935 the Evening Teacher Training Institute was founded in Novosibirsk. There were only four departments in it. 109 students were trained there. In 1940 the Department for full-time students was opened. The first institute's intake was 252 students. In 1968 the Institute began constructing a new building that was completed in 1975. The building was designed by the architect M.M.Pirogov. The campus includes educational buildings, the dining hall, the polyclinic, the sanatorium, the kindergarten, the workshops, the gymnasium, the stadium.

Well-equipped laboratories and lecture-rooms with modern equipment: computers and a control system are at the students' disposal. There is also a rich library with two reading-rooms, a beautiful conference hall, good hostels for students and postgraduates. There are also a lot of other facilities.

Our University trains specialists for public education. There are about 10 thousand daytime students and 20 thousand of correspondence ones. There are different faculties and Institutes at our University. Among them there is the Faculty of Foreign Languages, the Faculty of Mathematics, the Faculty of Physics, the Faculty of Further Education, the Faculty of Psychology, the Faculty of Primary Schooling, the Faculty of Pre-school Pedagogics, the Sport Faculty, the Faculty of Technology and Business. And also the Institute of Natural Sciences and Economics, the Institute of History and Humanitarian Education, the Institute of Philology, Psychology and Mass Media, the Institute of Arts, the Institute of Advertisement and Public Relations. More than 60% of teachers' staff have Candidate's and Doctor's degrees. They do important research work. Students can attend their lectures. They can also take part in their seminars and discuss various scientific problems with them. There are also many postgraduate students at

our University. They must do research work and solve problems in various branches of science.

The Academic year has two terms and twice a year the students take exams and credit tests. If they pass the exams well they get a grant.

The students' life is very interesting. They take an active part in the social life of the University. They often arrange the concerts of home talents, different contests. They also take part in sport competitions.

The course of studies at the University lasts 5 years. After graduating from the University the students receive a secondary school teachers' diploma. If the graduates have a gift for research work they can take a postgraduate course to improve their qualification and to get the right of teaching in universities, institutes and colleges. Many graduates of our University now work in different parts of the country and some of them hold major posts. We have every reason to be proud of our University.

Exercise 92. Answer the questions:

1. When was your University founded?
2. How many departments were there in it?
3. When was a new building constructed?
4. What does the campus include?
5. How many daytime students study at the University?
6. How many students study by correspondence?
7. How many faculties are there at the University now?
8. Describe the faculty you study at.
9. How can gifted students improve their qualification?

Exercise 93. Make a project about the University you study at,

UNIT 6. MY FUTURE PROFESSION

Exercise 94. Read and translate the text:

ABOUT MATHEMATICS

Some people think of ___ (1) as a tiresome and endless series of ___ (2) which must be added or amounts which must be divided, and imagine that ___ (3) is a kind of human computer. But a close look at mathematics, " ___ (4)

of sciences", shows that the mathematical world is full of beautiful and intriguing problems, many of which are very important.

The work of mathematicians may be divided into pure mathematics which is __ (5) of mathematical theories and ideas, and applied mathematics which deals with the application of __ (6) to problems in other branches of __ (7). The development of the theory of __ (8) by Galois is an example of pure mathematics. And the work in __ (9) is an outstanding example of applied mathematics.

All well-known mathematicians, __ (10) or modern, have contributed greatly to the development of mathematics.

Exercise 95. Fill in the missing words: science, cybernetics, ancient, a mathematician, mathematical theories, the queen, an investigation, mathematics, sums, equations.

Exercise 96. Find English equivalents to the words: утомительный, пристальный взгляд, интригующие проблемы, истинная математика, прикладная математика, развитие теории, выдающийся пример, известные математики.

Exercise 97. Read and translate the text:

EUCLID

Little is known to us about the __ (1) of Euclid. Very few of his __ (2) have survived. It is believed that Euclid lived in __ (3) in approximately 330—275 B.C. When the famous Library of Alexandria was founded, he was invited to open a __ (4). His most famous book on __ (5) which was called "Elements" was written by him between 330 and 320 B.C. This fundamental book written more than 2,000 years ago, is still regarded as the best introduction to the __ (6). The book has been translated into many __ (7). Euclid's "Elements" is still used in Britain as a __ (8) on geometry. It is said that when Euclid was asked if there was an easier way to __ (9) geometry than by studying "Elements", Euclid said, "There is no royal road to geometry."

Besides "Elements" there is a collection of his __ (10) "The Data". The first printed __ (11) of Euclid's books appeared in the 15th __ (12).

Exercise 98. Fill in the text the following words: edition, languages, geometrical theorems, mathematical school, century, mathematical sciences, geometry, textbook, Egypt, life, works, master.

Exercise 99. Answer the questions:

- a) When did Euclid live?
- b) When did he open a mathematical school?
- c) What was the name of Euclid's most famous book?
- d) When did he write "Elements"?
- e) Is "Elements" still used?
- f) What was the name of his collection of geometrical theorems?
- g) When did the first printed books appear?

Exercise 100. Read and translate the text:

ARCHIMEDES

Archimedes was the greatest __ (1) of antiquity. He was born in the Greek city of Syracuse on the island of Sicily about 287 B.C. Archimedes died in 212 B.C. Roman __ (2) have related many stories about Archimedes. There is a story which says that once when Archimedes was taking a bath, he discovered a __ (3) which later became known in the theory of hydrostatics as Archimedes' principle. He was asked to determine the composition of the golden __ (4) of the King of Syracuse, who thought that the __ (5) had mixed base metal with the gold. The story goes that when the idea how to solve this problem came to his mind, he became so excited that he ran along the streets shouting Eureka, eureka (I have found it). Comparing the weight of pure gold with that of the crown when it was immersed in water and when not immersed, he solved the problem. When Syracuse was taken by the Romans, a soldier commanded Archimedes to go to the Roman general, who admired his __ (6). At that moment Archimedes was absorbed in the solution of a problem. He refused to fulfil the command and was killed by the soldier. Archimedes made many __ (7). He added new __ (8) to the geometry of the sphere and the cylinder and stated the principle of the lever. He also discovered the law of buoyancy (плавучесть).

Exercise 101. Fill in the following words: theorems, phenomenon, crown, discoveries, historians, mathematician, genius, goldsmith.

Exercise 102. Find the following words in the text: золото, определить состав, античность, принцип, рычаг, шар, погружать, солдат, выполнять команду, благородный металл, решать проблему.

Exercise 103. Find the sentences written in: a) Present Perfect; b) Present Simple; c) Past Simple.

Exercise 104. What irregular verbs are used in the text? Write them out, e.g. was: be-was, were-been (быть)

Exercise 105. Read and translate the text:

ALBERT EINSTEIN

1. Albert Einstein is known as the greatest___(1). His relativity theory was one of the five or six great ___(2) comparable to those of Galileo and Newton.

2. Albert Einstein was born in southern Germany in 1879. As a boy Albert was___(3), slow and very honest. At the Gymnasium in Munich he was very good at mathematics. At the age of twelve he worked out his own methods for solving equations.

3. In 1896 Albert Einstein was admitted to the Zurich Polytechnic as a student in mathematics and physics. He soon realized that he was a physicist rather than a mathematician. In 1900 he ___(4) brilliantly.

4. His first achievement was in thermodynamics, the study of the relationship between heat and___(5). A lot of work had been done in this field before Albert Einstein to suggest that some sort of motion of particles must be going on all the time within ordinary substances kept at even temperatures. Some scientists used a simple method involving a salt solution and pure water to demonstrate this idea. Some years later Robert Brown came to a better way of demonstrating the same concept. He noticed that under a ___(6) pollen grains suspended in water were zigzagging about in a restless way. But Brownian Motion had still not been fully explained when Albert Einstein began his work. No one was sure that it really reflected the invisible ___(7). The reason was that molecules, the basic units of kinetic theory of

matter, were only a supposition, it was still not certain that they really existed.

5. Albert Einstein thought that if these supposed molecules were bombarding the pollen grains there must be some relationship between the size and energy of the grains, which could be measured and the mass of the molecules. He found the relationship and calculated that a single molecule of hydrogen had a definite mass. Brownian Motion has since come to be regarded as the best simple demonstration that molecules really ___(8).

6. Albert Einstein continued his investigations. Soon he introduced the first of his two theories on ___ (9) and set forth his discovery of light photons.

7. The word relativity refers to the fact that all motion is purely relative; in a ceaselessly moving universe no point can be fixed in place and time from which events can be measured absolutely.

8. After his discoveries Albert Einstein became famous. Soon he was appointed Professor of Physics at Zurich Polytechnic. Then he got the professorship at Prague, where he remained until 1913. Einstein was a very simple, open man. His greatest quality was ___(10). He was always highly critical of his own work.

9. Einstein improved the old law of ___ (11) to satisfy more of the facts. In 1921 he received the Nobel Prize for physics and was elected member of the Royal Society.

10. When the Nazis came to power in Germany in the 1930s Einstein, who hated them, went to England living in semi-secrecy and appearing from time to time at public protest meetings.

11. In 1933 he went to America where he took up the post of Professor of Theoretical Physics at the Institute of Advanced Studies at Princeton.

Exercise 106. Fill in the text following words: modesty, movement of molecules, relativity, exist, unsociable, microscope, discoveries, graduated, mathematical physicist, mechanical energy, gravitation.

2. Which paragraph tells the following ideas?

- Einstein left England because of his political opinion;
- Einstein`s academic life;
- his theories on relativity;
- Einstein`s importance in the science;
- what the word "relativity" means.

Exercise 107. Find the equivalents to the words: исследование, водород, зерна, солевой раствор, движение, достижение, теория относительности, уравнение, частица, знаменитый, вселенная, профессорство.

Exercise 108. Make up 10 questions to the text.

Exercise 109. Read and translate the text:

MARS, THE RED PLANET

1. Of all the planets in ___ (1) the planet Mars is probably the one which stimulates ___ (2) and which poses some interesting problems to ___ (3). In one curious way this planet differs from all the others. Each and every one of these planets presents itself in a suitable position for study every year, or at intervals of approximately every 12 months.
2. This is not the case with the planet Mars, for this planet presents itself for study at ___ (4) of about 2 years and 2 months (780 days). A "day" on Mars is about 24 ½ hours. The Martian year is 687 days: it takes 687 of our days for Mars to complete one ___ (5) about the Sun.
3. However, because Mars travels more slowly than the Earth, it takes 780 days before the two bodies come into line. When the Earth and the planet Mars are in a line with ___ (6), and on the same side of it, then Mars is in opposition and so at its best position for study.
4. Mars is a little over half the size of ___ (7) and it has a diameter of about 4,200 miles. As this planet is rather small, it can be observed easily only around the times of opposition, when it is near the Earth. These oppositions occur about every 2 years and 2 months.
5. Mars has a very ___ (8) and opposition distances can vary from 62 million to 35 million miles. A favourable opposition, when Mars is as close to the Earth as it can be, takes place every 15 or 17 years.
6. Man's knowledge of Mars comes not only from the use of ___ (9) but also from the use of unmanned spacecraft. Since 1962 Soviet and American ___ (10) have been travelling great distances in space to photograph and collect ___ (11) about Mars and other planets. The pictures and the information are then sent back to Earth by means of radio and television ___ (12).

Exercise 110. Fill in the missing words: the Earth, spacecrafts, signals, elliptical orbit, powerful telescopes, the observers, the greatest interest, the Sun, revolution, the solar system, intervals, data.

Exercise 111. Make up 10 questions to the text.

Exercise 112. Study the following words:

1. computer literacy [kəm'pjʊ:tə 'lɪtərəsi] – компьютерная грамотность
2. problem-solving device – устройство, обеспечивающее решение задачи
3. be aware of [bi ə'weər ɔ v] – понимать, сознавать
4. opportunity [ɔ pə'tjʊ:nɪti] – возможность
5. basics ['beɪsɪks] – основы
6. application [əpli'keɪʃ n] – применение; использование
7. to restate [ri'steɪt] – пересмотреть, переосмыслить
8. significant [sig'nɪfɪkənt] – значительный
9. achievements [ə'tʃ ɪvmənts] – достижения
10. computing [kəm'pjʊ:tɪŋ] – вычисление; счет; работа на компьютере
11. to embrace [ɪmb'reɪs] – охватывать
12. dimension [dɪ'menʃ n] – измерение
13. instruction [ɪn'strʌ kʃ n] – команда, инструкция, указание
14. to direct the operation – направлять работу
15. to process [prəʊ'ses] – обрабатывать
16. subscription magazine [səb'skrɪpʃ n məgə'zi:n] – журнал по подписке
17. data processing system ['deɪtə prə'sesɪŋ 'sɪstəm] – система обработки данных
18. store manager ['stɔ : 'mænədʒ ə] – директор магазина
19. to have much in common – иметь много общего

Exercise 113. Read the text. What do you mean saying «information-dependent society» и «computer literacy».

COMPUTER LITERACY

Informed citizens of our information-dependent society should be computer-literate, which means that they should be able to use computers as everyday problem-solving devices. They should be aware of the potential of computers, to influence the quality of life.

There was a time when only privileged people had an opportunity to learn the basics, called the three R's: reading, writing, and arithmetics. Now, as we are quickly becoming an information-becoming society, it is time to restate this right as the right to learn reading, writing and *computing*. There is little doubt that computers and their many applications are among the most significant technical achievements of the century. They bring with them both economic and social changes. "Computing" is a concept that embraces not only the old third R, arithmetics, but also a new idea – computer literacy.

In an information society a person who is computer-literate need not be an expert on the design of computers. He needn't even know much about how to prepare *programs* which are the instructions that direct the operations of computers. All of us are already on the way to becoming computer-literate. Just think of your everyday life. If you receive a subscription magazine in the post-office, it is probably addressed to you by a computer. If you buy something with a bank credit card or pay a bill by check, computers help you process the information. When you check out at the counter of your store, a computer assists the checkout clerk and the store manager. When you visit your doctor, your schedules and bills and special services, such as laboratory tests, are prepared by computer. Many actions that you have taken or observed have much in common. Each relates to some aspect of a data processing system.

Exercise 114. Answer the questions using the information from the text.

1. What does "a computer-literate person" mean? 2. Are you aware of the potential of computers to influence your life? 3. What do the people mean by "the basics"? 4. What is the role of computers in our society? 5. What is "computing"? 6. What is a program? 7. Prove that we all are on the way to becoming computer-literate. 8. Give examples of using computers in everyday life.

Exercise 115. Read, translate and learn the following phrases:

An information-dependent society; a computer-literate citizen; an everyday problem-solving device; to be aware of; to influence the quality of life; to have an opportunity; to learn the basics; to learn computing; the most significant technical achievements; to embrace computer literacy; to prepare programs; to direct the operations of a computer; to be on the way of

becoming computer-literate; to process information; to have much in common; a data processing system.

Exercise 116. Write down three forms of the verbs:

To be; to have; to mean; to learn; to become; to bring, to know; to think; to buy; to pay; to take; to do; to begin; to give, to make; to keep; to get; to read; to show.

Exercise 117. Write the sentences in the Past Simple tense.

1. Many people have an opportunity to use computers. 2. There is no doubt that computers solve problems very quickly. 3. Instructions direct the operation of a computer. 4. Computers bring with them both economic and social changes. 5. Computing embraces not only arithmetics, but also computer literacy. 6. It is well known that computers prepare laboratory tests. 7. Those persons are computer literate and think of buying a new computer. 8. They receive a subscription magazine once a month. 9. My mother is ill and visits her doctor every other day. 10. Experts know much about how to prepare programs.

Exercise 118. Study the following words and phrases:

1. intricate ['intrikit] – сложный, запутанный,
2. electronic circuit [ə'lɛkt'rɒ nɪk 'sə:kɪt] – электронная цепь, схема
3. to operate switches [ɔ pə'reɪt 'swɪtʃ ɪz] – приводить в действие переключатели
4. to store numbers ['stɔ : 'nʌ mbəz] – запоминать числа
5. to manipulate [mə'nɪpjuleɪt] – управлять; обращаться; преобразовывать
6. to input / to feed in – вводить (информацию)
7. to turn on = to switch on – включать
8. to turn off = to switch off – выключать
9. to process data [prou'ses 'deɪtə] – обрабатывать данные
10. to supply [sə'plaɪ] – подавать, вводить, снабжать, обеспечивать
11. addition [ə'dɪʃ n] – сложение
12. subtraction [sʌ b'trækʃ n] – вычитание
13. division [dɪ'vɪʒ n] – деление
14. multiplication [mʌ l'tɪplɪ'keɪʃ n] – умножение
15. exponentiation [eksprənenʃ i'eɪʃ n] – возведение в степень

16. user ['ju:zə] – пользователь
17. input device ['input di'vaɪs] – устройство ввода
18. disk drive ['disk 'draɪv] – дисковое запоминающее устройство, дисковод
19. tape drive ['teɪp 'draɪv] – запоминающее устройство на магнитной ленте
20. cathode-ray tube ['kæθəd reɪ 'tju:b] – электроннолучевая трубка
21. to make decisions – принимать решения
22. instantaneously [ɪnstən'teɪnjəsli] – мгновенно, немедленно.

Exercise 119. Read the text. What is a computer? What are the main functions of a computer?

WHAT IS A COMPUTER?

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one or two possible states, that is, on or off; magnetized or demagnetized. The machine is capable of storing and manipulating numbers, letters, and characters (symbols).

The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others off, or magnetize or do not magnetize the cores.

The basic job of computers is processing of information. For this reason computers can be defined as devices which accept information in the form of instructions, called a program, and characters, called data, perform mathematical and / or logical operations on the information, and then supply results of these operations. The program, or part of it, which tells the computers what to do and the data, which provide the information needed to solve the problem, are kept inside the computer in a place called memory.

It is considered that computers have many remarkable powers. However most computers, whether large or small, have three basic capabilities.

First, computers have circuits for performing arithmetic operations, such as: addition, subtraction, division, multiplication and exponentiation.

Second, computers have a means of communicating with the user. After all, if we couldn't feed information in and get results back, these machines wouldn't be of much use. Some of the most common methods of inputting information are to use terminals, diskettes, disks and magnetic tapes. The

computer's input device (a disk drive or tape drive) reads the information into the computer. For outputting information two common devices are used: a printer, printing the new information on paper, and a cathode-ray-tube display, which shows the results on a TV-like screen.

Third, computers have circuits which can make decisions. The kinds of decisions which computer circuits can make are not of the type: "Who would win the war between two countries?" or "Who is the richest person in the world?" Unfortunately, the computer can only decide three things, namely: Is one number less than another? Are two numbers equal? and, Is one number greater than another?

A computer can solve a series of problems and make thousands of logical decisions without becoming tired. It can find the solution to a problem in a fraction of the time it takes a human being to do the job.

A computer can replace people in dull, routine tasks, but it works according to the instructions given to it. There are times when a computer seems to operate like a mechanical 'brain', but its achievements are limited by the minds of human beings. A computer cannot do anything unless a person tells it what to do and gives it the necessary information; but because electric pulses can move at the speed of light, a computer can carry out great numbers of arithmetic-logical operations almost instantaneously. A person can do the same, but in many cases that person would be dead long before the job was finished.

Exercise 120. Answer the questions using the information from the text.

1. What is a computer?
2. What are the two possible states of the switches?
3. What are the main functions of a computer?
4. In what way can we make the computer do what we want?
5. What is the basic task of a computer?
6. In what form does a computer accept information?
7. What is a program?
8. What are data?
9. What is memory?
10. What three basic capabilities have computers?
11. What are the ways of inputting information into the computer?
12. What is the function of an input device?
13. What devices are used for outputting information?
14. What decisions can the computer make?
15. What are the computer's achievements limited by?

Exercise 121. Find English equivalents in the text: Study the following words:

Сложная сеть электронных цепей; управлять (приводить в действие) переключателями; возможные состояния; хранить (запоминать) числа; обрабатывать символы; посредством ввода сигналов; включать; выключать; размагничивать сердечники; обработка информации; информация в виде команд; символы, называемые данными; выполнять математические операции; выдавать результаты; обеспечивать необходимую информацию; иметь замечательные возможности; основные свойства; сложение, вычитание, деление, умножение; возведение в степень; средства для общения с пользователем; устройство ввода; дисковод; считывать информацию; вывод информации; катодноручевая трубка; принимать решения; выполнять тысячи логических операций; без устали; находить решение задачи; значительно меньший промежуток времени; человек; нудная рутинная работа; в соответствии с введенной программой; вырабатывать свои суждения; возможности ограничены программой, заложенной в него человеком; дать требуемую информацию; электрические импульсы; со скоростью света; мгновенно производить огромное количество математических операций; человеку может не хватить всей жизни, чтобы закончить работу.

Exercise 122. Make up pairs or groups of similar words from the list below.

Например: A. to perform, to exercise, to carry out; B. a man, a person, a human being;

Verbs: to turn on, to provide, to type, to accept, to help, to learn, to observe, to call, to tell, to keep, to feed, to solve, to relate, to switch off, to communicate, to receive, to supply, to switch on, to assist, to print, to study, to input, to turn off, to decide, to store, to say, to name, to watch.

Nouns: work, machine, fundamentals, display, application, capabilities, job, storage, screen, state, basics, use, concept, specialist, journal, character, memory, idea, expert, magazine, position, symbol, command, data, solution, device, instruction, powers, information, decision.

Adjectives: basic, tiny, common, small, main, significant, routine, general, remarkable, uninterested, intricate, important, wonderful, complex, little.

Adverbs: rapidly, probably, instantaneously, in a moment, quickly, perhaps.

Exercise 123. Translate the text.**APPLICATION OF COMPUTERS**

At present a great deal of the work force of most countries is engaged in creating, processing, storing, communicating and just working with information. Computers have become commonplace in homes, offices, stores, schools, research institutes, plants.

The use of computers in business, industry and communication services is widespread today. Computer-controlled robots are able to improve the quality of manufactured products and to increase the productivity of industry. Computers can control the work of power stations, plants and docks. They help in making different decisions and in management of economy.

The work of banks depends upon computer terminals for millions of daily operations. Without these terminals, records of deposits and withdrawals would be difficult to maintain, and it would be impossible to make inquiries about the current status of customer accounts.

Computers form a part of many military systems including communication and fire control. They are applied for automatic piloting and automatic navigation. Space exploration depends on computers for guidance, on-board environment and research.

Computers find application in astronomy and upper atmosphere research. Weather forecasting, library information services can benefit from computers too.

It is interesting to note that computers are widely used in medicine. They became valuable medical diagnostic tools. Computers are used for optical scanning and image processing, ranging from pattern recognition to image processing. Technicians can operate computer tomography scanners which combine x-rays with computer technology to give sectional views of the body of patients. The views then can be combined into a single image shown on the screen.

It should be noticed that learning on a computer can be fun. Students spend more time with computer-aided instruction performing the assigned task, as compared with conventional classroom.

At last air traffic control is impossible without computer application. It fully depends upon computer-generated information.

Many other uses of computers that we cannot imagine at present will become commonplace in the transition from an industrial to post industrial, or information society.

Exercise 124. Do the test.

1. Choose the statement that best expresses the main idea of the text "What is a computer?"

- a) Computers are devices that accept information in the form of instructions.
- b) The switches are usually in one of two states: magnetized or demagnetized.
- c) Computers are remarkable devices serving for processing and storage the information and for solving problems.

2. Insert an appropriate word.

- 1) Information is given into the computer in the form of _____
a) ideas b) characters c) rules.
- 2) The basic function of a computer is _____ information.
a) to switch b) to keep c) to process.
- 3) The data needed for solving problems are kept in the _____
a) memory b) input device c) output device.
- 4) Inputting information into the computer is realized by means of _____ .
a) a printer b) letters c) diskettes.
- 5) A computer can carry out arithmetic-logical operations _____
a) quickly b) instantaneously c) during some minutes.
- 6) Computers have become _____ in homes, offices, research institutes.
a) commonwealth b) commonplace c) common room.
- 7) Space _____ uses computers widely.
a) information b) production c) exploration.
- 8) Computers are used for image _____.
a) processing b) operating c) producing.
- 9) Computers help in _____ of economy.
a) invironment b) management c) government.
- 10) Air traffic control depends on computer- _____ information.
a) generated b) instructed c) combined.

3. Match the word and its definition.

- 1. Computer a) a machine by which information is received from the computer;

- | | |
|------------------|---|
| 2. Data | b) a device capable of storing and manipulating numbers, letters and characters; |
| 3. Input device | c) an electronic machine that processes data under the control of a stored program; |
| 4. Memory | d) a disk drive reading the information into the computer; |
| 5. Output device | e) information given in the form of characters. |

Exercise 125. Read and translate the text:

ALL ROADS LEAD TO ROME, ALL INTERNET USERS USE E-MAIL

But are the last ones satisfied with it? It's definitely a__ (1). Being an Internet user for some years I have met different kinds of__ (2). They were the disconnection while writing or sending an __ (3), the e-mail address could be out of order for a couple of days (approximately), or the __ (4) simply didn't get my letter. Among other serious kinds of problems, there is the long time for sending a big quantity of __ (5), such as photos for instance. Surely, the most widespread problem in e-mails is time of the__ (6). It can be some seconds or some hours. So here are no guarantees. Well, these are the disadvantages.

What about the advantages? They are obvious. E-mail is the easiest means of__ (7), and doesn't require additional knowledge and skills except for the basic, the simplest ones. Even a child can push the colored buttons on the screen and sort the things out. So, e-mail is a profitable industry. Each owner of this service tries to make it more convenient for__ (8), to be chosen among the other competitors.

E-mail, above all, is the most habitual way of association and for most people it's better to put up with all the inconveniencies, than to __ (9) another way of sending their mail. But the situation is changing very quickly. Young users more often use many other means of sending information at the present time. These are various kinds of__ (10), for example ICQ, which allows you to send and receive information immediately - saving time.

But what to do if you communicate with a __ (11) and yet don't have enough skills to speak and write quickly. Of course, if he has a lot of time and he is a kind and rich fellow, he'll wait for your answers, but if he is not?

And if the time of talking is not convenient to you? The best decision for you in this case is __ (12). You can write when you want, taking as much time as you need and correct all the mistakes. E-mail is appropriate exactly for such situations. So, in our days e-mail becomes similar to the __ (13). The phone still exists and a lot of people use it. But it's imperfect. In spite of all, it's a part of almost everyone's life. We all use it anyway for __ (14). Each has their own reasons.

I don't think the situation is going to change significantly soon. And it's possible to __ (15) or praise the e-mail, but it has become a friend, tested in time. It's early for its competitors to "cream off"!

Exercise 126. Fill in the gaps using the following words: e-mail, curse, different aims, on-line chats, users, search for, delivery, information, addressee, problems, telephone, important letter, debatable question, Internet connection, foreigner.

Exercise 127. Find the words in the text: большое количество, хвалить, кнопка, умения, отправлять, получать, не работает, широко распространенная проблема, в настоящее время, говорить и писать быстро, достаточно, решение.

Exercise 128. Arrange the following words to make questions. Answer the questions:

- a) problems What did ago have some the author years?
- b) of the e-mail the What advantages are?
- c) information means of users sending do except What young use e-mail?

Exercise 129. Read and translate the text and fill in the missing words: connection, decades, hard drive, information, the Internet, storing, cloud, local storage.

WHAT IS CLOUD COMPUTING?

"What's the cloud?" "Where is the cloud?" "Are we in the ____ (1) now?!" These are all questions you've probably heard or even asked yourself. The term "cloud computing" is everywhere.

In the simplest terms, cloud computing means ___(2) and accessing data and programs over ____ (3) instead of your computer's _____(4). The cloud is just a metaphor for the Internet. It goes back to the days of flowcharts (блок-схема) and presentations that would represent the gigantic server-farm infrastructure of the Internet as nothing but a puffy, white cumulonimbus (кучево-дождевые облака) cloud, accepting connections and doling out (раздавать) _____(5) as it floats.

What cloud computing is not about is your hard drive. When you store data on or run programs from the hard drive, that's called ____ (6) and computing. Everything you need is physically close to you, which means accessing your data is fast and easy (for that one computer, or others on the local network). Working off your hard drive is how the computer industry functioned for _____(7) and some argue it's still superior to cloud computing, for reasons I'll explain shortly.

The cloud is also not about having a dedicated hardware server in residence. Storing data on a home or office network does not count as utilizing (используя) the cloud.

For it to be considered "cloud computing," you need to access your data or your programs over the Internet, or at the very least, have that data synchronized with other information over the Net. In a big business, you may know all there is to know about what's on the other side of the ____ (8); as an individual user, you may never have any idea what kind of massive data-processing is happening on the other end. The end result is the same: with an online connection, cloud computing can be done anywhere, anytime.

Exercise 130. Answer the questions:

1. What does "cloud computing" mean? 2. Is it widespread and popular nowadays? Why? 3. What is the difference between "a cloud" and a hard drive? 4. What are the advantages of a cloud computing for businessmen and other users? 5. Where do you prefer to store your information? Give reasons.

UNIT 7. FORMAL ENGLISH

Exercise 131. Read the statements and the text. Decide if the statements are true or false.

1. English and Latin are world languages for all educated people.

2. Twenty-five percent of the world's people and one fourth of the world's land surface were controlled in some way by Britain at the beginning of the 20th century.
3. The British Empire spread to all six continents of the world.
4. Daughter nations developed into dominion.
5. India today is the world's most populous dominion.
6. The influence of the British Empire may be traced in law, institutions, and customs of many countries.

Many nations around the world have been influenced by British history and culture. With each passing year, English comes closer to being a world language for all educated people, as Latin once was. The prominence of English can be traced to the spread of the British Empire during the last three centuries. In the early 20th century, a quarter of the world's people and a quarter of the world's land surface were controlled in some way by Britain. Some parts of the world received substantial numbers of British emigrants and developed into what were called daughter nations. These colonies eventually became self-governing areas called dominions. Canada, Australia, and New Zealand fit this pattern. For a long time India was the most important colony in the British Empire, but after a long anti-colonial struggle with Britain, independent India today is the world's most populous democracy. The British Empire once included substantial portions of southern, western, and eastern Africa; important areas in Asia, such as Hong Kong; a few holdings in the Americas; and a large number of islands in the Pacific. Today most of these are independent nations, but many retain some British law, institutions, and customs.

Exercise 132. Read the statements and the text. Decide if the statements are true or false.

1. The meaning of words has been changing in English within centuries.
2. The written form and pronunciation do not often coincide in English.
3. English has 14 different forms of pronunciation for the *sh* sound.
4. In many cases English spelling preserved old forms of pronunciation.
5. Six different spelling of *ough* are the most striking examples of differences between spelling and pronunciation in English.
6. English is expanding at the cost of new words borrowed both from other languages and science development.

The English language has been borrowing words for more than 1,500 years. The most complete dictionary of the English language contains a whopping 600,000 words.

It's common for new words to grow from previously existing words – for example, *to burgle*, formed from *burglar*. The use of words can change. *Shower* started out meaning "light rain." It later referred to a bathroom shower, and then became used as a verb, *to shower*.

English is said to have one of the most difficult spelling systems in the world. Take a look at these four words: *anxious*, *fission*, *fuchsia*, and *ocean*. They all spell the *sh* sound differently. English has 14 different spellings for the *sh* sound.

Throughout history, the spelling of English words hasn't changed as much as their sounds have. For example, people once pronounced the *k* in *knife* and the *gh* in *right*. We no longer say those letters, but we've kept the old spelling. English also tends to hold on to the spelling of words it borrows from other languages.

The most striking examples of differences between spelling and pronunciation in English are the six different pronunciations of *ough*. Say these words aloud: *bough*, *cough*, *thorough*, *thought*, *through* and *rough*. Some spellings have lasted from a time when the *gh* was pronounced in English.

The English language is unusual in the way it borrows and grows. New words are constantly being introduced. The verb *to google* is a new word that means "to do a fast Internet search." It comes from widely used Internet search engine, Google.

Exercise 133. Read the statements and the text. Decide if the statements are true or false.

1. There are quite a few borrowings in English.
2. Native Americans borrowed such words as *raccoon* and *wigwam*.
3. The origin of the word *canyon* has been traced to Portuguese or Spanish.
4. Peru gave English such words as *quinine* and *cannibal*.
5. The word *boomerang* came from Africa.
6. There are Greek or Latin roots in such words as *stethoscope* and *supersonic*.

If you speak English, you have plenty of people to talk to. It is spoken in more parts of the world than any other language.

English is constantly borrowing. It started out taking words from Latin, Greek, French, and German. Then English went on to borrow words from more than 50 different languages. From Italian, it took *cameo*, *pizza*, and *violin*, for example. From Spanish and Portuguese, it borrowed the words *alligator*, *canyon*, and *sombrero*. From Native Americans, it got *raccoon* and *wigwam*. Peru contributed *llama* and *quinine*. The Caribbean islands gave English *barbecue* and *cannibal*. From Africa came *chimpanzee* and *zebra*, from India came *bandanna*, *curry*, and *punch*, and from Australia came *kangaroo* and *boomerang*.

Science caused an explosion in words. Some words in science combine parts of Greek and Latin words. They include *penicillin*, *stethoscope*, and *supersonic*. Others were borrowed from languages spoken today. *Robot* comes from a Czech word.

FORMAL LETTERS WRITING: LETTERS ASKING FOR A JOB

1. Your address (not your name)
2. The date
3. The name and address of who you are writing to
4. The greeting
5. Introduction
6. Main parts
7. Concluding comment
8. The ending
9. Your signature

Exercise 134. Arrange the following parts in the correct order to make a letter.

1. Dear Mr Cranston,
2. 10 September 2015
3. I would be grateful if you could inform me how much the wage would be per hour, and how many hours a day I would be expected to work.
4. E-mail: ivanov@list.ru

5. I am sixteen-year-old student at a comprehensive school in Moscow. I am quite tall, of slim build, with shoulder-length wavy dark hair. I am generally considered to be outgoing and sociable. I speak fluent English and I have passed the FCE examination with an A.
6. 23-8 Lenin Street
7. Mr David Cranston
8. I look forward to hearing from you.
9. Ivan Ivanov
10. Director
11. Moscow 115123
12. If you require any further information, please do not hesitate to contact me. I am available for interview at any time.
13. Teendrama Productions
14. Moscow 287654
15. Yours sincerely,
16. I am writing in response to your advertisement, which appeared in the Moscow News yesterday. I am very interested in this job because my ambition is to become an actor.

Exercise 135. You have seen the following advertisement in the Moscow Times.

WORLD AID

Is looking for volunteers to work in our camp in Tanzania:

1. **to work in the local wildlife reserve;**
2. **to help look after elderly people;**
3. **to teach basic English to primary children.**

Write to us saying what kind of work you are interested in and why. Give details about yourself and say why you think you are suitable for the work. Successful applicants will receive free transportation, accommodation and board.

Contact: Michael Cartwright, World Aid, 23 Market Street, Ludford, BN537S, UK

Note: in your letter explain why you decided to write, describe your appearance and character, ask about the accommodation and the time required to do this work. Write 180-200 words.

Резюме
Curriculum vitae / resume

Peter Townsled
35 Green Road Spokane, WA 87954
Phone (503) 456-6781
Fax (503) 456-6782
E-mail petert@net.com

Date of Birth

3 October, 1966

Marital Status

Married

Objective

Employment as manager in imported clothing retailer

Work Experience

1998 — Present Jackson Shoes Inc. Spokane, WA

Manager

Manage staff of 10

Provide helpful service to customers concerning shoe choices

1995-1998 Smith Office Supplies&Yakima, WA

Assistant Manager

Managed warehouse operations

Interviewed new applicants for open positions

Education

1991-1995 Seattle University, WA

Bachelor of Business Administration

Additional Skills

Advanced level skills in Microsoft Office Suite, basic HTML programming,
spoken and written proficiency in French

Interests Football, rowing

References

John Campbell

Managing Director

Jackson Shoes Inc. Spokane, WA

Tel: (503) 202-4224

Exercise 136. Make up your own Curriculum vitae / resume according to example in exercise 135.

FORMAL LETTERS WRITING: ENQUIRY LETTERS

Exercise 137. You have read the following advertisement in The International Student and made notes about some additional information you would like to know.

**WSDC World School Debating
Championship Athens 2014
Calling school debating clubs everywhere!!!**

WSDC is a truly global competition for high school debaters.
Can you beat the best young speakers in the world?

Join the debate on:
Is global warming going to get better or worse?

For further information write to:
The World Schools Debating Championships Ltd.,
Dartmouth House, 37 Charles Street,
London W1J 5 ED, United Kingdom

Arrange the following parts in the correct order to make a letter:

1. Dear Sir or Madam,
2. The World Schools Debating Championships Ltd.
3. Moscow 656546
4. UK
5. 10 April 2015
6. We would be grateful if you could inform us about the deadline for the application as well as the exact dates of the debate so that we can make the necessary travel arrangements. Could you please send us an information pack, including application forms and any other useful information about the Conference?
7. Yours faithfully,
8. Finally, we would appreciate any information concerning accommodation in the area where the competition is going to take place.
9. Ivan Ivanov

10. Flat 143
11. Dartmouth House
12. I saw your advertisement for the International Youth Conference Debate on global warming in *The International Student* and I am writing for more information. I am a member of the school Debating Club and we are all keen to take part in the event, but require further details.
13. I look forward to receiving your answer.
14. 21 Selezneva Street
15. Russian Federation
16. London W1J 5 ED
17. First of all, could you tell us whether there is an age limit for the participants? Our team consists of seven students aged between fourteen and eighteen. We would like to know if it is possible for all of us to participate and whether we have to be accompanied by a teacher.
18. 37 Charles Street

Exercise 138. You have read the following advertisement in *The Russia today* and made notes about some additional information you would like to know (any experience necessary? Where does work take place? What kind of work? Is summer work available?). In your letter explain why you decided to write, provide relevant information about yourself, ask questions to find out more about the organization. Write 180-200 words.

CALL FOR VOLUNTEERS

1. Greenpeace exists to defend the environment wherever it is threatened
 2. Greenpeace will always do everything it can to protect our world and the creatures we share it with
 3. Greenpeace tries to come up with solutions to environmental problems
 4. Greenpeace needs volunteers to help its fight to save our planet
- Write to us now for more information^ Greenpeace, Canonbury Villas, London N12PN, UK

Exercise 139. Your parents are organizing a party to celebrate your sister's engagement and wish to book a room for the event. They have seen the following advertisement in *The St. Petersburg Times*, but they need to know more (big enough for 60 people? What kind of food? Saturday 27th

September, 20.30 – 24.00. Dance area? Music system? Cost per person? (Must book by when?). Write to the Sokol Hotel Olympic Garden giving relevant details and asking for further information. Write 180-200 words.

SOCOL HOTEL	OLYMPIC GARDEN
2 km from the city centre	
1.	Fantastic banquet facilities
2.	Lunch Buffet in the Lounge
3.	PRIVATE FUNCTION ROOM on request
4.	CATERING for SPECIAL OCCASIONS also available
5.	Sales service Centre, Sokol Hotel Olympic Garden, 3A Bataisky Pereulok,
6.	St. Petersburg 190013 Russia

Exercise 140. Read the letter. Separate the different parts and write them according to the outline given above.

Please could you send me more information about your courses, and an application form? The Principal, The Oxford English College, 234 Hilton Rd, Eastbourne BN4 3 UA. Yours faithfully. Dear Sir or Madam. I look forward to hearing from you as soon as possible. Ana Maria Fernandes. Rua Luis de Deus 18, 3000 Coimbra, Portugal. I saw your advertisement for English classes in this month's *English Today* magazine and I am interested in coming to your school this summer. 29th March 2000. I have studied English for three years but I have never been to England and I feel that this is now necessary, especially to improve my pronunciation. I would also like some information about accommodation.

Exercise 141. Phrases for personal and business letters are jumbled up. Put letters B for expressions used in business letters and letters P for personal ones.

1. I hope all is going well.
2. I will be obliged if you could...
3. Thanks for your letter.
4. Why don't we...
5. I would appreciate if you could...
6. How are you?
7. Dear Uncle Pete,
8. I would be very grateful to you for...
9. I am writing to enquire about...

10. With reference to...
11. My best regards to John.
12. Further to...

Exercise 142. Translate into English the following phrases:

в дополнение к; в целом; быть благодарным; в добавление, к тому же; ожидать с нетерпением; с уважением, искренне Ваш; с уважением, преданный Вам; в ответ на; наилучшие пожелания; прилагать, вкладывать в тот же конверт; ссылаясь на; в соответствии с; согласно просьбе; быть любезным.

FORMAL LETTERS WRITING: LETTERS OF COMPLAINT

Exercise 143. You bought an exercise bike after reading the following advertisement in a magazine but contrary to all expectations you are not satisfied with it. You have written a letter of complaint. Arrange the following parts in the correct order to make the letter:

1. US Fitness Products Ltd
2. 25 December 2014
3. To begin with, this bike is extremely badly made. The speedometer stopped working after a week. Besides, the heart rate control system must also have broken since its readings were not correct. Finally, the pedals broke just as I was cycling at full speed.
4. Dear Sir/Madam,
5. 12-45 Sedova Street
6. Russia
7. USA
8. Moreover, in your advertisement you claim that people will lose at least a kilo a week by using this bike for only half an hour every day. However, I have been using it for a month but seem to have lost no weight at all.
9. Moscow 187678
10. Wilmington, NC 78698
11. I am writing to you about a Life Core Fitness 7897YN Upright Bike which I bought from US Fitness Products (Moscow) on the 20th November for \$1000. I enclose copies of the guarantee and receipt.
12. I look forward to hearing from you.

13. Andrei Popov
14. 7679 Oleander Dr.
15. When I took the exercise bike back to the shop, not only did the manager refuse to refund my money, but said that he would not repair the bike either.
16. Yours faithfully,
17. I would like you to refund my money as soon as possible. Unless I get full satisfaction within the next three weeks. I will have to take legal action.

Exercise 144. You have seen the interview with a local businessman in *The Moscow Times*. Write a letter to the editor of the newspaper. In your letter explain why you decided to write; explain the reasons for your disagreement. Write 180-200 words.

Mr. Peter Shirokov, a local businessman says, "The local council have done a lot in our area. They have done a very good job of cleaning up the local park. They have also done all the work they promised to do to improve sports facilities in the area, including building a new basketball court. I am sure young people will welcome that. They have also worked very closely with local people to plan for the future."

1. Not true – still lots of litter in the local park!
2. They promised a new swimming pool but did not build it!
3. They only organized one meeting!

FORMAL LETTERS WRITING: REPORT

Margaret Anderson, Director of Personnel wants a report on employee benefits satisfaction. She has asked her Personnel Manager Andrew Jackson to interview a number of employees and make a report.

To: M. Anderson

Director of Personnel

From: A. Jackson

Personnel Manager

Date: 28 February

Re: Employee benefits satisfaction

INTRODUCTION

As requested, I interviewed a number of employees concerning employee benefits satisfaction. It involved a representative selection of 26 % of all employees who were interviewed in the period between 10 January and 20 February.

My findings are presented below.

FINDINGS

1. Employees were generally satisfied with the current benefits package.
2. Older employees repeatedly had problems with prescription drugs procedures.
3. Employees between the ages of 22 and 29 report few problems with Health Medical Organization (HMO).
4. Most employees complain about the lack of dental insurance in our benefits package.

RECOMMENDATIONS

Having considered the question I recommend we meet with HMO representatives to discuss the serious nature of complaints concerning prescription drug benefits for older employees and including dental insurance in our benefits package because these are the most urgent problems worth solving. I look forward to discussing the matter with you at our next meeting.

Exercise 145. Your company is preparing to conduct a symposium. You have been asked to find a possible place by your chief executive. Write a report to your chief executive on your findings, recommending the most suitable option.

You should use the following words: large hall, comfortable chairs, technical facilities, a business lunch, coffee breaks, underground station, screen, tea with sandwiches, parking, a few buses.

Exercise 146. A new consultant, Mr. Smith, is invited to work for your company. Mr. Smith is coming with his wife and two children. You have been asked to find a suitable housing for Mr. Smith by your chief executive. Write a report to your chief executive on your findings, recommending the most suitable option.

You should use the following words: flat, modern conveniences, kitchen, underground station, room, comfortable, heavy traffic, a townhouse, parking, a school, on a bus (a trolleybus) route, rubles a month.

Exercise 147. Your company is engaged in providing one-day bus tours. The chief executive is seeking for a good restaurant to provide people with business lunch of three-courses. He has asked you to find a suitable place. Write a report to your chief executive on your findings, recommending the most suitable option.

You should use the following words: restaurant, a three-course business lunch, cuisine, service, on a bus route, a snack bar, takeout food, dishes for vegetarians, various kinds of food.

NOTICES AND WARNINGS

Informative notices

Some notices give you information:

OUT OF ORDER – for a machine that is not working, e.g. phone or washing machine.

NO VACANCIES – in the window of B&B (bed and breakfast, cheap hotel). It means the hotel is full.

SOLD OUT – outside a cinema or concert, there are no tickets left. All sold.

Do this!

Some notices tell you to do certain things:

PLEASE QUEUE OTHER SIDE = wait in a line on the other side of this notice, e.g. in a bank or post office.

KEEP RIGHT = stay on the right side, and continue on the right side, e.g. in airports.

Don't do this!

Some notices tell you not to do certain things:

NO SMOKING NO PARKING NO EXIT

DO NOT LEAN OUT OF THE WINDOW

PLEASE DO NOT DISTURB KEEP OFF THE GRASS

PLEASE DO NOT FEED THE ANIMALS

SILENCE: EXAMINATION IN PROGRESS

DO NOT LEAVE BAGS UNATTENDED

Watch out!

Some notices are warnings – they tell you to be careful because something bad may happen:

MIND YOUR HEAD = be careful you don't hit your head, e.g. in front of a low door.

MIND THE STEP = be careful you don't hit the step and fall, e.g. in front of a step.

FRAGILE = be careful, this will break easily.

BEWARE OF PICKPOCKETS = be careful, there are people here who will steal things from your bag or pocket without you knowing.

Exercise 148. Can you complete these notices and warnings in possible ways?

PLEASE QUEUE ...	BEWARE OF ...	MIND THE
MIND YOUR...	SOLD ...	OUT OF ...
PLEASE DO NOT ...	NO	KEEP ...

Exercise 150. Where would you expect to see these warnings or notices?

NO VACANCIES	OUT OF ORDER	SOLD OUT
BEWARE OF PICKPOCKETS	FRAGILE	
NOTHING TO DECLARE	KEEP OF THE GRASS	
PLEASE QUEUE OTHER SIDE		

Exercise 151. What notice(s) is/are possible in each of these places?

- a zoo;
- a waiting area in a busy airport;
- the door of a hotel room at 9 o'clock in the morning;
- in front of garage doors;
- above the window of a train;
- inside a theatre;
- on the underground;
- a door going into a low room.

Exercise 152. Write some different notices of your own. Think of six possible notices you could put in one of these places:

- a school;
- a university;

- c) a language school;
 - d) a place where people work, e.g. bank, factory, hospital.
- Where would you put these notices?

Exercise 153. Write the signs that are often used in these situations.

- a) A sign telling people they are not allowed to smoke.
- b) A sign that hotel guests put on their door to tell hotel staff not to wake them or go into the room.
- c) A sign in the window of a small hotel telling people that the hotel is full.
- d) A notice in a public place, e.g. an airport, asking people to stay on the right and continue on the right.
- e) A notice outside a phone box telling people that it is not working.
- f) A sign people put on a gate, garage door or other entrance, telling motorists not to leave their car there.
- g) The sign that you follow in an airport after you get your luggage if you are not carrying goods you must pay duty on.
- h) A notice on a door telling people that they cannot go through this door to leave the building.
- i) A notice outside a cinema or theatre telling people that there are no tickets left. The performance is fully booked.
- j) Something people write on a package or parcel to tell the postman that the contents may break easily.

UNIT 8. WRITING AN ABSTRACT OF THE ARTICLE

Steps of writing an abstract to the article:

1. *Write the article.*
2. *Find the main items of the article:*
3. *Why do you think your article is actual?*
4. *What is the aim of the article?*
5. *What tasks did you put forward?*
6. *What research did you do?*
7. *What methods did you use?*
8. *What are the results of your research?*
9. *Chose the keywords (5-7) of the article.*

Rules of writing an abstract to the article:

1. Your abstract should be short and simple.
2. Use short sentences.
3. Don't use negative and question sentences
4. Use verbs in Passive Voice (**...is given, ...are stressed, ...is underlined, ...are put forward, ... is taken into consideration etc.**) at the end of the sentence.

Exercise 154. Read the abstract to article and analyze it from the point of view of rules given before.

The article is devoted to the problem of development and realization of individual educational routes in the higher pedagogical education. It is noted that the existing system of unifying of modern education blocks the development of creative potential, which is possible with the implementation of individual educational routes. The idea of the importance of using different technologies and methods of working with students in higher pedagogical education is underlined, which in future ensures their repetition in the work of former students with children. As one of the solutions of the problem the research work of future teachers of a foreign language is considered. The conditions are revealed the observance of which will make this work effective. Particular emphasis is placed on the availability of various cognitive styles which by their nature underlie the development of individual educational routes. The analysis of work in this direction is given on the example of the course work on the methodology of teaching a foreign language of the future teacher. The results of the study are presented. It is proved that educational and research work by its nature has the potential to develop individual educational routes for future teachers. The description of the experimental work makes it possible to judge the importance of the co-creation of a student and a teacher in the development and organization of an individual educational route.

Exercise 155. Find the English equivalents in the text.

Статья посвящена, высшее педагогическое образование, развитие творческого потенциала, использование различных технологий и

методов, одно из решений проблемы, различные когнитивные стили, развитие индивидуальных образовательных маршрутов, доказано, что..., экспериментальная работа, сотрудничество студента и преподавателя.

Exercise 156. Write the abstract to the article.

**РАЗРАБОТКА АНАЛИЗАТОРА СЛОЖНОСТИ
АНГЛОЯЗЫЧНЫХ ПЕСЕН И ВОЗМОЖНОСТЬ ЕГО ИСПОЛЬЗОВАНИЯ
В КАЧЕСТВЕ ИНСТРУМЕНТА РАЗВИТИЯ АУДИТИВНЫХ НАВЫКОВ**

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В современном мире английский язык стал фактически универсальным средством общения. Учитывая крайне высокие темпы жизнедеятельности мирового сообщества, в частности, скорость обмена информацией происходит неограниченно быстро и, следовательно, английский язык как главное средство коммуникации применяется постоянно: он используется как при неформальном общении с представителями разных стран, так и при ведении деловых переговоров или научной переписки с зарубежными партнерами. Вместе с тем современные технологии дают нам широкий спектр возможностей по изучению языка: участие в массовых открытых онлайн-курсах зарубежных университетов, просмотр фильмов и чтение книг в оригинале, общение с носителями языка в социальных сетях, прослушивание музыки на иностранном языке и т.д. Тем не менее, несмотря на существующее разнообразие методов, не все возможности используются по тем или иным причинам.

Нередко начинающие знакомятся с иностранным языком, узнают новые слова и тренируют навыки аудирования при помощи музыки. Однако можно ли определить, на какой уровень знания английского языка ориентирована та или иная песня? Ответ на этот вопрос позволит узнать границы и возможности применения музыки в качестве инструмента практики аудирования.

В основе данного исследования лежал поиск ответов на следующие вопросы:

1. Можно ли установить ориентированность песни на определенный уровень знания английского языка, основываясь на скорости произношения текста и различных лексических показателях текста?

2. Можно ли построить уравнение зависимости предполагаемого уровня знания английского языка от данных показателей, которое бы соответствовало реальным данным?

В случае, если такая теоретическая зависимость обнаружится, можно проверить её на примере аудирования с использованием в качестве материала нескольких англоязычных песен, а в качестве продолжения исследования разработать программу, автоматизирующую анализ сложности песни и её ориентированности на определенный уровень, чтобы позволить изучающим английский язык подбирать песни (самим или же с помощью программных рекомендаций), соответствующие их уровню.

Для определения сложности текста (*complexity*) на английском языке нами будет использован ряд показателей: лексическая сложность (*lexical sophistication*), лексическое многообразие (*lexical diversity*) и скорость речи (*speech speed*). Выбор именно этих показателей обоснован в работах, проведенных зарубежными исследователями [1, 2], где была доказана взаимосвязь между данными показателями и числом набранных баллов за задание на понимание устного высказывания; было установлено, что тексты, осложненные малоупотребительными словами, наиболее трудны для восприятия. Также авторы вышеупомянутых исследований однозначно определяют скорость речи и разнообразие лексики в качестве существенных компонентов сложности текста.

Лексическая сложность, или лексическая редкость, измеряется как доля относительно необычных и редких слов в тексте. Здесь следует оговорить, что под редким словом имеется в виду слово, не относящееся к первым 2000 наиболее часто встречающихся слов по версии Британского национального корпуса.

Лексическое многообразие - термин, используемый для характеристики объёма используемого словарного запаса. Существуют различные показатели, характеризующие лексическое многообразие:

1. NDW (от англ. "number of different words"), как видно из названия, вычисляется простым подсчётом различных слов в тексте. Поскольку этот коэффициент неограниченно растёт с увеличением объёма текста и потому не подходит для сравнения сложности текстов с разным числом слов, далее в исследовании он рассматриваться не будет.

2. TTR (от англ. "type-token ratio") является рационализированной версией NDW. Этот показатель определяется как отношение числа уникальных слов (types) к общему числу слов в образце (tokens). В отличие от NDW данный коэффициент измеряется в пределах от $1/\text{tokens}$ до 1, что служит бесспорным преимуществом при сравнении текстов. Однако эта величина обладает и существенным недостатком: TTR слишком чувствителен к размеру текста из-за того, что существует определенный набор частых слов (например, артикли, предлоги, союзы), из-за которого с увеличением размера текста коэффициент будет стремиться к значению $1/\text{tokens}$. Существует ряд модификаций данного коэффициента, в частности:

3. LV (от англ. "lexical word variation") в отличие от TTR учитывает только лексические слова и соотносит их число с размером текста. Исследования [3] показали значительную взаимосвязь величины этого показателя и количества набранных учащимися баллов на экзаменах ESL.

Особенностью анализа трудности устной речи по сравнению с определением сложности письменного текста для изучающего язык является необходимость принять во внимание скорость чтения текста. Поскольку скорость может принимать бесконечно большие значения, мы рассмотрим нормированный вариант оценки скорости SR:

$$SR = 1 - e^{-speed}$$

который принимает значения в диапазоне $[0, 1)$. Здесь

$$speed = \frac{words}{duration},$$

где words - количество слов в песне, duration - продолжительность песни в секундах.

В дальнейшем для оценки сложности текста мы будем вычислять коэффициент лексической сложности LS, коэффициент лексического многообразия LV и нормированный показатель скорости SR. Существующая между ними корреляция незначительная, что было

показано в работах [4, 5], потому их можно совместно использовать для определения лексической сложности песни. В результате сопоставления результатов вышеупомянутых работ было получено следующее уравнение регрессии:

$$Y = 0.2 \cdot LV + 0.3 \cdot LS + 0.5 \cdot SR \quad ,$$

(1)

где Y - величина, характеризующая предполагаемый уровень сложности текста.

Опираясь на методы ранжирования студентов IELTS по результатам выполнения аудирования, мы выбрали следующие уровневые диапазоны:

1. Значения Y в диапазоне $[0, 0.45)$ соответствуют уровням A1-A2 (для IELTS этот диапазон соответствует количеству баллов, меньшему 4).

2. Значения Y в диапазоне $[0.45, 0.65)$ соответствуют уровням B1-B2 (для IELTS этот диапазон соответствует количеству баллов, большему 4 и меньшему 6.5).

3. Значения Y в диапазоне $[0.65, 1)$ соответствуют уровням C1-C2 (для IELTS этот диапазон соответствует количеству баллов, большему 6.5).

Таблица 1 – Процент успешно выполненных заданий в соответствии с уровнями

Уровень	Песня уровня A1 – A2	Песня уровня B1 – B2	Песня уровня C1 – C2
A1 – A2	71,4%	14,2%	0%
B1 – B2	71,4%	64,3%	28,5%
C1 – C2	87,5%	100%	50%

Для определения соответствия данного уравнения реальным результатам был проведён краткий опрос 29 студентов, имеющих различный уровень владения английским языком, по степени их понимания предложенных нами песен. Студентам, разделенным на три группы по уровням A1-A2, B1-B2, C1-C2, было предложено прослушать три песни, соответствующие согласно нашей формуле уровням A1-A2, B1-B2, C1-C2, и пройти тест на понимание текстов песен. Полученные результаты показывают, что студенты наиболее успешно выполняют

задания на понимание песен своего уровня и ниже, что подтверждает корректность предложенного уравнения зависимости и метода сопоставления полученного показателя сложности песни реальному уровню владения английским языком.

Однако граница между уровнями А и В размыта, поскольку крайне редко встречаются песни, которые бы согласно формуле (1) однозначно соответствовали уровням А1-А2.

После подтверждения гипотезы о возможности сопоставления величины, полученной на основе различных характеристик текста, и уровня владения языком, а также нахождения уравнения такой зависимости в явном виде было решено создать десктопное приложение с использованием технологии WPF(Windows Presentation Foundation) и языка C#.

Механизм работы приложения можно условно разделить на три части:

1. Получения сведений о воспроизводимом треке.
2. Получение текста песни.
3. Расчет коэффициента сложности.

В качестве основного источника информации о воспроизводимом треке был выбран онлайн-сервис Last.Fm. Приложение обращается к сервису при помощи Last.fm API и получает полные сведения о воспроизводимом в данный момент треке.

В роли источника текстов песен был использован онлайн-сервис Chartlyrics.com. Обработав данные о треке, приложение, используя ChartLyrics Lyric API, выполняет поиск в базе Chartlyrics.com по имени исполнителя и названию композиции и затем сохраняет текст в оперативную память для дальнейшей обработки.

Для расчета лексической сложности (lexical sophistication) и лексического многообразия (lexical diversity) приложение использует разработанный Ai, Haiyang and Lu, Xiaofei (2010) сервис "*A web-based system for automatic measurement of lexical complexity*".

Получив всю необходимую информацию, программа вычисляет итоговый коэффициент сложности по формуле (1) и выводит всю необходимую информацию в главное окно.

Также был реализован метод вывода сведений о Last.Fm профиле пользователя, включая количество воспроизведенных композиций, никнейм, реальное имя и аватар.

Следует указать, что для полноценной работы приложения пользователь должен быть зарегистрирован на сайте Last.fm и иметь приложение для скробблинга (от англ. "scrobble" – To publish one's music-listening habits to the Internet via software, in order to track when and how often certain songs are played) воспроизводимых композиций.

Образовательный потенциал приложения может быть реализован посредством рекомендательной функции: студенту, владеющему английским языком на том или ином уровне, приложение предлагает песни, ориентированные, во-первых, на его уровень (например, песни, имеющие коэффициент сложности, близкий к среднему или максимальному коэффициенту сложности прослушиваемых им песен) и, во-вторых, на его музыкальные предпочтения.

The screenshot shows the 'MindYourText' application window. On the left, it displays a Last.fm profile for 'MrJackB1ack' (Евгений) with 7173 tracks scrobbled. Below the profile, there are several lines of lyrics from the song 'Rent'. On the right, there is a section for the song 'Rent' by Pet Shop Boys, including a 'Complexity Analysis' table and a 'Get Info' button.

Complexity Analysis	
Speed	0,86
WordTokens	377
Lexical Variation	0,31
Lexical Sophistication	0,19
Total	0,55

Рис. 1 – Главное окно программы

В результате анализа данных, полученных в ходе исследования, была обнаружена взаимосвязь между сложностью текста и такими показателями, как скорость, лексическое разнообразие и лексическая сложность. Также разработана программа, позволяющая при прослушивании музыки определять сложность текста проигрываемой песни. В дальнейшем функционал программы можно расширить,

добавив возможность рекомендации песни с уровнем сложности текста, примерно равном сложности воспроизводимого трека, с использованием Last.fm API. Данная функция расширит образовательный потенциал программы.

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Exercise 157. Write the article on any of the spheres of your future profession and make up the abstract to it.

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LANGUAGE SUPPORT

PHONETICS

Гласная буква	Тип слога			
	I Открытый	II Закрытый	III Гласная + r	IV Гласная + re
А а	[eɪ] make, date	[æ] tag, flat	[ɑ:] far, start	[ɛə] spare, fare
О о	[ə u] note, rose	[ɒ] not, fog	[ɔ :] born, sport	[ɔ :] More
У у	[ju:] tune, tuse	[ʌ] nut, run	[ɜ:] turn, nurse	[juə] pure, cure
Е е	[i:] she, eve	[e] pen, bed	[ɜ:] her, verb	[ɪə] here, mere

i Уу	[aɪ] time, bite fly, cry	[ɪ] sit, stick gym, myth	[ɜ:] bird, fir myrtle	[aɪə] fire, mire lyre, tyre
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GRAMMAR

Образование множественного числа существительных

Окончание	Правило	Примеры
- s	Многие существительные	Boys, girls, sisters, brothers, nieces
	Существительные, оканчивающиеся на гласную + буква o	Radio - radios, video - videos, zoo - zoos
	С музыкальными инструментами	Piano – pianos, guitar - guitars, drum - drums
- es	Существительные, оканчивающиеся на согласную + буква o	Tomato - tomatoes, potato - potatoes, volcano - volcanoes
	Существительные, оканчивающиеся на буквы -ss, -s, -x, -ch, -sh	Fox - foxes, dress - dresses, church - churches, bush - bushes
-ies	Существительные, оканчивающиеся на согласную + y (y – i+es)	Lady - ladies, country - countries, city - cities,
-ves	Существительные, оканчивающиеся на - f / -fe (f / fe – v+es)	Life - lives, leaf - leaves, wife - wives
	Исключения из правила:	Chief (шеф) – chiefs, roof (крыша) – roofs, safe (сейф) – safes, cliff (утес) – cliffs, handkerchief (носовой платок) – handkerchiefs, belief (мнение) – beliefs
Слова-исключения		Man – men, woman – women, ox – oxen, tooth – teeth, goose –

		geese, foot – feet, mouse – mice, child – children
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Порядок слов в английском предложении.

Повествовательное предложение

My sister speaks English well.

Отрицательное предложение

John does not have a son yet.

Вопросительное предложение:

общий вопрос (ко всему предложению)

Do you have a brother?

специальный вопрос (к определенному члену предложения)

Where does he live?

подлежащее и сказуемое обязательно есть в предложении;

дополнение и обстоятельства могут отсутствовать.

вопросительные слова

<i>who</i> – кто?	<i>why</i> – почему?	<i>where</i> – где?
<i>what</i> – что? какой?	<i>whose</i> – чей?	<i>how</i> – как?
<i>when</i> – когда?	<i>which</i> – какой? который?	

вопрос к подлежащему или определению подлежащего

Who has a brother?

Whose sister speaks English well?

Глагол-связка to be.

формы настоящего времени

to be

am

I (1л, ед.ч)

it

is

he }
She } (3 л, ед.ч)
hey } (3л, мн.ч)

are

we (1л, мн.ч)
you (2 л, ед. и мн. ч)

Глагол to be строит вопросительные и отрицательные предложения
отлично от других глаголов (ему не требуется вспомогательный
глагол)

Отрицательное предложение
John is not a father yet.

Вопросительное предложение:
общий вопрос (ко всему предложению)
Is he your uncle?

специальный вопрос (к определенному члену предложения)
How old is your niece?

Имя числительное

количественные ← → *порядковые*

обозначают количество предметов обозначают порядок
и отвечают на вопрос How many? и отвечают на вопрос Which?

Местоимение (The Pronoun)

Личные местоимения

именительный падеж (nominative case)	объектный падеж (objective case)
I – я you – ты, вы, Вы he – он (о человеке) she – она (о человеке) it – он, она, оно (не о человеке) we – мы they - они	me – мне, меня him – его, ему, им her – её, ей it – его, ему, ей us – нас, нам you – тебе, вам, вас them – их, им

Притяжательные местоимения

простая форма (после местоимения обязательно есть существительное)	абсолютная форма (существительного после местоимения нет)
my – мой your – твой, ваш his – его her – её its – его, её our – наш their -- их	mine – мой yours – твой, ваш his – его hers – её its – его, её ours – наш theirs – их

Прилагательное и наречие (The adjective and the adverb)

Степени сравнения прилагательных и наречий

	↓	↓	↓
	<i>положи-</i>	<i>сравни-</i>	<i>превосходная</i>
	<i>тельная</i>	<i>тельная</i>	
Односложные и двусложные		+er	(the) +est
	big	bigger	the biggest
Многосложные		more/less	(the) most/least
	attractive	more attractive	the most attractive
Особая группа	good, well	better	the best
	bad, badly	worse	the worst

many, much	more	the most
little	less	the least
far	farther	the farthest

Указательные местоимения

близкое по времени или расстоянию this (этот, эта, это) – ед.ч. these (эти) – мн.ч. those (те) – мн.ч.	далекое по времени или расстоянию that (тот, та, то) – ед.ч.
--	---

Определители

Артикль (The article)

Определители – слова, сопровождающие **существительное**.

Определитель перед существительным может быть **только один**.

Неопределенный артикль a/an имеет значение «один из предметов, лиц). Происходит от числительного **one** и означает *один из многих, какой-то, любой*.

This is *an* apple.(какое-то яблоко, одно из многих).

He употребляется перед:

- именами собственными;
- существительными, которые нельзя посчитать (абстрактные, неисчисляемые);
- существительными во множественном числе;
- в устойчивых выражениях: *to have breakfast/dinner/supper/lunch; to go/be at home; to play tennis/football/rugby etc.*

Употребляется:

- если существительное (предмет, которое оно обозначает) употребляется впервые;
- если существительное обозначает название профессии;
- если существительное обозначает представителя класса.

Определенный артикль the имеет значение «конкретный предмет или лицо. Происходит от указательного местоимения **that** и означает *конкретный, известный нам предмет*.

Может употребляться как с *единственным*, так и с *множественным* числом, как с *исчисляемыми*, так и с *неисчисляемыми* существительными.

Употребляется:

- если существительное упоминалось;
- если существительное единственное в своем роде: the sky, the earth, the moon, the world;
- если существительное определяется порядковым числительным или прилагательным в превосходной степени;
- с музыкальными инструментами: the piano, the trumpet, the guitar;
- с названиями стран, в которых есть слова united, unit, federation: the USA, the United Kingdom, the Russian Federation;
- с некоторыми географическими названиями (рек, морей, океанов, горных цепей и т.п.): the Thames, the Black Sea, the Pacific Ocean;
- в устойчивых словосочетаниях: the right, the left, the middle, the top, the bottom, the same.

Глагол Личные формы глагола

Tenses	Simple	Continu-ous	Perfect	Perfect-Continuous
Past	(did) V2/ed	was/were Ving	had V3/ed	had been Ving
Present	(do/does) V(s)	am/is/are Ving	has/have V3/ed	have/has been Ving
Future	shall/will V	shall/will be Ving	shall/will have V3/ed	will have been Ving

Пассивный залог (The Passive Voice)

Глагол в действительном залоге (**the Active Voice**) ⇒ действие совершает лицо или предмет, выраженный подлежащим.

He often asks questions. – Он часто *задаёт* вопросы.

Глагол в страдательном залоге (**the PassiveVoice**) ⇒ действие направлено на предмет или лицо, выраженное подлежащим.

He is often asked questions. – Ему часто *задают* вопросы.

Общая формула: **to be** + **Participle II** (для неправильных глаголов)
или **V+ed** (для правильных глаголов)

Таблица неправильных глаголов

Infinitive	Past Simple	Participle II	Translation
be	was / were	been	быть
become	became	become	становиться
begin	began	begun	начинать(ся)
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
buy	bought	bought	покупать
catch	caught	caught	ловить
choose	chose	chosen	выбирать
come	came	come	приходить
cost	cost	cost	стоить
cut	cut	cut	резать
do	did	done	делать
draw	drew	drawn	рисовать
drink	drank	drunk	пить
drive	drove	driven	ехать, везти
eat	ate	eaten	кушать
fall	fell	fallen	падать
feed	fed	fed	кормить
feel	felt	felt	чувствовать
fight	fought	fought	бороться
find	found	found	находить
fly	flew	flown	летать
forget	forgot	forgotten	забывать
forgive	forgave	forgiven	забывать
get	got	got	получать
give	gave	given	давать
go	went	gone	идти
grow	grew	grown	расти
have	had	had	иметь
hear	heard	heard	слышать
hit	hit	hit	ударить(ся)

hold	held	held	держать
know	knew	known	знать
learn	learnt (learned)	learnt (learned)	учить
leave	left	left	оставлять, уходить
lose	lost	lost	терять
make	made	made	делать
mean	meant	meant	значить
meet	met	met	встречать(ся)
pay	paid	paid	платить
put	put	put	класть
read	read	read	читать
ring	rang	rung	звонить
run	ran	run	бегать
say	said	said	сказать
see	saw	seen	видеть
sell	sold	sold	продавать
send	sent	sent	отправлять
shine	shone	shown	сиять
show	showed	shown	показывать
shut	shut	shut	закрывать
sing	sang	sung	петь
sit	sat	sat	сидеть
sleep	slept	slept	спать
speak	spoke	spoken	говорить
spend	spent	spent	тратить, проводить
stand	stood	stood	стоять
steal	stole	stolen	красть
swim	swam	swum	плавать
take	took	taken	брать
teach	taught	taught	обучать
tell	told	told	рассказывать
think	thought	thought	думать
throw	threw	thrown	выбрасывать, бросать
understand	understood	understood	понимать
wake	woke	woken	будить
wear	wore	worn	носить (одежду)
win	won	won	побеждать
write	wrote	written	писать

Модальные глаголы (Modal verbs)

Модальные глаголы – глаголы, обозначающие не само действие, а отношение к нему говорящего.

I must come and see my parents next Sunday. - Я должен навестить своих родителей в следующее воскресенье.

He can speak three languages. - Он может говорить на трёх языках.

Модальные глаголы в английском языке не имеют формы инфинитива, не принимают окончание **-s, -es** в 3-м лице единственного числа Present Simple.

Они образуют вопросительную и отрицательную формы без вспомогательного глагола. После модальных глаголов инфинитив другого глагола употребляется без частицы *to*.

can / could

имеет две формы: **can** – для настоящего времени, **could** – для прошедшего.

Употребляется:

1. Для выражения возможности или способности совершения действия. В этом значении переводится как "мочь", "уметь": *She can speak English well but she can't write it at all.*

2. Для выражения разрешения совершить действие в вопросительных предложениях. *Can we go home?*

3. Для выражения просьбы в вопросительных предложениях. *Can (could) you give me your dictionary?*

Форма **could** употребляется для более вежливого обращения.

must

Употребляется:

1. Для выражения долженствования, необходимости произвести действие в настоящем или будущем. *I must go.*

2. Для выражения запрещения в отрицательном предложении. *You mustn't do it.*

3. Для выражения высокой вероятности какого-либо действия, предположения. *It must be Ted. He always comes home at 5 o'clock.*

4. Для обозначения настоятельного совета, рекомендации. *You must come and see my new flat.*

Основные способы словообразования (Wordbuilding)

Словосложение - образование новых слов путем соединения двух или более слов в сложное слово.

post + man = **postman**

bed + room = **bedroom**

Конверсия - образование новых слов от слов, принадлежащих к другой части речи, без добавления аффиксов (суффиксов и префиксов).

answer – ответ \rightleftarrows to answer – отвечать

work – работа \rightleftarrows to work – работать

walk – ходьба \rightleftarrows to walk – ходить

Аффиксация - образование новых слов от основ существующих слов при помощи аффиксов (суффиксов и префиксов).

Префиксы

un-, in- - противоположное значение: *to undo* - уничтожать;

over – переводится на русский язык при помощи над-, *пере-*, *сверх-*, чрезмерно: *over-active* – сверхактивный.

dis – придает слову отрицательное значение, переводится на русский при помощи не-, без-: *dishonest* – бесчестный; *disobedient* – непослушный; *distrustful* – недоверчивый.

non-означает отрицание или отсутствие: *non-alcoholic* –безалкогольный.

Суффиксы для образования существительного

-dom образует абстрактные и собирательные существительные, обозначающие состояние: *freedom* – свобода; *boredom* – скука;

-ment образует существительное, обозначающие действие, процесс или состояние: *measurement* – измерение; *statement* – утверждение; *appointment* – назначение;

-ness образует существительное со значением «качество» или «состояние»: *dampness* – влажность; *happiness* – счастье;

-sion, -tion, -ation встречаются в существительных, обозначающих: действие, процесс, состояние: *constitution* — указ; *admission* — принятие;

-ure, -ture образуют существительные, передают значения:

1) процесса, состояния, свойства, абстрактного понятия: *departure* — отъезд; *creature* — создание;

2) сферы деятельности; официального учреждения и его функций: *manufacture* — производство; *portraiture* — портретная живопись;

3) конкретного предмета: *picture* — картина; *furniture* — мебель;

-er образует существительное, обозначающие лицо, называемое по профессии, по взглядам и убеждениям, по происхождению и месту проживания: *leader* — вождь; *speaker*— оратор.

Суффиксы для образования прилагательных

-able образует прилагательные со значением:

1) возможности осуществления: *acceptable* — допустимый; *adaptable*— легко приспособляемый;

2) обладания некоторым качеством: *comfortable*— удобный; *peaceable*— миролюбивый; *lovable*— привлекательный.

-al образует прилагательное со значением подобия, сходства, обладания некоторым свойством: *additional* —дополнительный; *accidental* — случайный; *hysterical* — истеричный.

-ful образует прилагательное со значением «обладающий данным качеством»: *beautiful* — красивый; *wonderful* — удивительный.

-lessобразует прилагательное со значением «лишённый чего-л., не имеющий чего-л.»: *tactless*— бестактный.

-y образует прилагательное со значением обладания чем-л., сходства с чем-л.; склонности к чему-л.: *healthy* — здоровый; *dirty* — грязный; *witty* — остроумный.

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